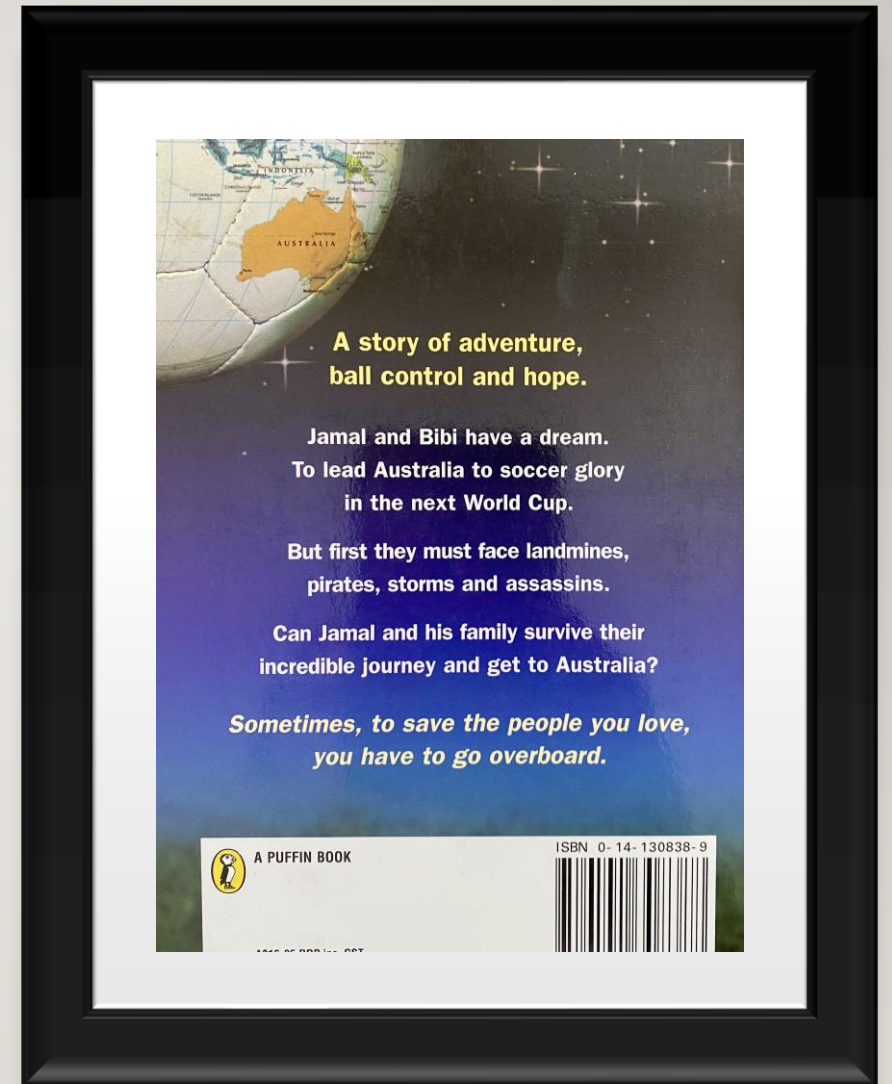


# ENGLISH WEEK 2 TERM 4

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# FRIDAY

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- Write out spelling words (5mins)
  - Complete I spelling activity (20mins)
- Australia information report (15 minutes)
- Compound sentences (25 minutes)

# WEEK 1 AND 2 SPELLING WORDS- RED

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Year 5/6 Spelling – Term 4, Week 1 and 2- Red

**Spelling**– Look, Say, Cover, Write, Check

Words	Tuesday	Wednesday	Thursday	Friday
ruler				
salt				
sugar				
evening				
quick				
clock				
packet				
chicken				
easier				
driest				
daily				
<u>happily</u>				

Year 5/6 Spelling – Term 4, Week 1 and 2- Yellow

**Spelling**– Look, Say, Cover, Write, Check

Words	Tuesday	Wednesday	Thursday	Friday
cemetery				
area				
weary				
beneath				
disastrous				
absurd				
unlucky				
pocket				
stockings				
unblock				
checked				
deckchair				
lovelier				
buried				
replied				
happiest				
easily				
happiness				
biography				
biology				

# WEEK 1 AND 2 SPELLING WORDS- YELLOW

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# WEEK 1 AND 2 SPELLING WORDS- GREEN

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## + Year 5/6 Spelling – Term 4, Week 1 and 2- Green

**Spelling**– Look, Say, Cover, Write, Check

Words	Tuesday	Wednesday	Thursday	Friday
necessarily				
temporarily				
momentarily				
hastily				
voluntarily				
satisfactorily				
mentioned				
shrieked				
murmured				
reassured				
argued				
questioned				
<b>'Boy Overboard Words'</b>				

# SPELLING ACTIVITIES

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- -Complete look, cover, write check. Choose 5 spelling words and put into WOW sentences.



- Complete look, cover, write, check. Choose 1 activity from level two activities.



- Complete look, cover, write, check. Choose 1 activity from the level three activities.

# LEVEL ONE

## Word Work

### REMEMBER

Write your spelling list in rainbow colors

Write your spelling list in fancy writing

Write your spelling list with your opposite hand

Write your spelling list in alphabetical order

Write your spelling list color-coding consonants and vowels

### UNDERSTAND

Use your dictionary to define 5 unknown or unusual words

Write antonyms (opposite words) for all your spelling list

Write synonyms (similar words) for all your spelling list

Rewrite your spelling words, segmenting them into syllable chunks, e.g. elephant = el-e-phant

Rewrite your spelling words, segmenting them into sound chunks, e.g. elephant = e-l-e-ph-a-n-t

*The Sydney Teacher*

# LEVEL TWO

## Word Work

### APPLY

Select 5 spelling words and rewrite them in 5 (separate) descriptive sentences

Write a stretchy sentence that incorporates as many spelling words as possible, then illustrate your sentence in detail

Write a paragraph that uses the 5 senses (taste, smell, feel, sight, sound) and as many spelling words as possible

Write a character description paragraph that includes at least 7 of your spelling words

Write a setting description paragraph that includes at least 7 of your spelling words

### ANALYZE

Write a list of words that rhyme with your spelling list

Look up 2 list words in the dictionary. Compare and contrast their definitions

Select 5 list words and research their etymology (origins). Record your research in dot points beneath each word

Categorize (group) your words based on spelling patterns or rules you find. Explain how you have chosen your categories

Choose a spelling rule found in your list and write a new list of words that follow the same rule, e.g. PH - photo, graph

*The Sydney Teacher*

# LEVEL THREE

## Word Work

### EVALUATE

Write your list words in order from least to most difficult. Explain why the last words are more difficult than the first

Give yourself 'glowing' and 'growing' feedback based on your strengths and difficulties in learning this spelling rule/list

Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life

Predict whether you will remember these spelling words in 12 months. Justify your prediction with clear reasons

Create a success criteria for learning this spelling list/rule. Write your criteria as 'I can...' statements

### CREATE

Create a crossword puzzle for at least 10 spelling words. Provide a set of creative clues to match

Write a short script for a play or TV show that incorporates all of your spelling words

Create an artwork that incorporates nothing but your spelling words

Design and create a board game to play with your spelling words

Write a rhyming poem or rap that includes at least 5 of your spelling words

*The Sydney Teacher*

# Australia

## Classification

The Aboriginal and Torres Strait Islander Peoples were the first people to live in Australia. The main language that is spoken within Australia, is English. Australia is a very multicultural country, with people from different countries living here.



## Flag

The Australian flag is blue, white and red. There are six stars on the flag. Five of the stars make up the Southern Cross. The Southern Cross is a symbol of Australia being found in the Southern Hemisphere. The seven-pointed star represents the different states and territories of Australia. In the top left-hand corner of the flag is the Union Jack. This symbolises Australia's connection to England and their rules.



## Food

In Australia, there are all different kinds of foods. This is because Australia is very multicultural. As people moved to Australia from different countries, they brought their traditional foods with them. Australians are well-known for eating yeast extract spread, prawns, meat pies, tomato sauce and barbecue food.



# AUSTRALIA INFORMATION REPORT

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- Read through the Australia information report, now try and add the key information into the information report template.
- Did you notice each paragraph was about a new fact? Did you only write down the key information in dot points into the template?

## My Informative Prewriting Template

Topic

Topic Sentence

Fact



# COMPOUND SENTENCES



- Read through the 'compound sentences' PowerPoint.
- Ensure you read every slide carefully and have a go at the quizzes. When you are finished complete the compound sentence worksheet.
- 3 star students complete the complex sentence worksheet.

## Compound Sentences

Task: Add to these simple sentences to create a compound sentence.

Conjunctions to use: **for, and, nor, but, or, yet, so**

Trent likes to play football \_\_\_\_\_

The spelling test was easy \_\_\_\_\_

Pizza is my favourite food \_\_\_\_\_



## Spot the Complex Sentences

A complex or multi-clause sentence is made up of a main clause and then one or more dependent clauses.

There are two ways of creating dependent clauses:

- by using a subordinating conjunction (e.g. after) to create a subordinate clause, e.g. The horse galloped after it jumped the fence.
- by adding extra information using a relative clause that starts with a relative pronoun or relative adverb (e.g. who), e.g. Mr Richardson, who was feeling ravenous, ate some cheese.



# EDITING ACTIVITY- AUSTRALIAN ANIMALS

- Using the 'proofreading symbols' poster, read through the Australian animal's passage and make the appropriate editing symbols.

Australian Animals

Card Two - Tuesday

The echidna is a highly adaptable creature and can be found in coastal forests, alpine meadows and deserts. The Echidna has a skiny snout and a the long flicking tongue, which is prefect for catching insects. It also has verry sharp spines, known as quills along its back and sides.

When an echidna is threatened, it will curl in wards leaving only its quills exposed this is a from of protection from predators.

## Proofreading Symbols

Instruction	Editing Mark	Example
Insert full stop.	⊙	He was running⊙
Change to capital letters.	≡	sue was living in sydney.
Change to lowercase letters.	Encircle letter and write 'lc' in margin.	lc A⊙doctor is an important person.
Correct the spelling.	Write the correct spelling above. —	They looked for <del>there</del> <sup>their</sup> ball.
Delete text.	—	Jake rode the <del>a</del> scooter.
Delete a letter.	/	I love to <del>r</del> read.
Close up the space.	⊂	She kicked the foot⊂ball.
Insert space.	∩	We laughed <del>at</del> ot.
New paragraph.	//	They finished eating the pie.//The next day...
Insert comma.	∧	The teacher, Miss Harper, likes red apples.
Insert question or exclamation mark.	? ! ∧ ∧	Help! Can you help me?
Insert hyphen.	∧	He ate two-thirds of the pizza.
Insert words.	∧	Pass me <sup>the</sup> ruler, please.
Insert apostrophe.	∧	She doesn't like cats.
Insert quotation marks.	“ ” ∧ ∧	“Dinner's ready,” mum yelled.