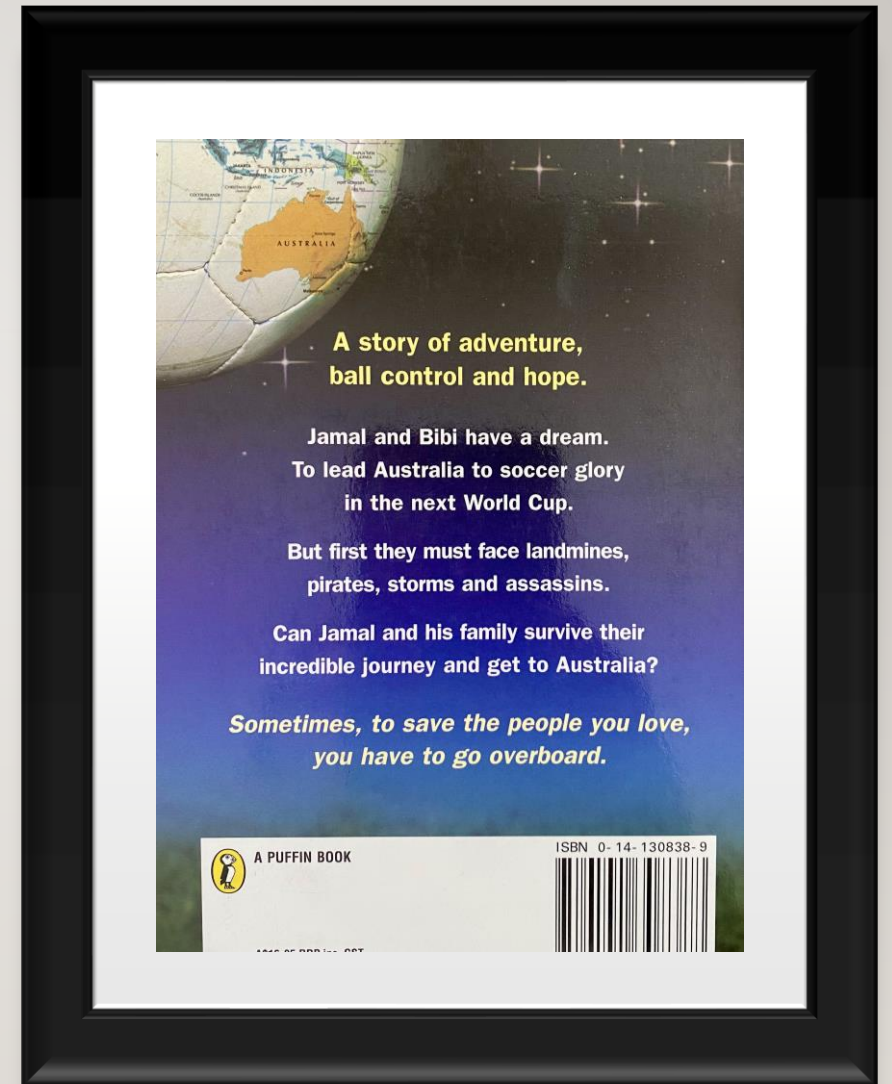


ENGLISH WEEK 2 TERM 4



THURSDAY

- Write out spelling words (5mins)
 - Complete 1 spelling activity (20mins)
- What is an information report (10 minutes)
- Tiger comprehension activity- 1 star students
- Fossicking for fossils information report activity (30 minutes)- 2 and 3 star students
- Editing activity (10 minutes)

WEEK 1 AND 2 SPELLING WORDS- RED

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

WEEK 1 AND 2 SPELLING WORDS- GREEN

+ 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				
'Boy Overboard Words'				

SPELLING ACTIVITIES



- -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

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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

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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

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INFORMATION REPORT

The purpose of an information report is to classify and describe people, animals, objects or phenomena using facts. Examples of information reports include:

- scientific texts
- geographical texts.

Information reports use:

- Present tense
- Auxiliary verbs
- Generic groups or categories
- Technical terms
- Cause and effect connectives

Title Turtles

Classification Turtles are reptiles. They are **cold-blooded**, so they need sunlight to keep them warm and active.

Description Turtles have a hard shell on their back. This **protects** them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Turtles lay their eggs on land. Some **turtles** lay their eggs in sand, then leave the eggs to hatch on their own. **When they hatch**, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Conclusion Many species of turtles are endangered, which means **they are** at risk of becoming extinct. Humans must work to protect these beautiful creatures for future generations.

Technical terms

Present tense

Generic category

Cause and effect connectives

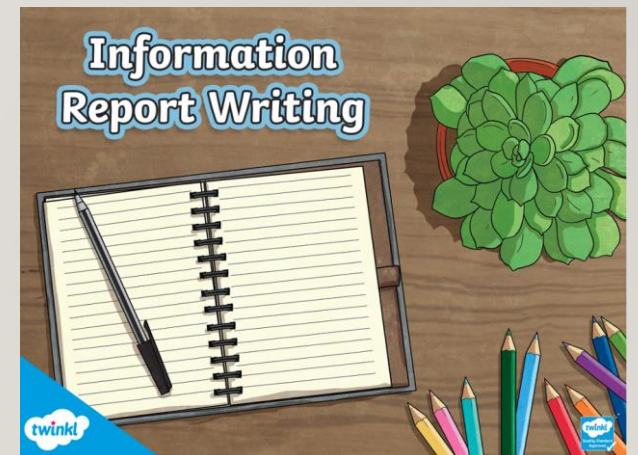
Auxiliary verb

WHAT IS AN INFORMATION REPORT

- Take a moment to read the information about an information report. Also see the attached PowerPoint on information report writing.

Do you remember...

- The purpose of an information report?
- The key features?
- Language used?
- Types of information reports?



TIGER INFORMATION REPORT




- Read through the 'Tigers' information report and answer the comprehension questions.


Tigers

What Do Tigers Look Like?
Tigers are mammals. They are the biggest of the big cat family. Most tigers have orange fur with black stripes. Some tigers have black or white fur with light brown stripes. The stripes help the tigers to hide from other animals when they are hunting. The markings on every tiger are different, a bit like our fingerprints.


They have long legs to help them run fast and sharp claws to catch and kill their food. They also have a very long tail.




Did You Know...?
When a tiger cub is 8 weeks old, it can go out hunting with its mother.



Where Do Tigers Live?
Tigers that live in the wild are found in Asia. Some live in the cold parts of the north, others live in the south where it is hotter. Tigers live in forests. They like to live and hunt on their own and they show other tigers where their space is by scratching marks on trees with their claws.



What Do Tigers Eat?
Tigers only eat meat. They like to hunt for food at night. They creep up on their prey and bite it with their strong, sharp teeth. Tigers eat pigs, rhinos, deer, cows and horses.



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Tigers

Questions

1. What do tigers have on their fur? Tick one.
 stripes
 spots
 flowers
2. Complete the sentence:
The markings on every tiger are different, a bit like our _____.
3. Where do tigers that live in the wild live? Tick one.
 Africa
 America
 Asia
4. When can a tiger cub go hunting with its mother? Tick one.
 8 months
 8 days
 8 weeks
5. What do tigers eat? Write down two examples.
_____ and _____.

FOSSICKING FOR FOSSILS

- Read through the 'Fossicking for fossils' information report and answer the comprehension questions.

Fossicking for FOSSILS

What Is a Fossil?
Fossils are the remains of ancient organisms that have been naturally preserved. From leaf imprints and seashells to skeletons or even animal tracks – so many things can become a fossil.

Fossil Facts
The word 'fossil' comes from the Latin word 'fossus', which means 'dug up'.

There are two types of fossils found in the world:

- **Body fossils** – These are fossils made up from once-living organisms, such as plants or animals. Usually only the hard parts of animals, such as teeth, bones and shells, become fossilised. But sometimes you may be lucky enough to find feathers, fur or skin!
- **Trace fossils** – These fossils give us signs of life from long ago. They include animal tracks, burrows, eggs, nests and leaf impressions.

How Are Fossils Formed?
When a living thing or trace element is buried, it is protected from the environment and scavengers. Over time, the soft parts of the organism usually decay away to leave the hard bones, teeth or shell. Fossils are then formed when layers of sediment, such as clay, mud, silt or sand, build up on top of the buried organism. Once buried, minerals fill in the gaps in the organisms – basically turning them into stone!
This process takes a minimum of 10 000 years and needs the right combination of sedimentary rocks and minerals to occur. These fossilised organisms are then discovered when the rock is unearthed by erosion or an excavation.

Did You Know?
Fossils can also form when spaces are left behind, such as footprints or burrows. The space is then filled with minerals and sediment.

teachstarter



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 One - Monday

Kangaroos are marsupial mammals found in Australia and New Guinea. They are social animals that live in groups called 'mobs' they are herbivores, so they eat plants, leaves and different grasses.

The kangaroo has large, powerful hind legs, large feet, a long muscular tail for balance and a small head. A male kangaroo is known as a boomer, buck, jack or old man. The female kangaroo is known as the doe, jill or flier. A baby kangaroo is known as a joey.

Proofreading Symbols

Instruction	Editing Mark	Example
Insert full stop.	⊙	He was running.
Change to capital letters.	≡	she 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 their ball.
Delete text.	—	Jake rode the scooter.
Delete a letter.	/	I love to read.
Close up the space.	⊂	She kicked the football.
Insert space.	h	We laughed at.
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 the ruler, please.
Insert apostrophe.	, ^	She doesn't like cats.
Insert quotation marks.	“ ” ^	"Dinner's ready," mum yelled.