**Connected Learning Team**

**Primary**

**Year Four**

**English Package**

**Reading Strategies**

**Procedure**

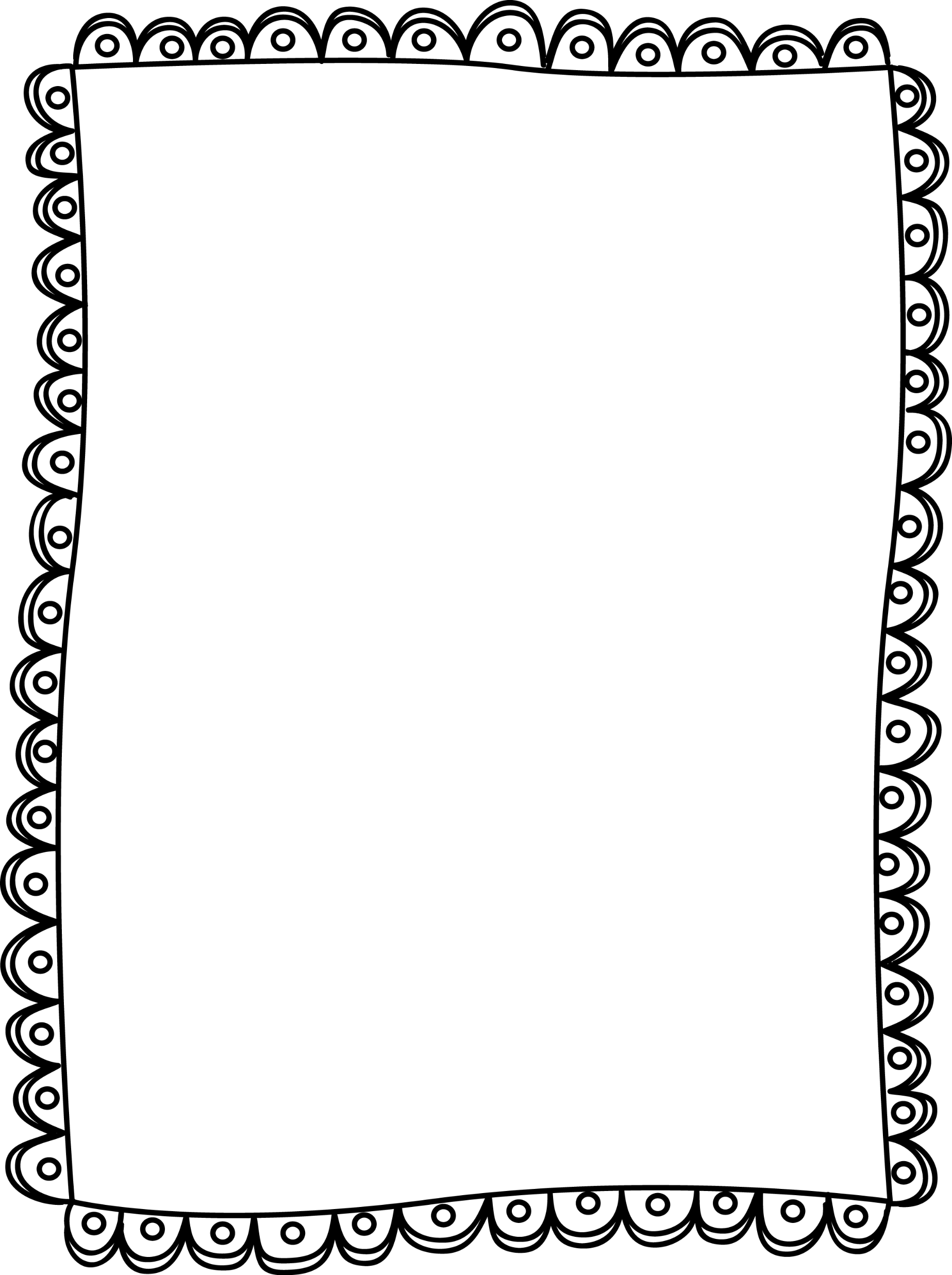
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| --- | --- |
| Overview | |
| **Day 1-5** | **Day 6-10** |
| Focus:  Past tense  Recalling facts and Details | Focus:  Spelling Rules  Procedure writing |
| Focus:  Tense  Summarising | Focus:  Spelling Rules  Procedure writing |
| Focus:  Tense  Compare and Contrast | Focus:  Suffixes  Procedure Writing |
| Focus:  Homophones  Fact and Opinion | Focus:  Prefixes  Procedure Writing |
| Focus:  Homophones  Fact and Opinion | Focus:  Prefixes and Suffixes  Procedure Writing |

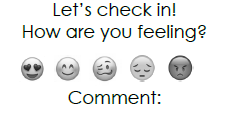
|  |
| --- |
| Year 4 Curriculum Links |
| **Reading**  Identify and explain [language features](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/language-features) of texts from earlier times and compare with the vocabulary, images, [layout](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/layout) and content of contemporary texts [(ACELY1686)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acely1686)  Understand differences between the language of opinion and feeling and the language of factual reporting or recording [(ACELA1489)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acela1489)  Read different [types of texts](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/types-of-texts) by combining contextual , semantic, grammatical  and [phonic](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/phonic) knowledge using [text](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/text) processing strategies for example monitoring meaning, cross checking and reviewing [(ACELY1691)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acely1691)  Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts [(ACELY1692)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acely1692) |
| **Procedure**  Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over [text](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/text) structures and [language features](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/language-features) [(ACELY1694)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acely1694)  Write using clearly-formed joined letters, and develop increased fluency and automaticity [(ACELY1696)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acely1696) |
| **Grammar and Spelling**  Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic [word](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/word) families, common prefixes and suffixes and [word](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/word) origins to spell more complex words [(ACELA1779)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acela1779)  Read and [write](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/write) a large core of high frequency words including homophones and know how to use [context](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/context) to identify correct spelling [(ACELA1780)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acela1780)  Understand how to use [phonic](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/phonic) knowledge to [read](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/read) and [write](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/write) multisyllabic words with more complex letter combinations, including a variety of [vowel](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/vowel) sounds and known prefixes and suffixes [(ACELA1828)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-4/acela1828) |

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Day 1

Week 1  
Day 1

**English**  
Reading Strategies

**We are learning to:**

* Recall facts and details in a text

**I will be successful when:**

* I can state the main idea of a text
* I can list details of a text and key events

**Task 1:**

**Change the present tense verbs into past tense. Some of the verbs are irregular for a challenge.**

A past verb is something that happened in the past. For example, the girl jumped on her trampoline.

A present verb is something that is happening now. For example, the girl is jumping on her trampoline.

A future verb is something that is going to happen in the future. For example, a girl will jump on her trampoline.

|  |  |
| --- | --- |
| **Present Tense Verb** | **Past Tense Verb** |
| Jump | jumped |
| Run | ran |
| Skip |  |
| Forget |  |
| Drive |  |
| Eat |  |
| Hop |  |
| Wake |  |
| Fly |  |
| Move |  |

**Task 2:**

**Read the below recount. Read it in your head first and then read it out loud to an adult in your house. If there are any words you are unsure of ask them for help. While you are reading think about what the main idea of the text might be.**

**Charlie’s adventures**

On the weekend I took my cheeky puppy Charlie for a walk to the local park. I went with my friend again; we have been going for lots of walk to get some fresh air during self- isolation.

When we got to the park Charlie was very excited as there was another dog being walked- he was a spotty dalmatian. Charlie really wanted to go say hello and kept pulling on his lead. He almost pulled my friend over!

At the park, we first walked around the edge letting Charlie sniff all the trees. My friend and I had a good chat while Charlie was exploring his new surroundings.

The park was fenced in so after a while we decided to let Charlie off the lead so he could run around and say hi to his new dalmatian friend. Charlie was very excited to run and wasted no time in saying hello to the dalmatian.

Charlie and the dalmatian had a great time playing together and found a giant stick to fight over. My friend and I had a good chuckle over Charlie’s silly determination to carry the giant stick all over the park. We told him it wouldn’t be able to come home with him.

Finally, it looked like Charlie was getting tired, so we decided to grab him and head home.

When we were at home Charlie had a large drink of water and collapsed on the couch, ready to sleep the night away.

What a fun day of adventures Charlie had in the park.

**Task 3:**

**Answer the questions below:**

What do you think the main idea of the recount is?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who is the main character of the recount?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is the recount set?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 4:**

**We are focussing on the reading strategy of recalling facts and details. You had a practise of doing this above.**

**The facts are what happened in the recount and the details are the key points and examples that support the main idea.**

**Below fill the table out with facts and details from the text above.**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Who is the recount about? | Charlie and a dalmatian |
| When is the recount set? |  |
| Where is the recount set? |  |
| What is the recount about? |  |
| What are 2 key events in the recount? |  |
| What happens at the end of the recount? |  |

**Task 5:**

**The recount above has many past tense verbs. Can you find 5 and write them below. Remember a past tense verb usually ends in ‘ed’ an example is jumped or skipped. Sometimes they can be irregular like ate or drove.**

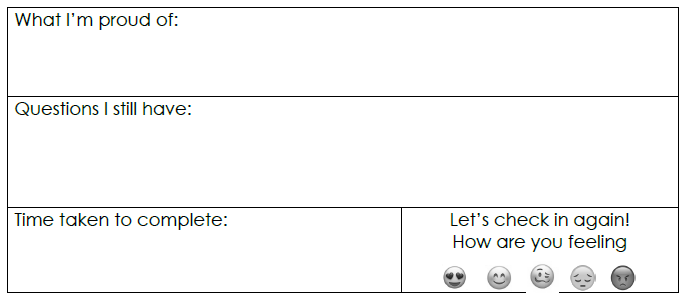
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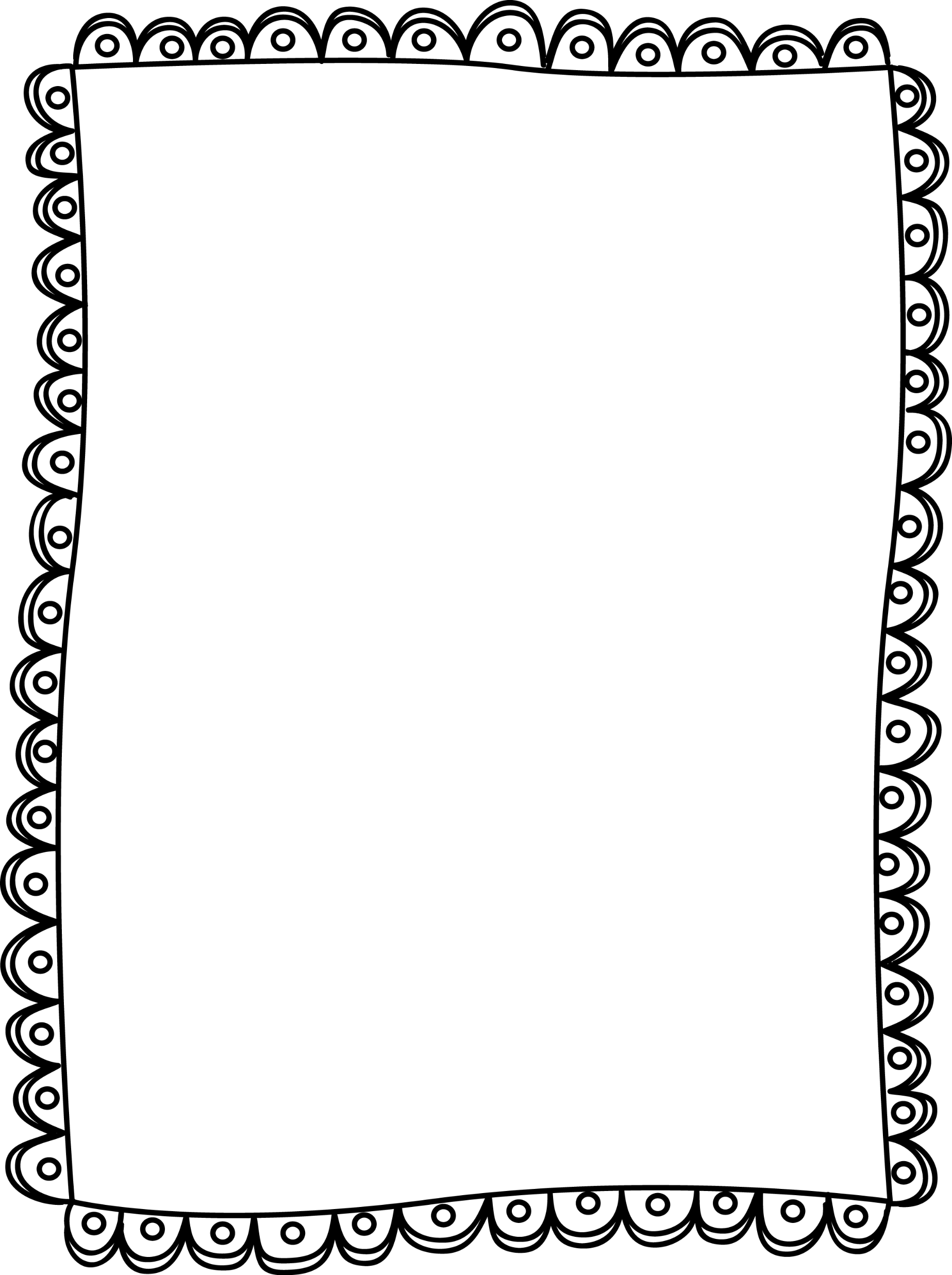
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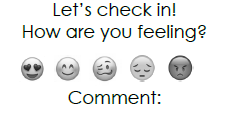
3.

4.

5.







Day 2

Good morning! Can you think of a past tense verb about something you did yesterday?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**English**  
Reading Strategies

**We are learning to:**

* Summarise a text

**I will be successful when:**

* I can recall facts and details about a text
* I can use my facts and details to create a summary of a text

**Task 1:**

**Yesterday we looked at present to past tense and reviewed what each tense was. Today your job is to sort the words into the correct tense. An example has been done for you.**

|  |  |  |  |
| --- | --- | --- | --- |
| Is playing | flew | swung | Will smile |
| Hopped | Kicks | Is smiling | looks |
| slid | Will fly | flies | Will swing |
| played | Was kicking | Is trying | swinging |

|  |  |  |
| --- | --- | --- |
| **Past** | **Present** | **Future** |
| Flew | Swinging | Will smile |

**Task 2:**

**We are learning to summarise today. To summarise a text is to tell in your own words what happened in a text. A good summary focusses on the important facts and details that help you understand the text. We are going to re-read the text from yesterday. Can you remember the main idea of the text? After you have read the text find an adult and tell them the main idea.**

**Charlie’s adventures**

On the weekend, I took my cheeky puppy Charlie for a walk to the local park. I went with my friend again; we have been going for lots of walk to get some fresh air during self- isolation.

When we got to the park Charlie was very excited as there was another dog being walked- he was a spotty Dalmatian. Charlie really wanted to go say hello and kept pulling on his lead. He almost pulled my friend over!

At the park, we first walked around the edge letting Charlie sniff all the trees. My friend and I had a good chat while Charlie was exploring his new surroundings.

The park was fenced in so after a while we decided to let Charlie off the lead so he could run around and say hi to his new Dalmatian friend. Charlie was very excited to run and wasted no time in saying hello to the Dalmatian.

Charlie and the Dalmatian had a great time playing together and found a giant stick to fight over. My friend and I had a good chuckle over Charlie’s silly determination to carry the giant stick all over the park. We told him it wouldn’t be able to come home with him.

Finally, it looked like Charlie was getting tired, so we decided to grab him and head home.

When we were at home Charlie had a large drink of water and collapsed on the couch, ready to sleep the night away.

What a fun day of adventures Charlie had in the park.

**Task 3:**

**Using colours highlight or circle the characters, the setting, when the recount is taking place and the main events of the text.**

**Task 4:**

**A summary is usually only 1 or 2 sentences. Below write a summary of the text above.   
Tips: Include the main idea**

**Ignore the little details- pay attention to the key events**

**Use key words from the text**

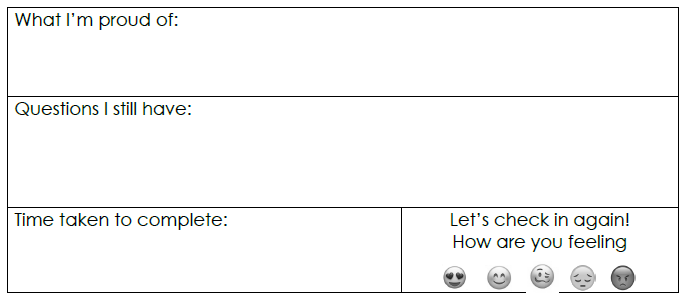
**Here is an example summary of a story to help you with yours.**

**Red Riding Hood Summary**

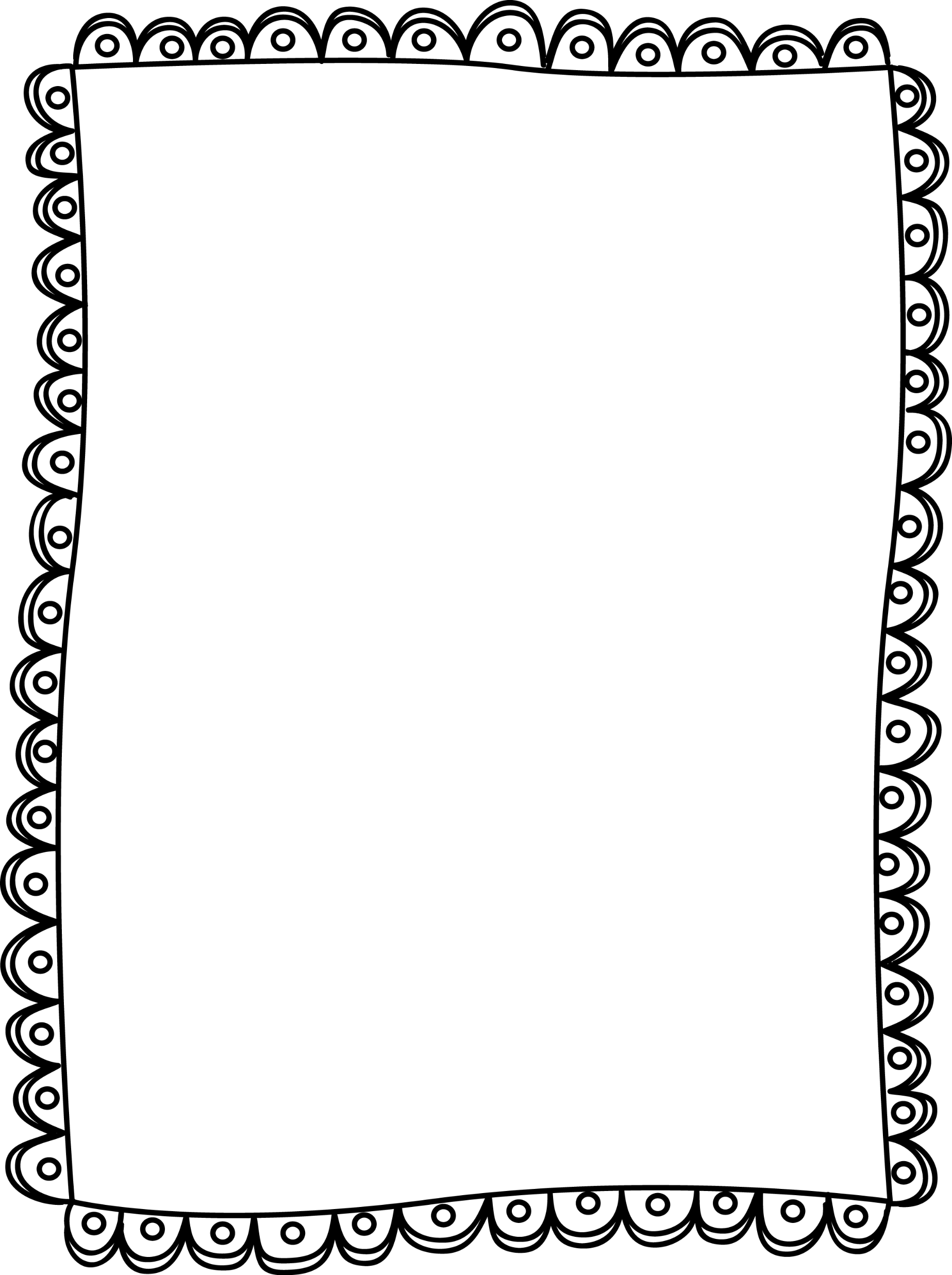
This story is about a little girl who goes to visit her grandma and meets a wolf when she gets there. He tries to trick her and eat her but the woodchopper comes to save her. The main idea of this story is to listen to your parents and be careful around strangers.

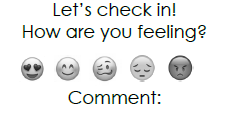
**Charlie’s Adventure Summary**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Day 3





Week 1  
Day 3

**English**  
Reading Strategies

**We are learning to:**

* Compare and contrast two texts

**I will be successful when:**

* I can compare a recount- main idea and features
* I can list similarities and differences of a text

**Task 1:**

**Are the sentences past, present or future tense? Circle the correct answer.**

|  |  |  |  |
| --- | --- | --- | --- |
| We will go to the zoo on Sunday. | Past | Present | Future |
| Steph washed her hands with soap. | Past | Present | Future |
| Mel chews pink bubblegum. | Past | Present | Future |
| I walked all the way to the grocery store. | Past | Present | Future |
| Gabby will go to dance classes this summer. | Past | Present | Future |

**Task 2:**

**Write your own example sentences about the topic ‘breakfast’ using past, present and future. Use the sentences above for ideas.**

Past:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Present:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Future:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3:**

**Today we are going to compare and contrast.**

**When we compare a text we show how they are alike.**

**When we contrast a text we show how they are different.**

**Read the below text in your head and then out loud to an adult in your house. If there are any words you are unsure of have an adult help you out.**

**We are then going to compare and contrast it to Charlie’s Adventure.**

**A Trip to the Zoo.**

Yesterday, my family and I went to the Perth Zoo to visit the animals. My favourite animal is the otter. I was very excited to see them.

In the morning when we got to the zoo there was a long line, so we had to wait a while to get in. I practised TikTok dance moves while waiting.

After we entered the zoo, we went straight to the otter enclosure. My brother and I were excited to see them. There were very cute and playful.

At lunchtime, Dad decided to cook a BBQ using the equipment in the park. He cooked sausages and onions. Mum forgot the tomato sauce so I had to have mine plain. It didn’t taste as nice.

In the afternoon, we visited the penguins. They were being fed and some were sleeping in the sun. They were eating anchovies and squid, some of the penguins were fighting over the fish. It was very funny to watch!

At the end of the day when we left we were going to go and get ice-cream but we decided we were too tired and so drove straight home.

**Task 4:**

**Complete the table below comparing ‘A Trip to the Zoo’ to ‘Charlie’s Adventure’.**

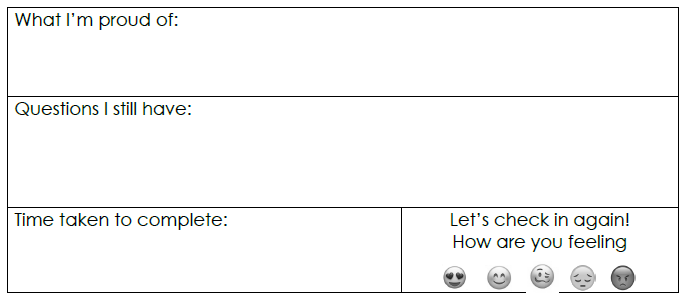
|  |  |  |
| --- | --- | --- |
|  | **Charlie’s Adventure** | **A Trip to the Zoo** |
| **Main Idea** |  |  |
| **Characters** |  |  |
| **Setting** |  |  |
| **Time of Day** |  |  |
| **Past Tense Words** |  |  |

**List 2 similarities that exist between the two texts:**

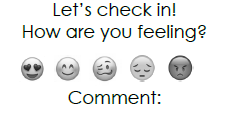
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**List 2 differences that exist between the two texts:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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**English**  
Reading Strategies

**We are learning to:**

* Understand fact and opinion

**I will be successful when:**

* I can recognise the difference between facts and opinions
* I can write my own facts and opinions

**Task 1:**

**For our first task today we are going to revise homophones. Homophones are words that sound the same but are spelt different and have different meanings.**

For example:

The **bear** was eating fish from the river.

It’s hard to swat a fly with your **bare** hand.

**Can you put the correct homophone in below?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| My favourite fruit is a \_\_\_\_\_\_.  I bought a new \_\_\_\_\_\_\_\_\_ of shoes. | | pair | | pear |
| The \_\_\_\_\_\_\_\_\_\_ pot fell on the ground and broke.  Bread is made from \_\_\_\_\_\_\_\_\_, yeast and water. | | flower | | flour |
| There were seven \_\_\_\_\_\_\_\_\_\_\_ grazing in the field.  My sister is very \_\_\_\_\_\_\_\_\_ to me. | deer | | dear | |
| The \_\_\_\_\_\_\_ looks calm and smooth.  I can \_\_\_\_\_\_\_\_\_ a ship in the distance. | see | | sea | |
| I wash my \_\_\_\_\_\_\_\_\_ twice a week.  Another type of rabbit is a \_\_\_\_\_\_\_\_. | hair | | hare | |

**Task 2:**

**A *fact* is something that can be proven true.**

**An *opinion* is someone’s feelings about a particular topic.**

**For example:**

My father makes the most delicious spaghetti in the world- opinion.

I ate three meatballs with my spaghetti- fact.

**Have a go below at highlighting the correct box next to the statements.**

|  |  |  |
| --- | --- | --- |
| The football game was a lot of fun. | Fact | Opinion |
| The best sport to watch is swimming. | Fact | Opinion |
| Baseball is better then hockey. | Fact | Opinion |
| Being a soccer goalie is easy. | Fact | Opinion |
| Yo-yo tricks are really exciting. | Fact | Opinion |
| A bowling ball has three holes in it. | Fact | Opinion |
| A skateboard has four wheels. | Fact | Opinion |
| Our tickets cost fifty two dollars. | Fact | Opinion |
| Swimming is a water sport. | Fact | Opinion |

**Task 3:**

**Now have a go at writing your own fact and opinion statements about sports.**

**Example:**

Fact- Usain Bolt won Olympic gold for the 100m sprint.

Opinion- He is the most exciting runner to watch.

**Facts:**

1.

2.

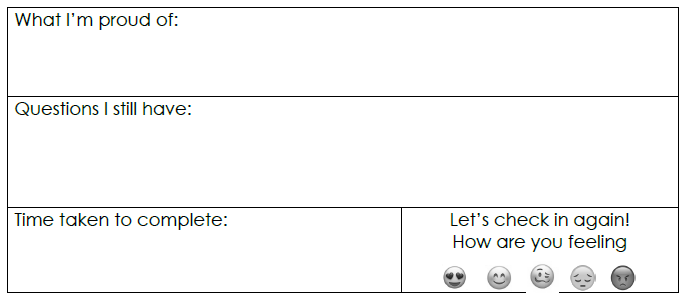
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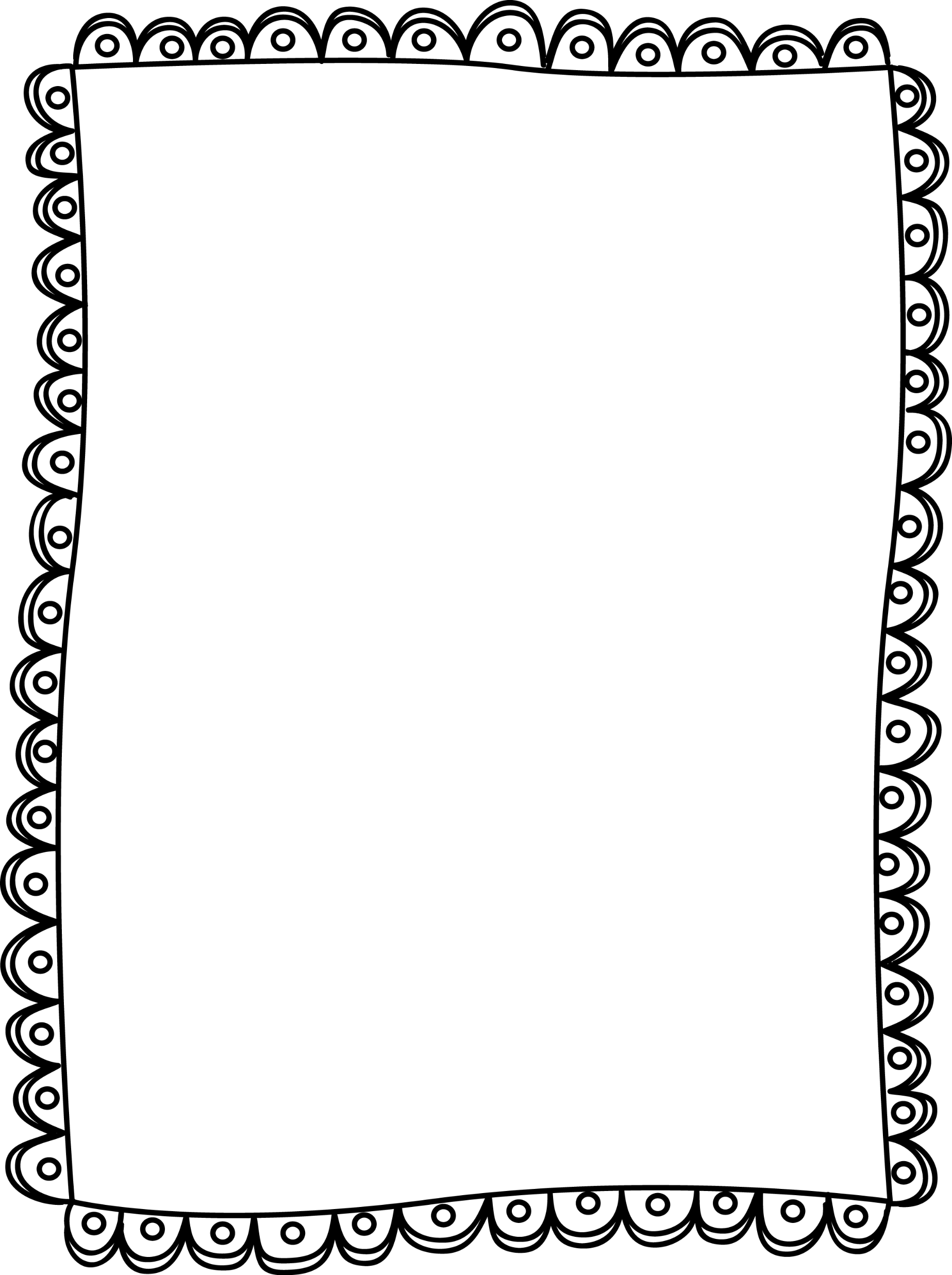
**Opinions:**

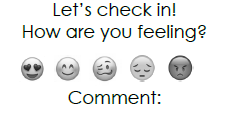
1.

2.

3.







Day 5

Good morning! Do you have a better understanding of fact and opinion? We are going to look at a text today to find fact and opinions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**English**  
Reading Strategies

**We are learning to:**

* Understand fact and opinion in a text

**I will be successful when:**

* I can recognise the difference between facts and opinions in a text
* I can write my own facts and opinions about a text

**Task 1:**

**Today with homophones we are going to focus on their, there and they’re. Below are the definitions to help you with the task.**

There: that place or position

Example: Over there is a very large house.

Their: Belonging to someone

Example: That is their cat.

They’re: They are

Example: They’re looking very happy today.

**Can you put the correct word in the sentences below.**

They parked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ car under the tree.

\_\_\_\_\_\_\_\_\_\_\_\_ were lots of people lined up outside the movies.

Is \_\_\_\_\_\_\_\_\_\_\_\_ anything I can do to help you?

They can’t find \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ seats on the plane.

Where are \_\_\_\_\_\_\_\_\_\_\_\_\_ books?

Sam and William are still sleeping because \_\_\_\_\_\_\_\_\_\_\_\_\_\_ tired.

Are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cookies in the kitchen?

Our bicycles are old, but \_\_\_\_\_\_\_\_\_\_\_\_\_ bicycles are new.

**Task 2:**

**We are revising fact and opinion today and applying our knowledge to a text.**

**A fact is something that can be proven.**

Example: Broccoli is healthier than chocolate.

**An opinion is a statement of belief. It says what something thinks or feels and not everyone will agree.**

Example: Broccoli tastes better then chocolate.

**Read the text below. As you read think about what parts are facts and what parts are opinion.**

**Sloths**

Sloths are the slowest-moving mammals on Earth. It takes a full minute for a sloth to move 1.8m across the ground. You probably couldn’t move that slowly if you tried!

The sloth’s body is about 60cm long. It has long legs, and curved claws that are around 10cm long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-coloured “mask.” The shape of a sloth’s mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths don’t put on much of a show, but they are very cute to look at.

Sloths’ bodies are home to many tiny plants and creatures. Tiny plants grow on the sloth’s fur, making sloths appear to be green. This makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth’s fur. Maybe the sloth doesn’t even seem like an animal to these plants and creatures, because the sloth moves so little and so seldom.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 30cm. Maybe they developed this skill so they wouldn’t have to move to reach the tasty leaves and berries around their resting spot.

Their main enemies are jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

**Task 3:**

**Circle the word “fact” if it is *true* or it *really happened* in the text.**

**Circle the word “opinion” if it is *what someone thinks or believes*.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Sloths are the slowest mammals on earth. | fact | opinion |
| 2. | It takes a full minute for a sloth to move 6 feet across the ground. | fact | opinion |
| 3. | You probably couldn’t move that slowly if you tried! | fact | opinion |
| 4. | Sloths spend almost their entire lives hanging from tree branches. | fact | opinion |
| 5. | The life of a sloth is not very exciting. | fact | opinion |
| 6. | Sloths have a round head, small ears, a stubby tail, and sad looking eyes. | fact | opinion |
| 7. | The shape of a sloth’s mouth makes it look like it is always smiling. | fact | opinion |
| 8. | A sloth can turn its head almost all the way around. | fact | opinion |
| 9. | Sloths are cute to look at. | fact | opinion |
| 10. | Tiny plants grow on the sloth’s fur. | fact | opinion |
| 11. | Moths and insects live in the sloth’s fur. | fact | opinion |
| 12. | Sloths live in the tropical forests of Central and South America. | fact | opinion |
| 13. | Many tropical rainforests are disappearing. | fact | opinion |
| 14. | It would be sad if sloths became extinct. | fact | opinion |

**Task 4:**

**Read the text below and think about what facts and opinions you can see. Write one fact and one opinion that you find.**

**Peter Sees a Sloth**

Peter’s class was learning about interesting animals. Today they were going on a trip to the zoo to see some of the animals they had learned about. Peter’s favourite was the sloth. He had never seen one, but he had learned a lot about them, and seen pictures of them. They were so cute. They had big round eyes and looked like they were wearing a mask. The sloths in all of the pictures looked like they were smiling.

Peter remembered a story he had read about sloths. The story said that many sloths live in the tropical forests in the South American country of Bolivia. Santa Cruz, a large city in Bolivia, has many large parks with old and beautiful trees. Years ago, many sloths lived in these trees. People liked to come to the parks and look for the sloths. Even though there were many sloths in the parks, they were hard to see. Their fur was as green as the leaves of the trees they lived in. Peter wished he could have visited one of those parks. He was sure he would have been able to spot the sloths, even if they were hard to see.

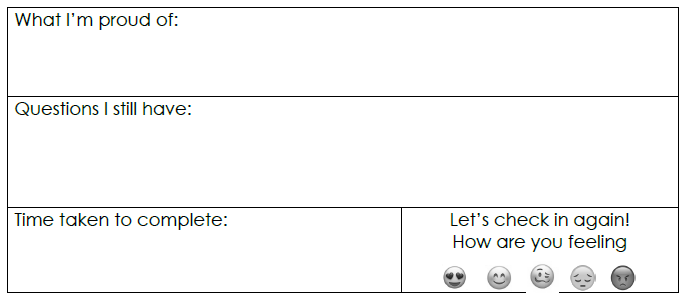
The story went on to say that there was a problem with the sloths in the parks. Even though sloths don’t move very often, and are very, very slow when they do move, they do not like to be bothered. And if they are bothered, their long curved claws make very good weapons. Children in the parks, and even some adults, would poke at the sloths to try to get them to move. Some of these people got serious scratches and cuts from the sloths’ sharp claws. The city decided to move the sloths out of the parks and back to the forests that were their natural home. Peter decided that had been a good idea. The sloths would be safer, and so would the people.

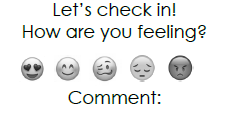
Peter’s class arrived at the zoo, and they finally came to the section where the sloths lived. The sign said there were two sloths. It was a large area, with many trees. Peter looked and looked, but he didn’t see the sloths. He was very disappointed. Then his teacher said, “Look there!” and pointed. And there was one of the sloths, just one metre away from Peter, a little higher than his head. And it was even cuter in person than it was in the pictures.

**Fact:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Opinion:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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Day 6

**English**  
Procedure

**We are learning to:**

* Understand the purpose of a procedure

**I will be successful when:**

* I can brainstorm features of a procedure
* I can find examples of procedures

**Task 1:**

**We are going to review the spelling rule ‘I before e except after c’. Usually the vowel *I* comes before the vowel *e* in English words. There are a few exceptions to this rule. Often, but not always it is *ei* after the letter *c* such as in deceive.**

**Circle the correct spelling of the words below.**

|  |  |
| --- | --- |
| Field | Feild |
| cieling | ceiling |
| movei | movie |
| Theif | thief |
| Believe | beleive |
| Piece | peice |
| Receive | recieve |
| percieve | perceive |

**Task 2:**

**Can you write three other examples below?**

Eg. Receipt

**1.**

**2.**

**3.**

**Task 3:**

**We are going to be learning about procedure today. Below brainstorm all the things you already know about procedure. This could be a feature, an example or structure.**

**Write your ideas below.**

Procedure

**Task 4:**

**A procedure text informs the audience how to make or do something.**

**The purpose of a procedure is to provide sequences directional instructions so people can perform tasks.**

An example of a procedure you would use at home is a recipe or instructions to build furniture.

**Below write 5 example procedures you would do at home. Have a chat to an adult if you are stuck for ideas.**

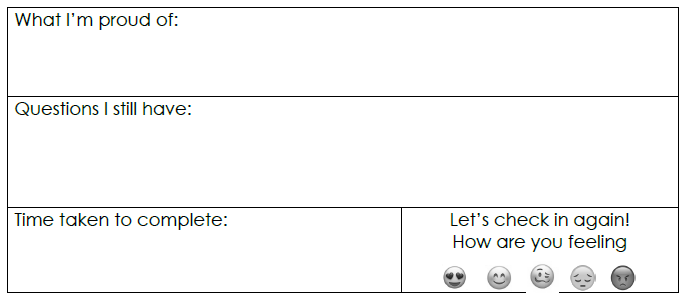
1.

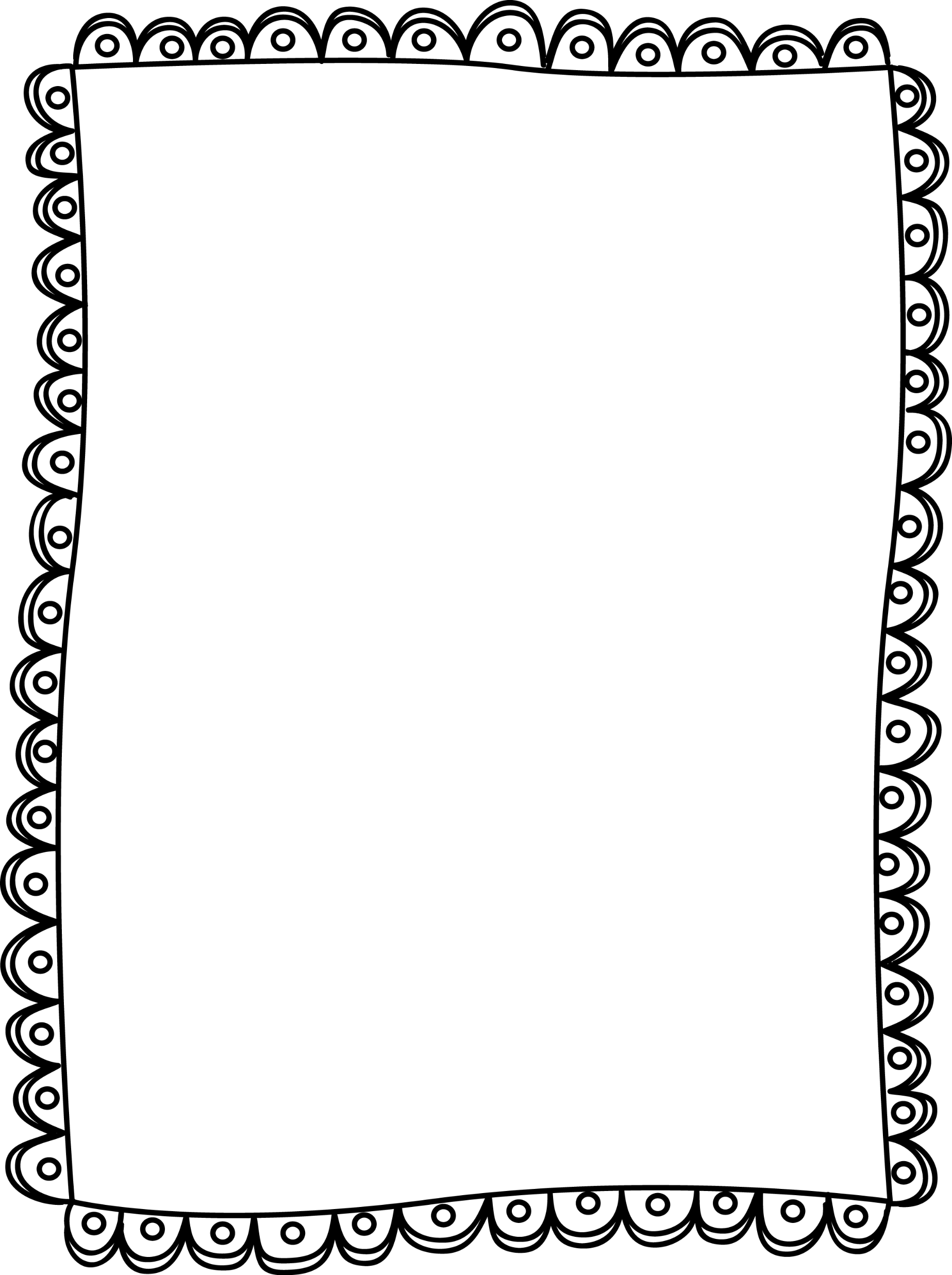
2.

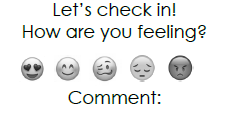
3.

4.

5.







Day 7

Good morning! Did you discuss procedures with your family? Do you understand the purpose of procedures?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**English**  
Procedure

**We are learning to:**

* Understand the structure in a procedure text

**I will be successful when:**

* I can label the structure in a procedure text
* I can follow a procedure to create a product

**Task 1:**

**We are going to revise the spelling rule ‘adding ed’ to a word.**

**When a word ends with a short vowel followed by a consonant, double the last consonant before adding ed.**

For Example:

The girls skip. The girls skipped.

**Try these ones below:**

|  |  |
| --- | --- |
| Drop |  |
| Admit |  |
| Occur |  |
| Trim |  |
| Shop |  |
| Flip |  |
| Submit |  |
| Prefer |  |

**Task 2:**

**Can you think of your own?**

**Write 5 below.**

1.

2.

3.

4.

5.

**Task 3:**

**Read the below procedure. As you read take note of the structure and features.**

|  |  |  |
| --- | --- | --- |
| Paper plane by 2B2Dornot2B | Paper plane, Paper, Paper airplanes  How to make a Paper Aeroplane | | |
| Materials:   * A4 piece of paper * 1 x 3cm piece of sticky tape | | |
| Steps | Instructions | Picture |
| 1 | Using an A4 piece of paper, place the page in portrait. Then fold the paper in half to create 2 tall columns. | Paper Airplane Learning | Paper airplanes |
| 2 | Unfold the paper to show a crease in the middle and fold each of the top corners into the centre line. | Paper Airplane Learning | Paper airplanes |
| 3 | Fold the top edges into the centre line again. This will create a sharper point for the nose. | Paper Airplane Learning | Paper airplanes |
| 4 | Fold the plane in half like you are closing a book and lay it flat so the pointy nose is at the top. | Paper Airplane Learning | Paper airplanes |
| 5 | The two flaps that can move are our wings. Fold the wings down so the tip of the wing matches the bottom edge of the body. | Paper Airplane Learning | Paper airplanes |
| 6 | For added strength, add tape to the inside of the body to keep the wings out straight. |  |

**Task 4:**

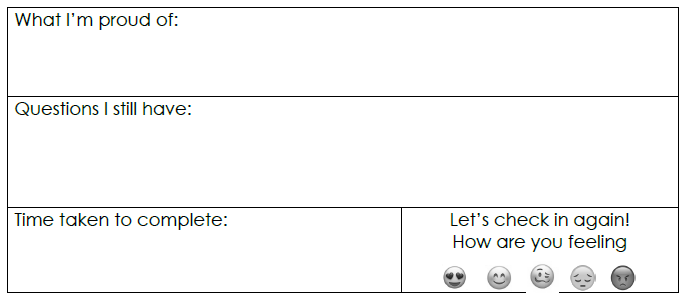
**A procedure includes the below structure:**

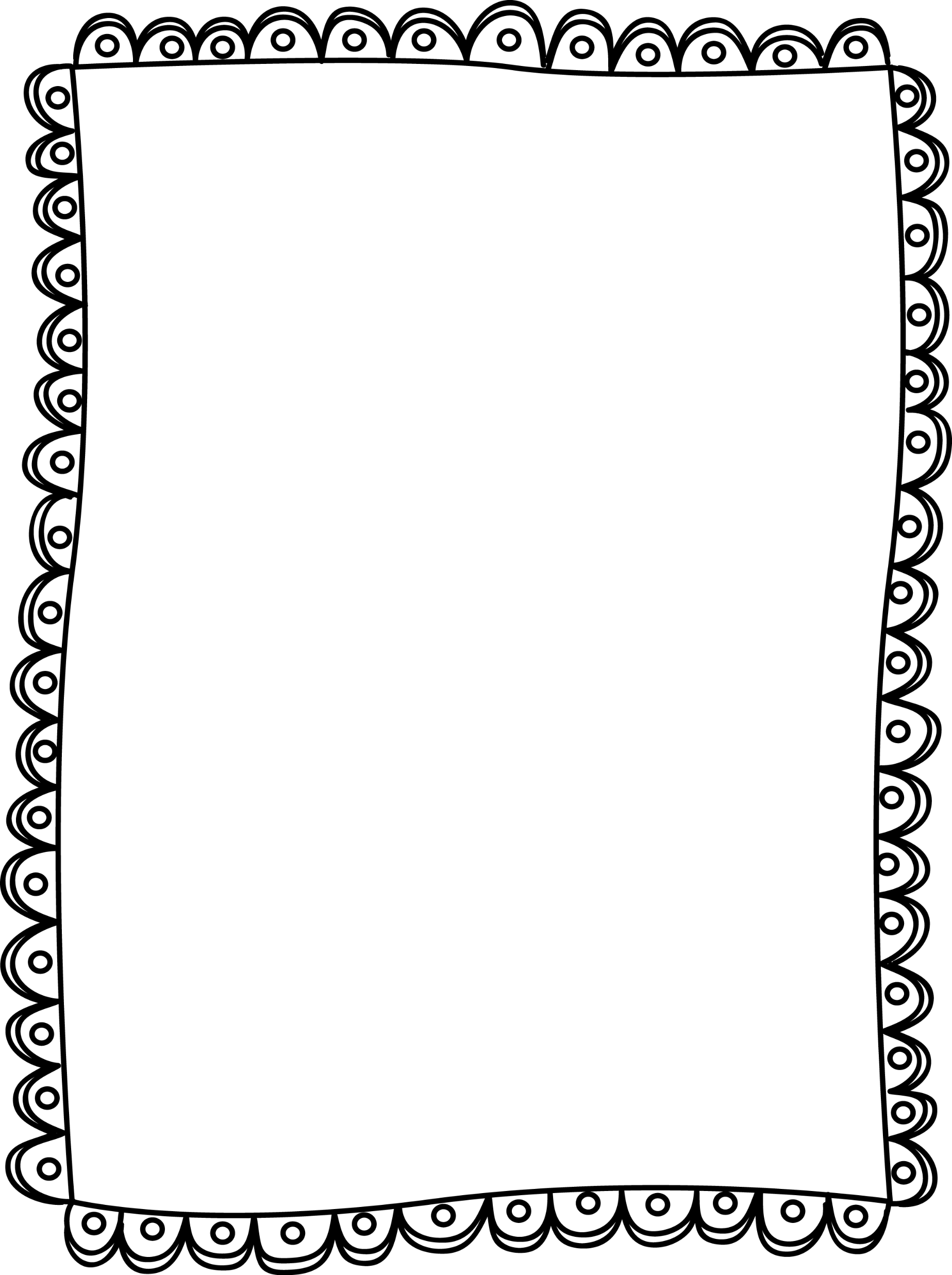
|  |
| --- |
| Title: This gives the reader the name of what they will be making |
| Goal: The goal tells the reader exactly what they will be making and includes a short description of the finished product or the aim. |
| Requirements: The requirements tell the reader what they will need. It might be a list of ingredients, materials or tools needed. |
| Steps: The steps tell the reader how they will complete the task. The steps are written in sequential order, are short and easy to read. Diagrams and pictures may be used to help the reader understand. |

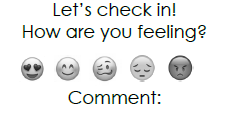
**In the aeroplane text above label/ highlight the structure. Use the above information to guide you.**

**Task 5:**

**Have a go at making the paper aeroplane following the above procedure.**







Day 8

Good morning! Did you make the paper aeroplane yesterday? Did yours fly? How far did it go? Discuss this with an adult in your house.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**English**  
Procedure

**We are learning to:**

* Put a procedure in the correct sequence

**I will be successful when:**

* I can recognise the features of a procedure
* I can put the procedure in the correct order.

**Task 1:**

**We are going to revise suffixes today.**

**A suffix is a letter or group of letters that is added to a word to change the meaning or make the word into another type of word such as a noun into an adjective. Some common suffixes are er, est, ful, ness, less and ship.**

**For example:**

Hard- harder shoe- shoeless soft-softest

Kind- kindness friend- friendship

**Have a go at adding suffixes to the words below:**

|  |  |
| --- | --- |
| **Word** | **Suffix er or est** |
| Short |  |
| Light |  |
| Sweet |  |
| Loud |  |

|  |  |
| --- | --- |
| **Word** | **Suffix ful** |
| Wonder |  |
| Thought |  |
| Help |  |
| Use |  |

|  |  |
| --- | --- |
| **Word** | **Suffix less** |
| Heart |  |
| Taste |  |
| Home |  |
| Fear |  |

|  |  |
| --- | --- |
| **Word** | **Suffix ness** |
| Kind |  |
| Good |  |
| Great |  |
| Dark |  |

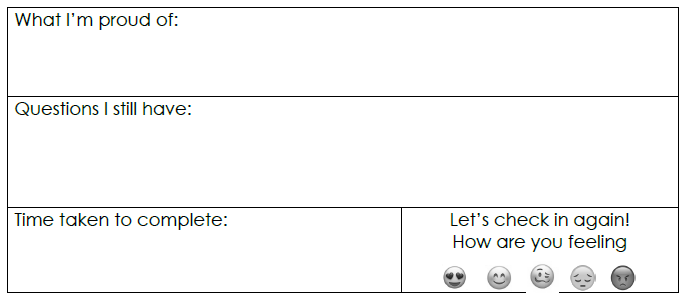
|  |  |
| --- | --- |
| **Word** | **Suffix ship** |
| Citizen |  |
| Owner |  |
| Member |  |
| Scholar |  |

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Task 2: Read the below procedure and using the structure from the previous day put it back in the correct order. You can cut and paste it in the correct order or write it in the correct order.

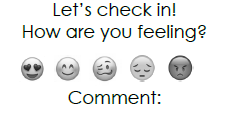
|  |
| --- |
| **How to make Microwave Popcorn** |
| Open the bag carefully so you don’t get burnt |
| Wait for the popcorn to pop |
| Remove the plastic from the outside of the popcorn. |
| You will need a bag of popcorn and a microwave |
| Push ‘start’ on the microwave |
| Get a bag of popcorn |
| Dig in and eat! |
| Set the correct time on the microwave. |
| When the popcorn is done popping, take it out of the microwave. |
| Set the bag of popcorn the right way up in the microwave. |

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Day 9

**English**  
Procedure

**We are learning to:**

* Plan a procedure

**I will be successful when:**

* I can plan a procedure using the correct structure
* I can think of verbs I will need to include in my procedure

**Task 1:**

**Prefixes are added to base words. When you add a prefix to a word you change the meaning.**

**Some common prefixes are re, un, dis, mis, pre and under.**

For example:

Return, untied, disloyal, misunderstood, preteen, underage.

**Draw a box around the prefix and underline the base word below.**

|  |  |  |  |
| --- | --- | --- | --- |
| Replay | underwater | unlocked | dismount |
| dishonest | preview | redo | mismatch |
| preheat | misbehave | preschool | unable |

**Task 2:**

**Choose 3 words from above and put them in sentences.**

1.

2.

3.

**Task 3:**

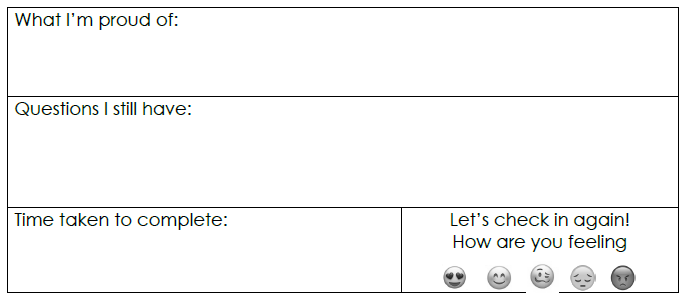
**Today you are going to plan a procedure for making a sandwich. You will get to choose what ingredients go in your sandwich.**

**Before you write think about the following:**

* Goal- what should your end product look like?
* Requirements- what type of ingredients and equipment will you need?
* Steps- what needs to be done for the recipe to be successful

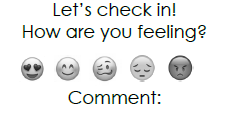
**How to make a Sandwich**

|  |  |  |
| --- | --- | --- |
| Goal: | | |
| Ingredients Needed | | |
|  |  |  |
| Equipment Needed | | |
|  |  |  |
| Method | | |
|  | | |
| Action Verb Ideas: | | |
| * Chop * Cut * Slice |  |  |



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Day 10

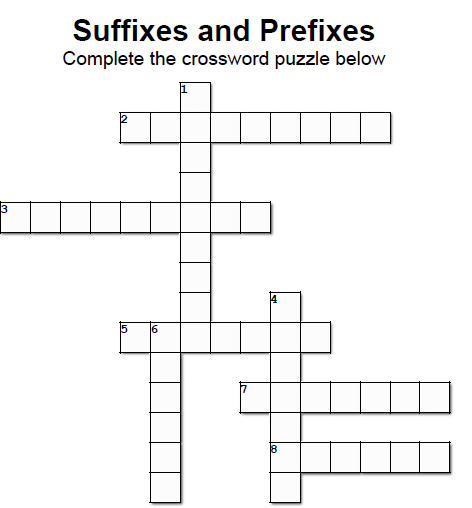
**English**  
Procedure

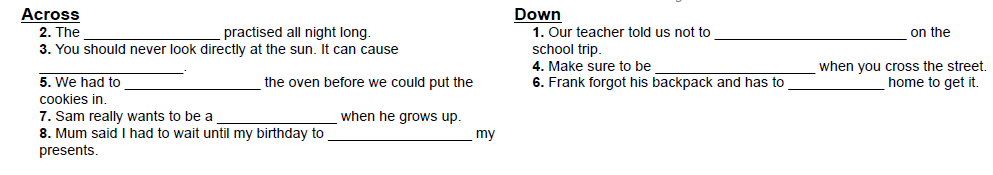
**We are learning to:**

* Write a procedure

**I will be successful when:**

* I can write a procedure using my plan
* I can test my procedure

**Task 1: Complete the crossword using suffix and prefix words**

**Task 2:**

**Write a procedure using the planning document from yesterday.**

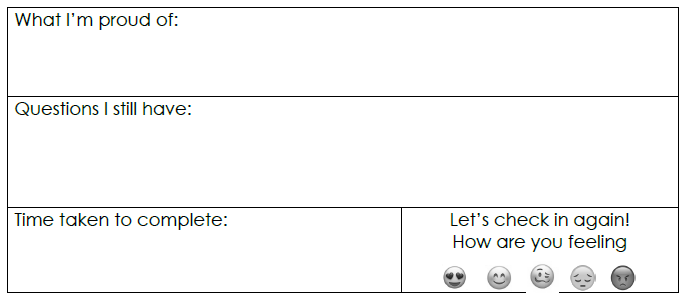
**Remember to:**

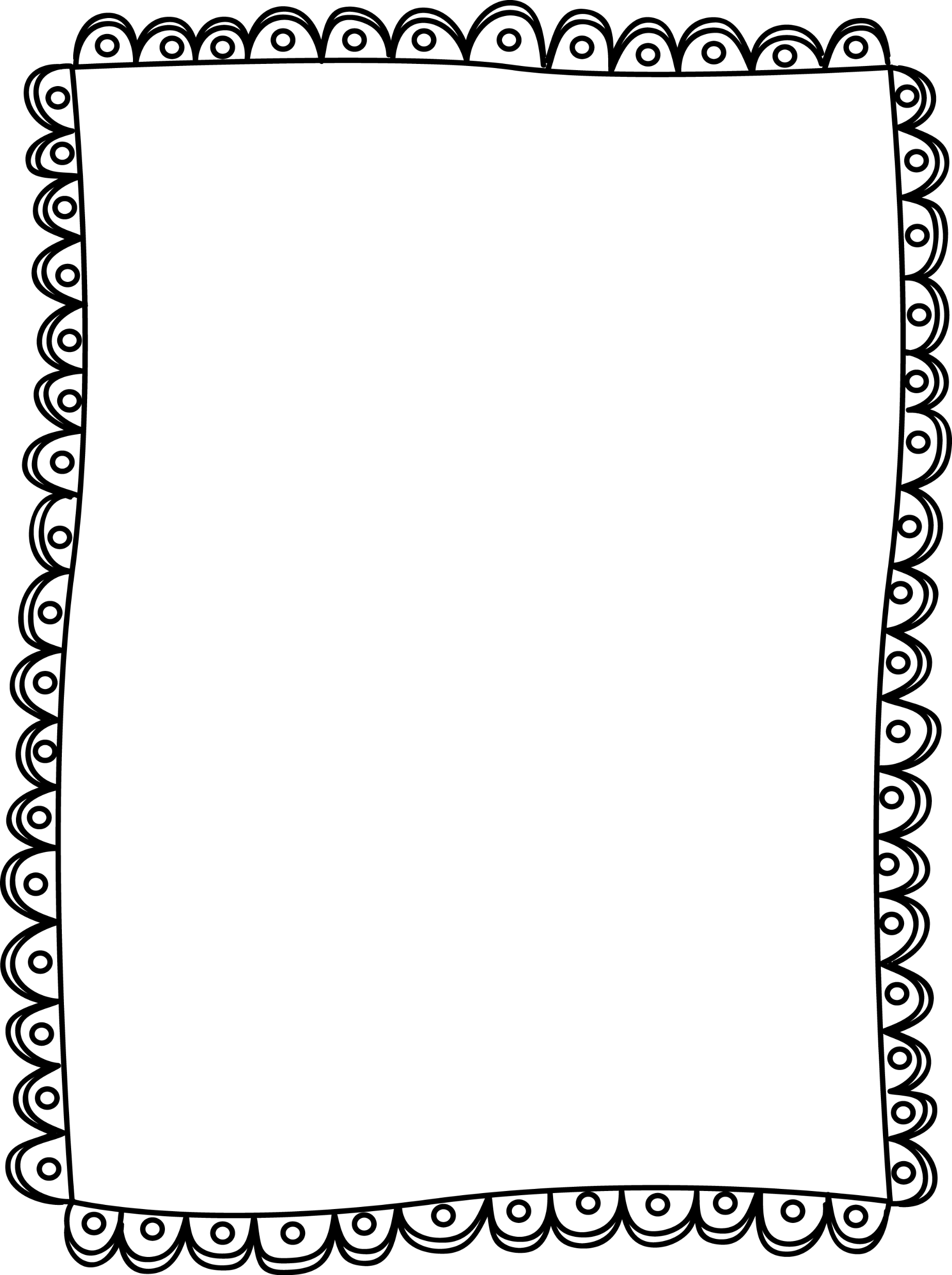
* Include a title
* List the ingredients you will need under a heading
* List the equipment you will need under a heading
* Consider the order of the instructions and make sure they are easy to read
* Number the steps
* Use action verbs in the present tense- chop, mix, cut etc.
* Read over your work to make sure everything is written in a clear and concise way.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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**Task 3:**

**Test your procedure- make your sandwich with an adult following the steps in your procedure. Does it turn out how you wanted it to?**





**Reflection**

Student Feedback

**Student Feedback**

Choose a sentence starter from the list in the box to write a letter in the space below to your teacher. Remember to start with a greeting.

Sentence Starters

 The most important ideas that I picked up from the lessons are…

 My teacher wants me to understand… because…

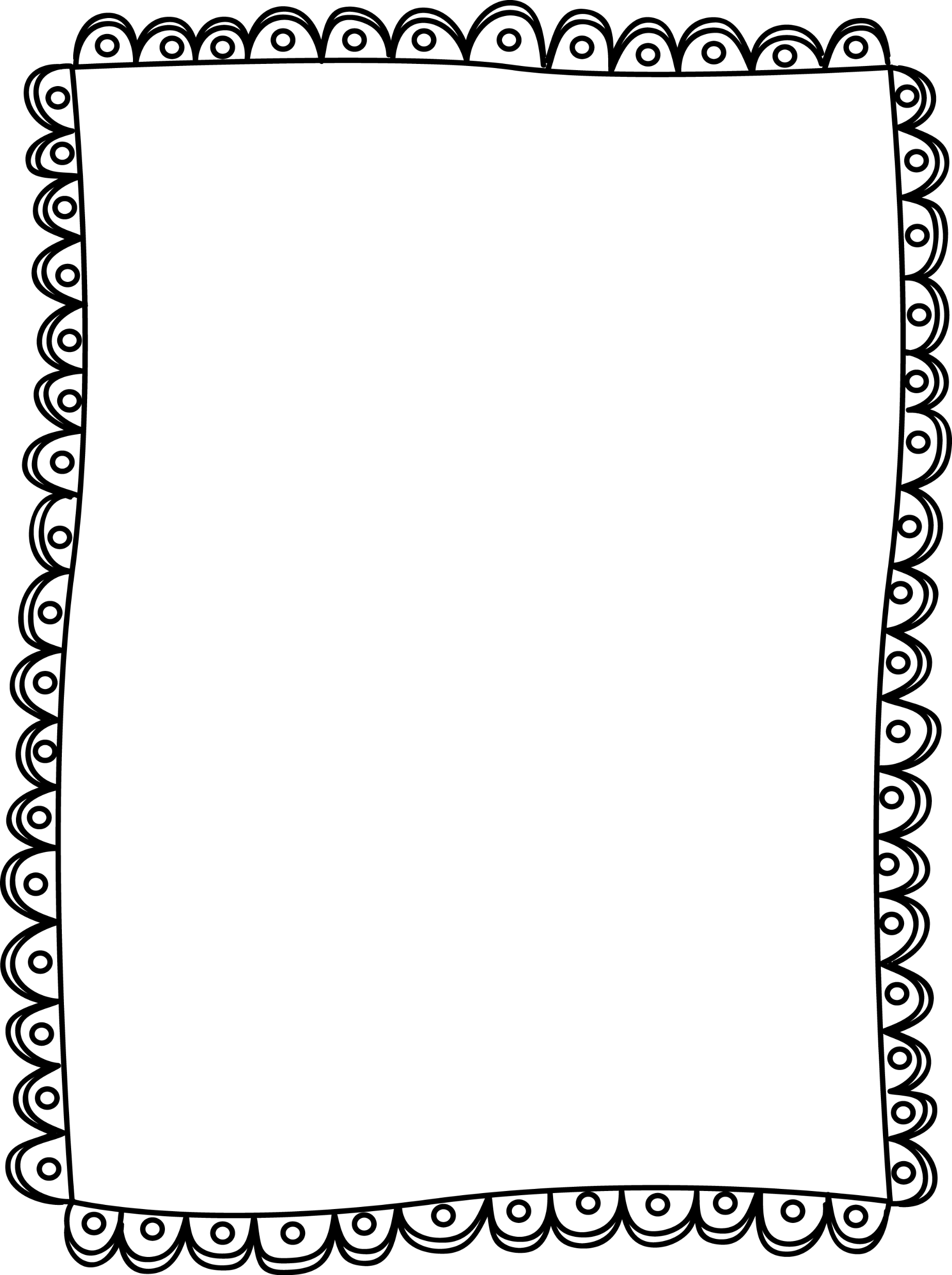
My ‘ah-ha’ moment from the lessons are because…

Something I am unsure of or did not understand is…

Dear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Parent Help**

Information for Parents/Guardians

This section has been designed to assist your child with their at home learning. Each task has been designed for your child to complete as independently as possible. We have provided an overview to help you understand the learning for each task.

**DAY 1**

**Task 1:**

Check the answers below

|  |  |
| --- | --- |
| **Present Tense Verb** | **Past Tense Verb** |
| Jump | jumped |
| Run | ran |
| Skip | Skipped |
| Forget | Forgot |
| Drive | Drove |
| Eat | Ate |
| Hop | Hopped |
| Wake | Woke |
| Fly | Flew |
| Move | Moved |

**Task 2:**

Students should have read the recount- they may need to ask you for help with words they are unsure of.

**Task 3:**

Answers may vary, see my example below.

**What do you think the main idea of the recount is?**

The main idea of the text is Charlie going to play at the park and making a new friend.

**Who is the main character of the recount?**

The main character is Charlie

**Where is the recount set?**

The park

**Task 4:**

Answers may vary, see my example below.

|  |  |
| --- | --- |
| **Question** | **Response** |
| Who is the recount about? | Charlie and a dalmatian |
| When is the recount set? | During the day |
| Where is the recount set? | The park |
| What is the recount about? | Charlie and his adventures in the park |
| What are 2 key events in the recount? | Charlie picks up a large stick  He has a brig drink of water when he gets home |
| What happens at the end of the recount? | Collapses on the couch sleeping |

**Task 5:**

Answers may vary. Check my example below.

1. Told
2. Collapsed
3. Walked
4. Took
5. Decided

**DAY 2**

**Task 1:**

Check the answers below

|  |  |  |
| --- | --- | --- |
| **Past** | **Present** | **Future** |
| Flew  Hopped  Slid  Played  Was kicking  Swung | Swinging  Is playing  Kicks  Is smiling  Flies  Is trying  looks | Will smile  Will fly  Will swing |

**Task 2:**

Students will need to re-read the text and tell you the main idea of the text.

**Task 3:**

Answers will vary

Check that your child has highlighted or circled the text. See if they can tell you the things they have highlighted to check for answers.

**Task 4:**

Answers will vary, see the example below to check

This story is about a dog called Charlie who goes to the park and makes a new friend, a dalmatian. He plays with the dalmatian and is very excited. When he gets home he is very tired and goes to sleep straight away. The main idea of the story is Charlie and his adventures at the park.

**DAY 3**

**Task 1:**

Check the answers below

|  |  |  |  |
| --- | --- | --- | --- |
| We will go to the zoo on Sunday. | Past | Present | **Future** |
| Steph washed her hands with soap. | **Past** | Present | Future |
| Mel chews pink bubblegum. | Past | **Present** | Future |
| I walked all the way to the grocery store. | **Past** | Present | Future |
| Gabby will go to dance classes this summer. | Past | Present | **Future** |

**Task 2:**

Answers will vary, see the example below for ideas.

**Past:**

I ate breakfast in the morning.

**Present:**

I am eating breakfast- it is yummy!

**Future:**

I will eat toast for breakfast tomorrow.

**Task 3:**

Students will need to read the text out loud to an adult. Check they have done this. They may also ask you about any words they are unsure of.

**Task 4:**

Check the answers below

|  |  |  |
| --- | --- | --- |
|  | **Charlie’s Adventure** | **A Trip to the Zoo** |
| **Main Idea** | Charlie’s adventures in the park | Different things the family does in the zoo. |
| **Characters** | Charlie  Owners  Dalmatian | Family and child |
| **Setting** | The park and home | The zoo |
| **Time of Day** | During the day | During the day |
| **Past Tense Words** | Walked  collapsed  told | Entered  Practised  left |

Answers may vary- see example below

**Similarities:**

Both texts have animals

Both tired at the end of the day

**Differences:**

Friends in one, family in the other

Dogs in one, zoo creatures in the other

**DAY 4**

**Task 1:**

Check the answers below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| My favourite fruit is a \_\_\_**pear**\_\_\_.  I bought a new \_\_\_\_**pair**\_\_\_\_\_ of shoes. | | pair | | pear |
| The \_\_\_\_\_\_**flower**\_\_\_\_ pot fell on the ground and broke.  Bread is made from \_\_\_**flour**\_\_\_\_\_\_, yeast and water. | | flower | | flour |
| There were seven \_\_\_\_\_\_**deer**\_\_\_\_\_ grazing in the field.  My sister is very \_\_\_\_**dear**\_\_\_\_\_ to me. | deer | | dear | |
| The \_\_**sea**\_\_\_\_\_ looks calm and smooth.  I can \_\_\_\_**see**\_\_\_\_\_ a ship in the distance. | see | | sea | |
| I wash my \_\_\_\_\_**hair**\_\_\_\_ twice a week.  Another type of rabbit is a \_\_\_**hare**\_\_\_\_\_. | hair | | hare | |

**Task 2:**

Check the answers below

|  |  |  |
| --- | --- | --- |
| The football game was a lot of fun. | Fact | **Opinion** |
| The best sport to watch is swimming. | Fact | **Opinion** |
| Baseball is better than hockey. | Fact | **Opinion** |
| Being a soccer goalie is easy. | Fact | **Opinion** |
| Yo-yo tricks are really exciting. | Fact | **Opinion** |
| A bowling ball has three holes in it. | **Fact** | Opinion |
| A skateboard has four wheels. | **Fact** | Opinion |
| Our tickets cost fifty-two dollars. | **Fact** | Opinion |
| Swimming is a water sport. | **Fact** | Opinion |

**Task 3:**

Answers will vary. Check the example below for ideas

Fact:

Usain Bolt won Olympic gold for the 100m sprint.

Opinion:

He is the most exciting runner to watch.

**DAY 5**

**Task 1:**

Check the answers below.

They parked \_\_\_\_\_\_\_\_\_\_**their**\_\_\_\_\_\_ car under the tree.

\_\_\_\_\_**There**\_\_\_\_\_\_\_ were lots of people lined up outside the movies.

Is \_\_\_\_\_\_**there**\_\_\_\_\_\_ anything I can do to help you?

They can’t find \_\_\_\_\_\_\_\_**their**\_\_\_\_\_\_\_\_\_ seats on the plane.

Where are \_\_\_\_**their**\_\_\_\_\_\_\_\_\_ books?

Sam and William are still sleeping because \_\_\_\_\_\_\_**they’re**\_\_\_\_\_\_\_ tired.

Are \_\_\_\_\_\_**there**\_\_\_\_\_\_\_\_\_ cookies in the kitchen?

Our bicycles are old, but \_\_\_\_\_**their**\_\_\_\_\_\_\_\_ bicycles are new.

**Task 2:**

Your child needs to read the text. They may need help with some of the tricky words.

**Task 3:**

Check the answers below

|  |  |  |
| --- | --- | --- |
| Sloths are the slowest mammals on earth. | **fact** | opinion |
| It takes a full minute for a sloth to move 6 feet across the ground. | **fact** | opinion |
| You probably couldn’t move that slowly if you tried! | fact | **opinion** |
| Sloths spend almost their entire lives hanging from tree branches. | **fact** | opinion |
| The life of a sloth is not very exciting. | fact | **opinion** |
| Sloths have a round head, small ears, a stubby tail, and sad looking eyes. | **fact** | opinion |
| The shape of a sloth’s mouth makes it look like it is always smiling. | fact | **opinion** |
| A sloth can turn its head almost all the way around. | **fact** | opinion |
| Sloths are cute to look at. | fact | **opinion** |
| Tiny plants grow on the sloth’s fur. | **fact** | opinion |
| Moths and insects live in the sloth’s fur. | **fact** | opinion |
| Sloths live in the tropical forests of Central and South America. | **fact** | opinion |
| Many tropical rainforests are disappearing. | **fact** | opinion |
| It would be sad if sloths became extinct. | fact | **opinion** |

**Task 4:**

They will need to read the text. They may ask you for help with some of the tricky words.

After they read they need to write a fact and opinion from the text. Answers will vary.

See my example below.

Fact:

Peter went to the zoo

Opinion:

He thought they were cute.

**DAY 6**

**Task 1:**

Check the answers below.

|  |  |
| --- | --- |
| **Field** | Feild |
| cieling | **ceiling** |
| movei | **movie** |
| Theif | **thief** |
| **Believe** | beleive |
| **Piece** | peice |
| **Receive** | recieve |
| percieve | **perceive** |

**Task 2:**

The children need to write three other words. Answers will vary. See my example below.

1. Receipt
2. Receive
3. Weigh

**Task 3:**

Answers will vary.

Check that your child has filled out the brainstorm. They may need assistance with ideas.

**Task 4:**

Answers will vary

Check my example below

1. Recipe- making a cake
2. Making a kite instructions
3. Building ikea furniture
4. Building lego instructions
5. Recipe- making a curry

**DAY 7**

**Task 1:**

Check the answers below.

|  |  |
| --- | --- |
| Drop | Dropped |
| Admit | Admitted |
| Occur | Occurred |
| Trim | Trimmed |
| Shop | Shopped |
| Flip | Flipped |
| Submit | Submitted |
| Prefer | preferred |

**Task 2:**

Answers will vary. Check my example below

1. Mopped
2. Clipped
3. Bopped
4. Flapped
5. Skipped

**Task 3:**

They need to read the procedure. They may need help with some of the words they are unsure of.

**Task 4:**

Check they have underlined, labelled or highlighted the structure in the text.

**Task 5:**

They get to make the paper aeroplane- this might be a fun activity to do together. Some students will require assistance to make the aeroplane.

**DAY 8**

**Task 1**

Check the answers below

|  |  |
| --- | --- |
| **Word** | **Suffix er or est** |
| Short | Shorter, shortest |
| Light | Lighter, lightest |
| Sweet | Sweeter, sweetest |
| Loud | Louder, loudest |

|  |  |
| --- | --- |
| **Word** | **Suffix ful** |
| Wonder | Wonderful |
| Thought | Thoughtful |
| Help | Helpful |
| Use | useful |

|  |  |
| --- | --- |
| **Word** | **Suffix less** |
| Heart | Heartless |
| Taste | Tasteless |
| Home | Homeless |
| Fear | Fearless |

|  |  |
| --- | --- |
| **Word** | **Suffix ness** |
| Kind | Kindness |
| Good | Goodness |
| Great | Greatness |
| Dark | Darkness |

|  |  |
| --- | --- |
| **Word** | **Suffix ship** |
| Citizen | Citizenship |
| Owner | Ownership |
| Member | Membership |
| Scholar | scholarship |

**Task 2:**

Students need to read the procedure and then cut and paste it in the correct order. Blank pages have been provided to do this. They can also write it in the correct order.

Check the answers below.

**How to Make Microwave Popcorn**

You will need a bag of popcorn and a microwave

Get a bag of popcorn

Remove the plastic from the outside of the popcorn

Set the correct time on the microwave

Set the bag of popcorn the right way up in the microwave

Push ‘start’ on the microwave

Wait for the popcorn to pop

When the popcorn is done popping, take it out of the microwave

Open the bag carefully so you don’t get burnt

Dig in and eat!

**DAY 9**

**Task 1:**

Check the answers below

|  |  |  |  |
| --- | --- | --- | --- |
| **Re**play | **under**water | **un**locked | **dis**mount |
| **dis**honest | **pre**view | **re**do | **mis**match |
| **pre**heat | **mis**behave | **pre**school | **un**able |

**Task 2:**

Answers will vary. See my example below.

During the handball game I asked for a **replay** as I wasn’t sure who got out.

The **preschool** students were very loud at the end of the day.

I was **unable** to go to the shops during isolation.

**Task 3:**

Answers will vary. Check that your child has written their plan.

**Things to look for:**

Have they included a goal?

Did they think about all the things they would need to make their sandwich?

Are their steps in the correct order?

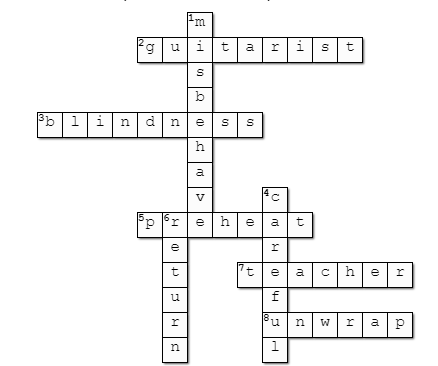
Do they have action verbs that match their sandwich?

Is their procedure achievable? They will be making their sandwich so encourage them to use ingredients already in the house.

**DAY 10**

**Task 1:**

Answers



**Task 2:**

Check your child’s work

|  |
| --- |
| **Have** **you** **checked?** |
| Capital letters and full stops |
| Punctuation- commas, question marks etc. |
| Spelling |
| Action verbs- chop, cut, cook etc. |
| Structure- goal, ingredients, steps |
| Paragraphs |