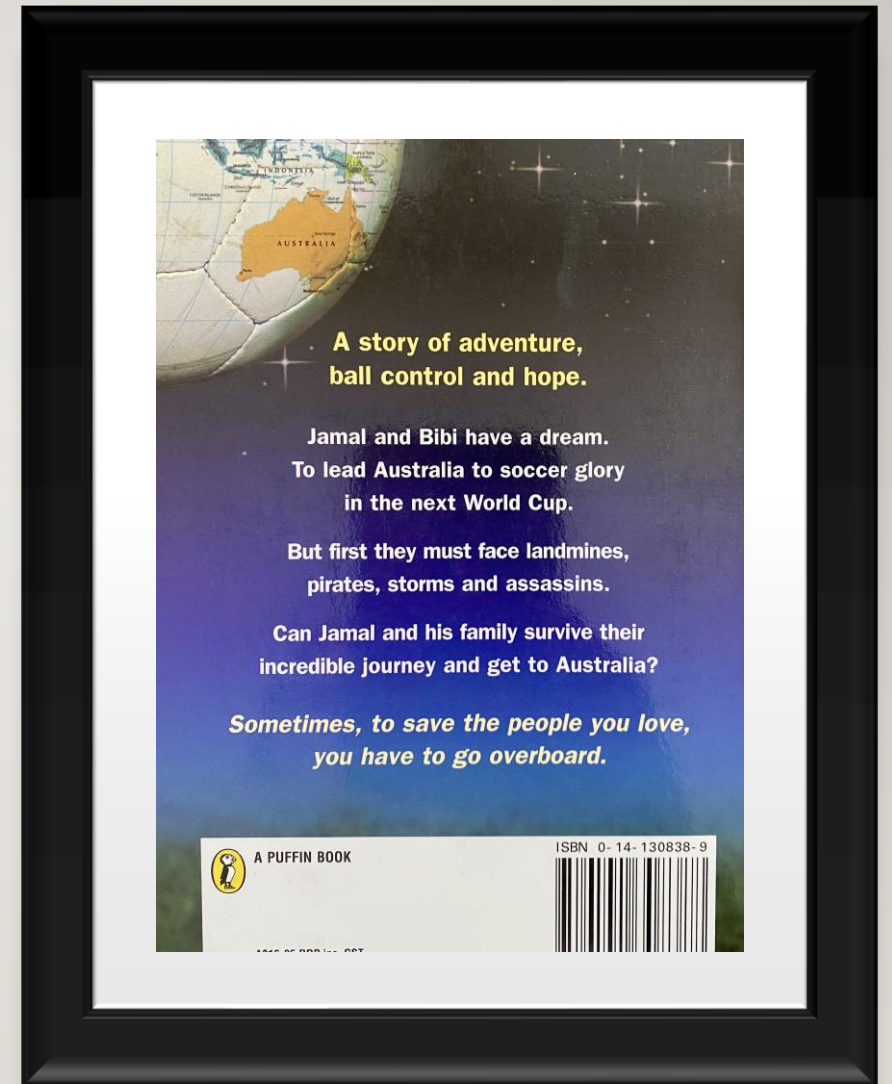


ENGLISH WEEK 2 TERM 4



WEDNESDAY

- Write out spelling words (5mins)
 - Complete 1 spelling activity (20mins)
- Read chapter 11 and 12 of “Boy overboard”- this website contains the entire book you can read. (25 minutes)
- [https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-
gleitzman.html?page=8](https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=8)
- Complete comprehension activity about chapters 9, 10, 11 and 12.
- Bibi mind map (20 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

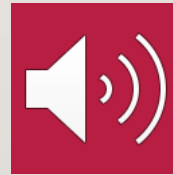
Write a rhyming poem or rap that includes at least 5 of your spelling words

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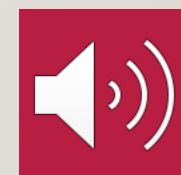
CHAPTER 11 AND 12- BOY OVERBOARD

- Read chapter 11 and 12 of “Boy overboard”- this website contains the entire book you can read.
- <https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=47>
- You can also listen by clicking in this icon.

Chapter 11



Chapter 12



CHAPTER 9, 10, 11 AND 12 COMPREHENSION

Complete the attached comprehension sheet of chapters 9-12



1 star- complete the comprehension box only



2 star complete the comprehension and 'look deeper' section.



3 Star complete 2 star and using the vocabulary section, write 5 sentences using as many vocabulary words as you can.

Read chapter 9, 10, 11 and 12 of "Boy overboard"- this website contains the entire book you can read.

<https://booksvoooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=8>

Boy Overboard Chapter Nine, Ten, Eleven and Twelve



Comprehension

1. How does Jamal make himself feel better in Chapter Nine?
2. How does Jamal know that it was the government who blew up their house?
3. Why do you think Yusef refused to take Jamal's soccer ball?
4. What do you think Jamal's father thinks about the government? Use the text to explain your answer
5. How did Jamal and Bibi recognize their mother?
6. Why do you think so many people went to the stadium?

Vocabulary

1. imprisoned
2. lunge
3. vivid
4. scurry
5. anxiously
6. straggling
7. confiscate
8. tattered
9. whimper
10. hurtle
11. accelerate
12. veer

Look Deeper

Witnessing Events

In these chapters Jamal sees his house being blown up and his mother being rescued because he goes where he shouldn't be.

1. Why did the author make the decision for Jamal to see this?
2. How would the story be different if Jamal hadn't seen those things?

Boy Overboard: Bibi Mind Map



What words, feelings, events or character traits do you connect with Bibi?
How do these things impact you as a reader? Use the mind map space
below to explore these things.

A large, empty rectangular box with a thin black border, intended for students to draw a mind map.

BIBI MIND MAP
