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Connected Learning Team

Primary

Year Three

English Package

Reading Strategies

Procedure

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<h1>Overview</h1>	
1-5	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

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Year 3 Curriculum Links

Reading

Read an increasing range of different [types of texts](#) by combining contextual, semantic, grammatical and [phonic](#) knowledge, using [text](#) processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting ([ACELY1679](#))

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of [context](#), [text](#) structures and [language features](#) ([ACELY1680](#))

Procedure

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over [text](#) structures and [language features](#) and selecting print, and multimodal elements appropriate to the [audience](#) and purpose ([ACELY1682](#))

Grammar and Spelling

Understand how different [types of texts](#) vary in use of language choices, depending on their purpose and [context](#) (for example, [tense](#) and types of sentences) ([ACELA1478](#))

Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through [tense](#) ([ACELA1482](#))

Understand how to use letter-sound relationships and less common letter patterns to spell words ([ACELA1485](#))

Recognise and know how to [write](#) most high frequency words including some homophones ([ACELA1486](#))

Know how to use common prefixes and suffixes, and generalisations for adding a [suffix](#) to a [base word](#) ([ACELA1827](#))

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Day 1

Good morning!

Did you have a great weekend?

Let's check in!

How are you feeling?



Comment:

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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	

[Type here]

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.

[Type here]

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?

[Type here]

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?	

[Type here]

What are 2 key events in the recount?	
What happens at the end of the recount?	

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 2

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

Let's check in!

How are you feeling?



Comment:

[Type here]

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

[Type here]

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

[Type here]

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


[Type here]

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

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 3

Good morning! Do you understand what a summary is? Can you say the definition to an adult?

Let's check in!
How are you feeling?



Comment:

[Type here]

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.

[Type here]

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.

[Type here]

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 icecream but we decided we were too tired and so drove straight home.


[Type here]

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		

[Type here]

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 4

Good morning! Today we are looking at fact and opinion. Can you think of a fact and opinion about the weather?

Let's check in!
How are you feeling?



Comment:

[Type here]

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 _____.	pair	pear
I bought a new _____ of shoes.		
The _____ pot fell on the ground and broke.	flower	flour
Bread is made from _____, yeast and water.		

[Type here]

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

[Type here]

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.
- 3.

Opinions:

- 1.
- 2.
- 3.

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling     

[Type here]

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.

Let's check in!

How are you feeling?



Comment:

[Type here]

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.

[Type here]

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 than 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.

[Type here]

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.

[Type here]

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

[Type here]

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,

[Type here]

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

[Type here]

higher than his head. And it was even cuter in person than it was in the pictures.

Fact:

Opinion:

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 6

Good morning! I hope you had a wonderful weekend. This week we are going to learn about writing procedures.

Let's check in!
How are you feeling?



Comment:

[Type here]

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.

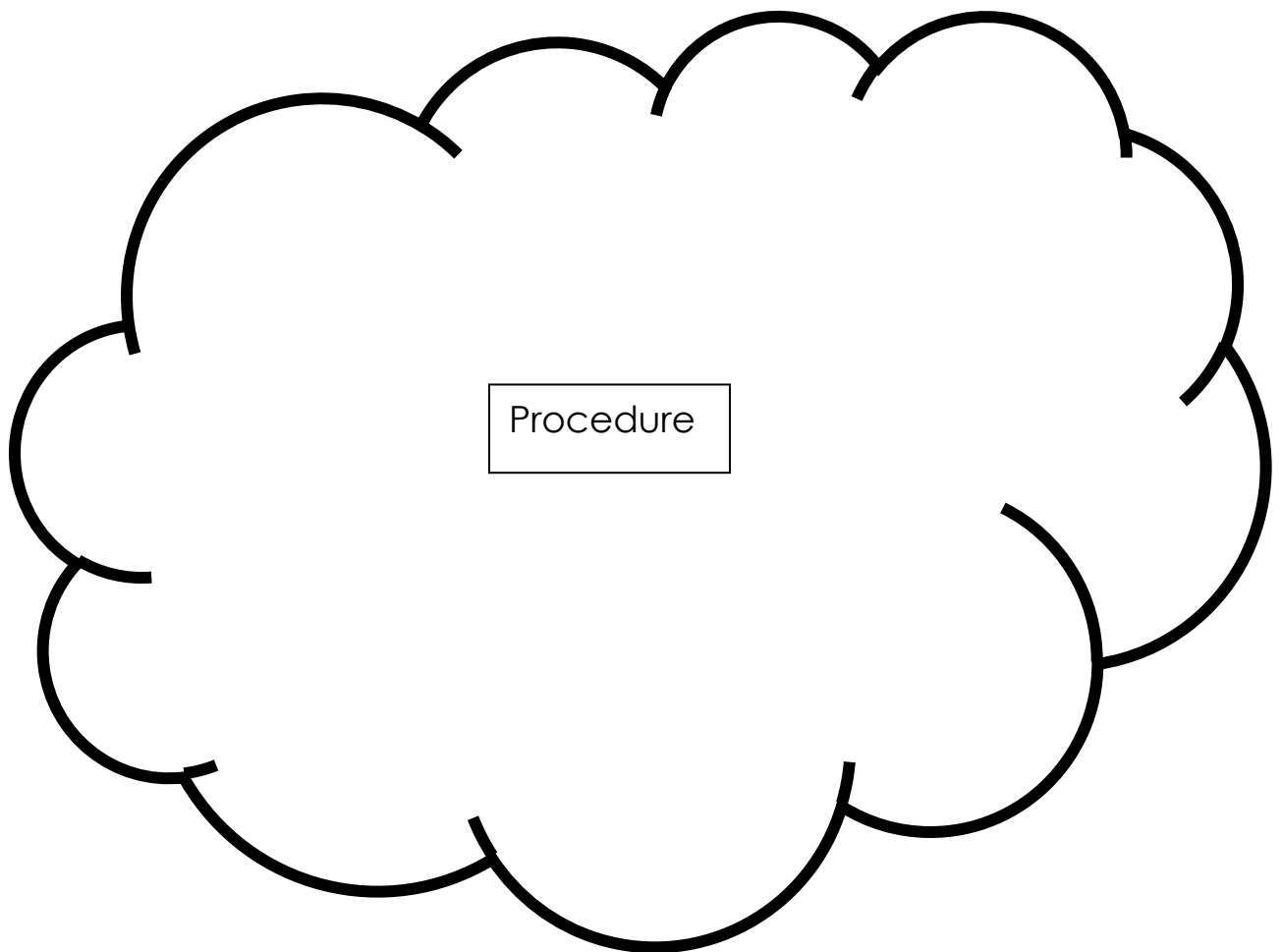
Field	Feild
cieling	ceiling
movei	movie
Theif	thief
Believe	beleive
Piece	peice
Receive	recieve
percieve	perceive

[Type here]

Task 2:

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.



[Type here]

Task 3:


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.

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 7

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

Let's check in!
How are you feeling?



Comment:

[Type here]

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.


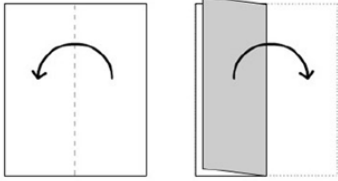
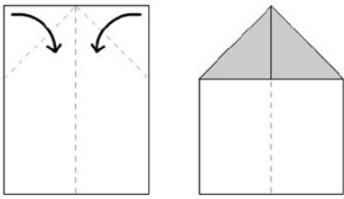
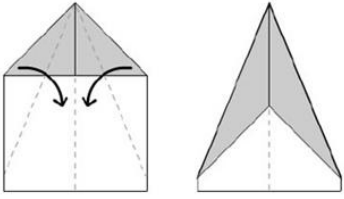
Try these ones below:

Drop	
Admit	
Occur	
Trim	
Shop	
Flip	
Submit	
Prefer	

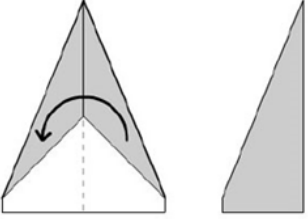
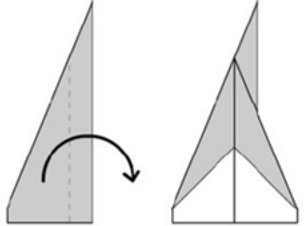
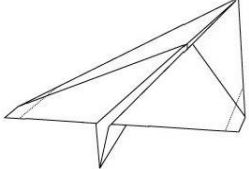
[Type here]

Task 2:

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

How to make a Paper Aeroplane 		
Materials: <ul style="list-style-type: none">• 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.	
2	Unfold the paper to show a crease in the middle and fold each of the top corners into the centre line.	
3	Fold the top edges into the centre line again. This will create a sharper point for the nose.	

[Type here]

4	Fold the plane in half like you are closing a book and lay it flat so the pointy nose is at the top.	
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.	
6	For added strength, add tape to the inside of the body to keep the wings out straight.	

Task 3:

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


[Type here]

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 4:

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

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

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.

Let's check in!

How are you feeling?



Comment:

[Type here]

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	

[Type here]

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	

[Type here]

Blank page for cutting

[Type here]


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.

[Type here]

Blank page for pasting

[Type here]

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 9

Good morning! Were you able to put the procedure back in the correct order? Did you need an adult to help, or did you refer to previous learning?

Let's check in!
How are you feeling?



Comment:

[Type here]

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

[Type here]

Task 2:

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

[Type here]

How to make a Sandwich

Goal:

Ingredients Needed

-
-
-

-
-
-

-
-
-

Equipment Needed

-
-
-

-
-
-

-
-
-

Method


Action Verb Ideas:

- Chop
- Cut
- Slice
-

-
-
-
-

-
-
-
-

[Type here]

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]

Day 10

Good morning! Final day of the lessons. Today will you write your procedure and test it.

Let's check in!
How are you feeling?



Comment:

[Type here]

English

Procedure

We are learning to:

- Write a procedure

I will be successful when:

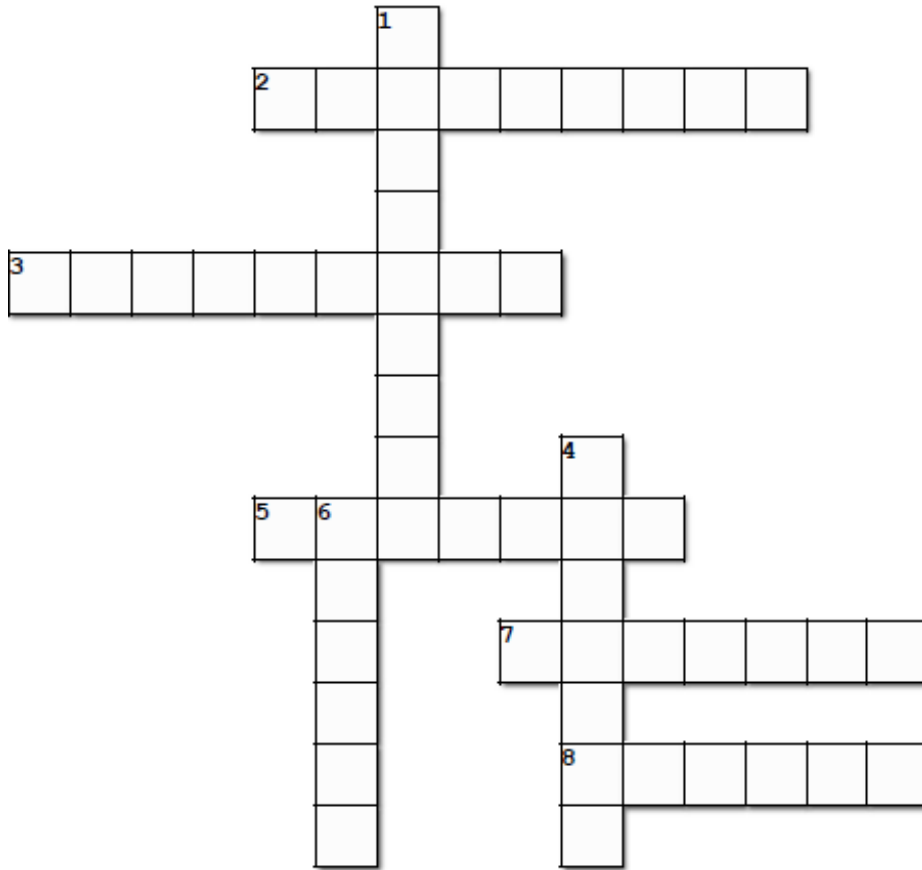
- I can write a procedure using my plan
- I can test my procedure

[Type here]

Task 1: Complete the crossword using suffix and prefix words

Suffixes and Prefixes

Complete the crossword puzzle below



Across

- The _____ practised all night long.
- You should never look directly at the sun. It can cause _____.
- We had to _____ the oven before we could put the cookies in.
- Sam really wants to be a _____ when he grows up.
- Mum said I had to wait until my birthday to _____ my presents.


Down

- Our teacher told us not to _____ on the school trip.
- Make sure to be _____ when you cross the street.
- Frank forgot his backpack and has to _____ home to get it.

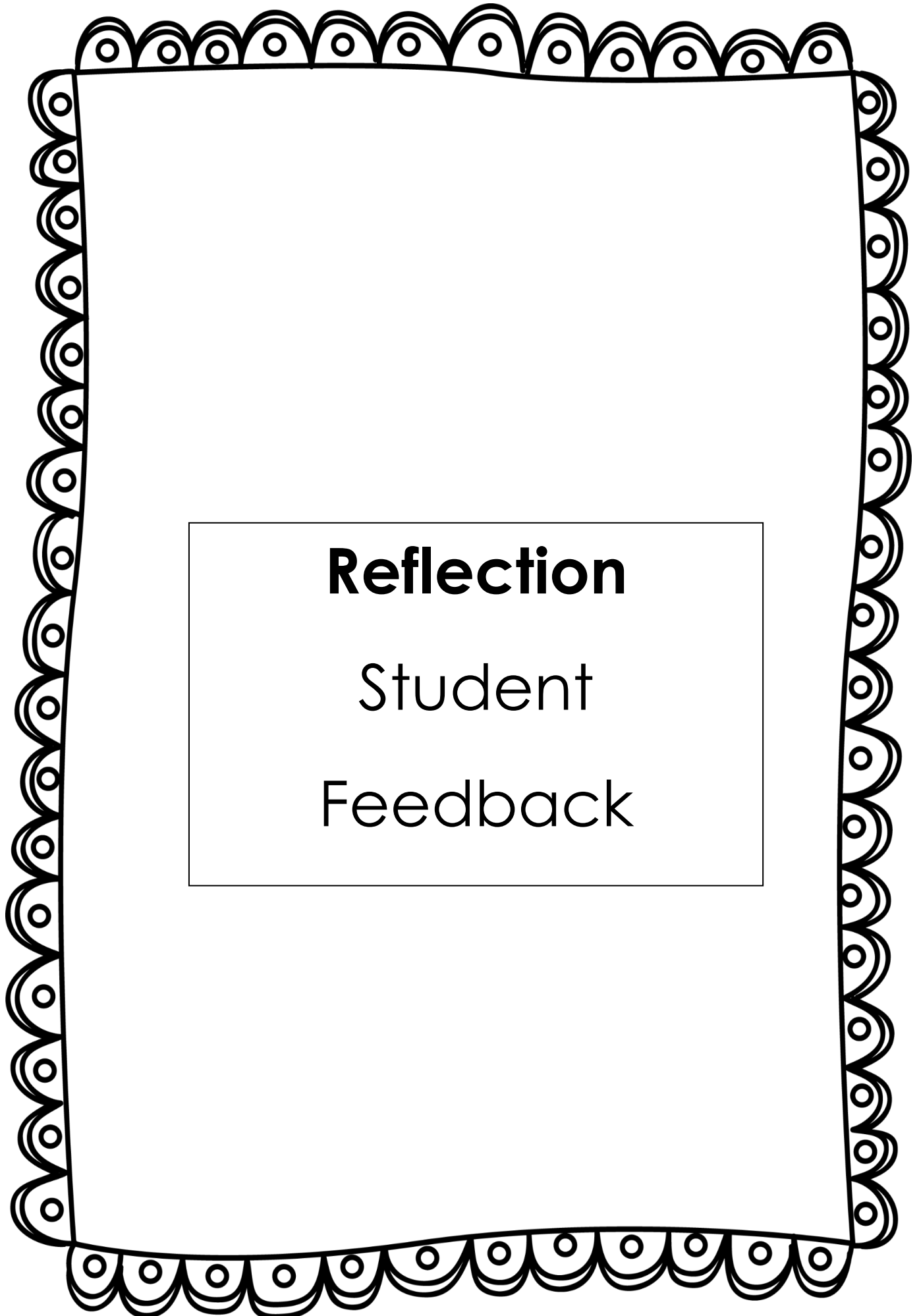
[Type here]

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?

What I'm proud of:	
Questions I still have:	
Time taken to complete:	Let's check in again! How are you feeling 

[Type here]



Reflection

Student

Feedback

[Type here]

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.

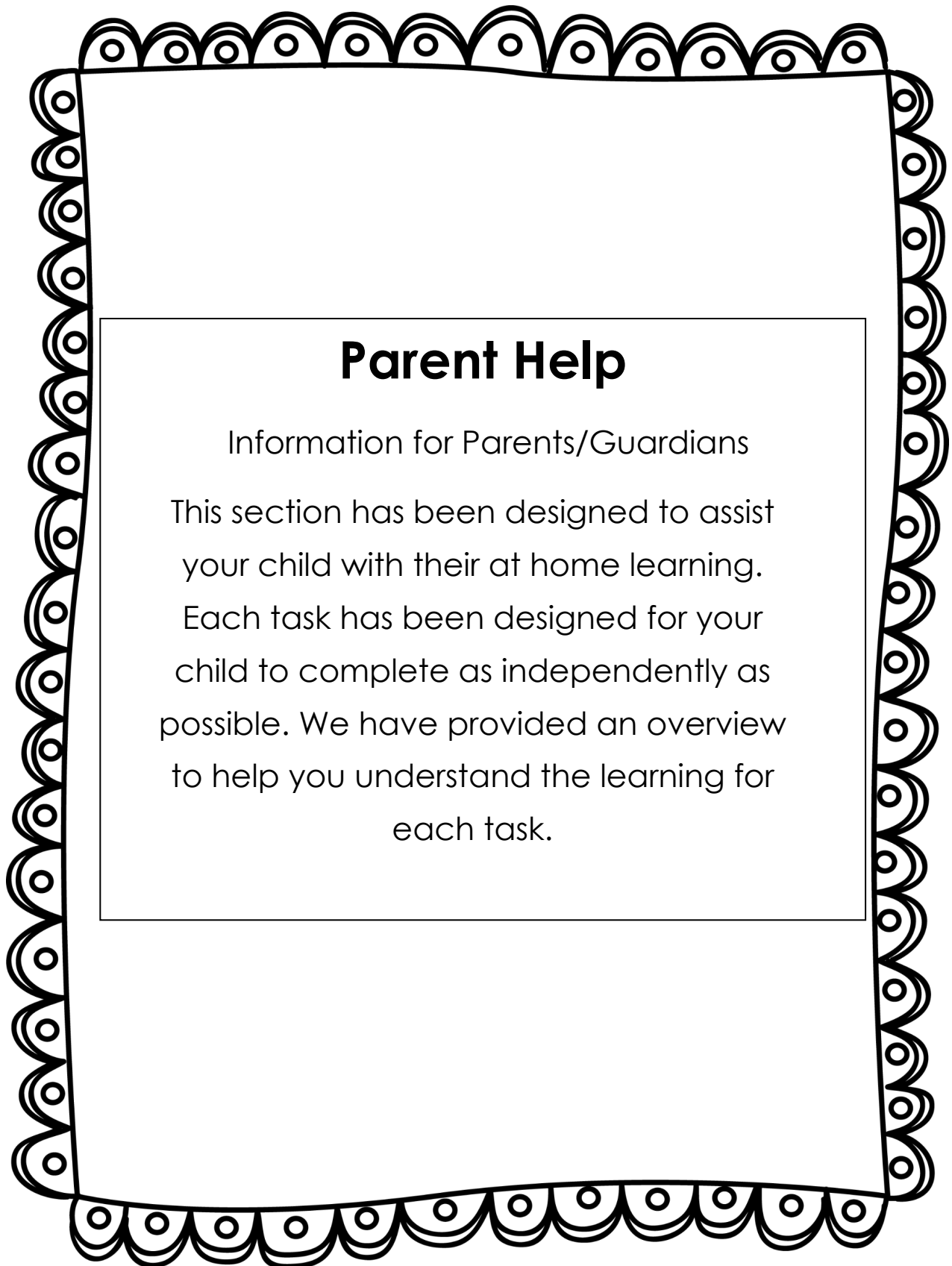
Sentence Starters

- 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 _____,

From, _____

[Type here]



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.

[Type here]

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.

[Type here]

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 big drink of water when he gets home
What happens at the end of the recount?	Collapses on the couch sleeping

[Type here]

Day 2

Task 1:

Check the answers below

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

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

[Type here]

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.

[Type here]

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	Walked	Entered
Words	collapsed told	Practised left

Day 4

Task 1:

Check the answers below

My favourite fruit is a ___ pear ___.	pair	pear
I bought a new ___ pair ___ of shoes.		

[Type here]

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

[Type here]

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.

[Type here]

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

[Type here]

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

[Type here]

Task 2:

Answers will vary.

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

Task 3:

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

[Type here]

Task 2:

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

Task 3:

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

Task 4:

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

[Type here]

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

[Type here]

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 <u>play</u>	under <u>water</u>	un <u>locked</u>	dis <u>mount</u>
dis <u>honest</u>	pre <u>view</u>	re <u>do</u>	mis <u>match</u>
pre <u>heat</u>	mis <u>behave</u>	pre <u>school</u>	un <u>able</u>

[Type here]

Task 2:

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?

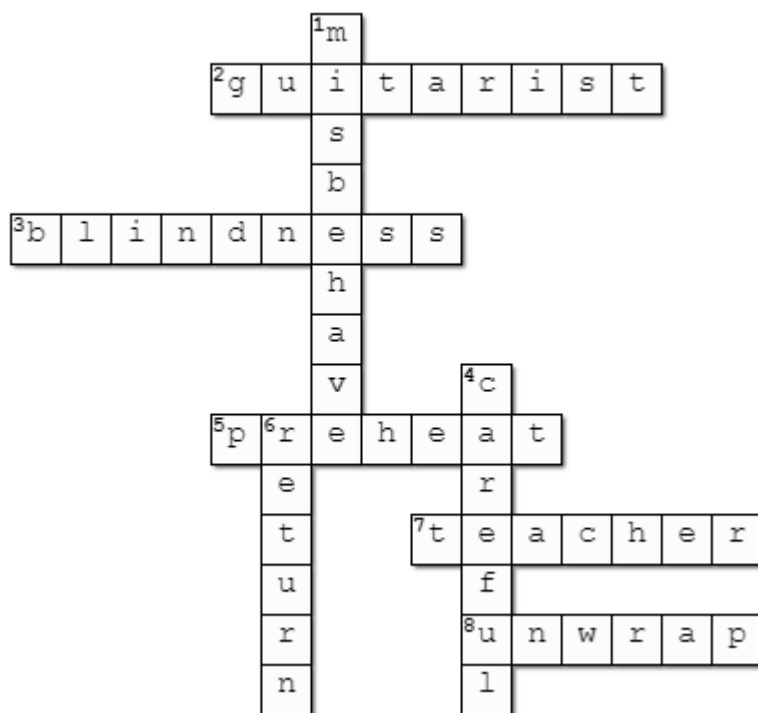
Do they have action verbs that match their sandwich?

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



[Type here]

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

Task 3:

Make the sandwich with the child- check that they can follow their procedure.