

Stage 3 Booklet

Name: _____ Class: _____

Term 2 Week 2

Date: 4/5/20



Week 2 Learning Framework

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9-11	<p>Spelling list Reading Comprehension: From the Pen of the Large Lovely Wolf Narrative Writing: plot (where the action is in a story) Grammar: What is the correct order for Writing Adjectives? Silent Reading</p>	<p>Spelling list Reading Comprehension: Continue From the Pen of the Large Lovely Wolf Word of the Day - Perplexed Grammar: What is Adjectival Phrase? Silent Reading:</p>	<p>Spelling list: Write/type your spelling. Complete activities: Narrative Writing: plot and ending Word of the Day - Furiously Grammar: What are Possessive Adjectives? Silent Reading:</p>	<p>Spelling list Reading Comprehension: Darcy Does Things Differently Word of the Day - Summoned Silent Reading</p>	<p>Spelling list Reading Comprehension: Darcy Does Things Differently Narrative Writing: Write a whole narrative text Word of the Day - Regret Silent Reading</p>
	Supervised Exercise	Supervised Exercise	Supervised Exercise	Supervised Exercise	Supervised Exercise
11:30-1:30	<ul style="list-style-type: none"> • Problem of the Day • Math Mentals • Data (Lesson 1) • Mathletics 	<ul style="list-style-type: none"> • Problem of the Day • Math Mentals • Data (Lesson 2) • Mathletics 	<ul style="list-style-type: none"> • Problem of the Day • Math Mentals • Data (Lesson 3) • Mathletics 	<ul style="list-style-type: none"> • Problem of the Day • Math Mentals • Data (Lesson 4) • Mathletics 	<ul style="list-style-type: none"> • Problem of the Day • Math Mentals • Data (Lesson 4) • Mathletics
	Free Time	Free Time	Free Time	Free Time	Free Time
2-3	<i>PE - Lesson 2</i>	<i>Pathway to Success - Answer the Social Skills Question BTN</i>	<i>Pathway to Success - Answer the Social Skills Question PE - Lesson 3</i>	<i>Pathway to Success - Answer the Social Skills Question BTN</i>	Art

Monday's Spelling

LOOK SAY COVER WRITE CHECK ...

Please highlight the words in the lists so I can see what words you are learning to spell.

anyone	allowed	sample	obviously	recognition
woman	around	dangle	document	abandon
even	they're	muscle	approximately	imagination
other	equals	juggle	circumference	tremendous
help	beautiful	female	discussion	spectacular
also	halves	article	relevance	beneath
does	climate	sparkle	comparison	negotiate
done	accept	battle	imagery	signature
less	public	stumble	immediate	definitely
until	column	terrible	deceive	attention

Tuesday's Spelling

Match the Word To Its Meaning

Use the **dictionary link** to make sure you are matching the word to the right meaning!

<https://kids.wordsmyth.net/we/>

Lists 1,2 and 3

- anyone
- woman
- even
- other
- help
- also
- does
- done
- less
- until
- allowed
- around
- they're
- equals
- beautiful
- halves
- climate
- accept
- public
- column
- sample
- dangle
- muscle
- juggle
- female
- article
- sparkle
- battle
- stumble
- terrible

1. to trip or lose one's balance in walking or running -
2. to aid or assist -
3. to let; permit -
4. causing fear, terror, or horror -
5. tissue in the body of animals and humans that moves parts of the body -
6. in a circle -
7. to take when given; receive willingly -
8. the usual weather conditions in a place -
9. to throw off or reflect little flashes of light -
10. an upright structure that looks like a post -
11. a small part of something that shows what the whole is like -
12. to hang or swing loosely -
13. having to do with all members of a community; not private -
14. delightful to see, hear, or experience; lovely to the senses -

Tuesday's Spelling

Use the **dictionary link** to make sure you are matching the word to the right meaning!

Match the Word To Its Meaning.

<https://kids.wordsmyth.net/we/>

Lists 4 and 5

- | | | |
|---------------|-------------|---|
| obviously | recognition | 1. the concentration of one's mind on something - |
| document | abandon | 2. to cause to believe something that is not true - |
| approximately | imagination | 3. the act of realising that one knows someone or something - |
| circumference | tremendous | 4. to bargain or come to an agreement with another person - |
| discussion | spectacular | 5. in a lower place; below - |
| relevance | beneath | 6. nearly exact; about; almost exactly - |
| comparison | negotiate | 7. a person's written name, used to sign documents and letters - |
| imagery | signature | 8. the act of comparing - |
| immediate | definitely | 9. the line that forms the outside edge of a circle or other round figure - |
| deceive | attention | 10. in a way that is easy to see or understand; clearly - |
| | | 11. to bargain or come to an agreement with another person - |
| | | 12. pictures that are created in the mind while reading or looking at art - |
| | | 13. of or having to do with a spectacle; splendid; marvelous - |
| | | 14. to leave behind with no plan to return; desert - |
| | | 15. a person's written name, used to sign documents, letters, or checks - |

Wednesday's Spelling

Create a short story...

Using as many
spelling words
that you can!

Imogen was the first winner! Imogen used 30 spelling words to create an entertaining short story.

When writing your story,
underline, highlight or write the
spelling words in a different colour.

...

- | | | | | |
|--------|-----------|----------|---------------|-------------|
| anyone | allowed | sample | obviously | recognition |
| woman | around | dangle | document | abandon |
| even | they're | muscle | approximately | imagination |
| other | equals | juggle | circumference | tremendous |
| help | beautiful | female | discussion | spectacular |
| also | halves | article | relevance | beneath |
| does | climate | sparkle | comparison | negotiate |
| done | accept | battle | imagery | signature |
| less | public | stumble | immediate | definitely |
| until | column | terrible | deceive | attention |

Thursdays Spelling!

Place each list word into alphabetical order...

anyone allowed sample obviously recognition
woman around dangle document abandon
even they're muscle approximately imagination
other equals juggle circumference tremendous
help beautiful female discussion spectacular
also halves article relevance beneath
does climate sparkle comparison negotiate
done accept battle imagery signature
less public stumble immediate definitely
until column terrible deceive attention

List One

List Two

List Three

List Four

List Five

--	--	--	--	--

Find-a-Word

anyone
woman
other
public
also
does
until
less
climate
beautiful
accept
around
sparkle
sample
dangle
immediate
deceive
equals
juggle
spectacular
tremendous
signature

Q	Q	E	A	R	O	U	N	D	B	V	C	V	V	J	Y	Y	V	C
S	P	E	C	T	A	C	U	L	A	R	V	Q	U	G	U	Y	V	L
A	N	Y	O	N	E	Q	W	W	Q	Q	D	F	N	G	G	R	V	I
X	C	X	X	X	D	E	C	E	I	V	E	S	T	B	G	R	S	M
S	O	O	W	O	M	A	N	Q	D	O	E	S	I	F	L	W	S	A
A	B	B	X	T	F	E	Q	U	A	L	S	Q	L	S	E	V	T	T
M	X	X	B	H	D	F	S	I	G	N	A	T	U	R	E	V	T	E
P	D	Y	U	E	S	F	A	L	S	O	Q	Q	L	E	S	S	T	Q
L	X	Y	U	R	T	R	E	M	E	N	D	O	U	S	V	V	P	P
E	F	G	H	F	D	D	D	B	E	A	U	T	I	F	U	L	B	B
S	P	U	B	L	I	C	C	V	D	G	H	Y	U	D	S	H	H	J
B	V	C	S	F	H	Y	S	P	A	R	K	L	E	F	F	T	J	J
A	C	C	E	P	T	D	S	S	S	I	M	M	E	D	I	A	E	J

Crossword

Click on each square and fill the squares with missing letters!

Down

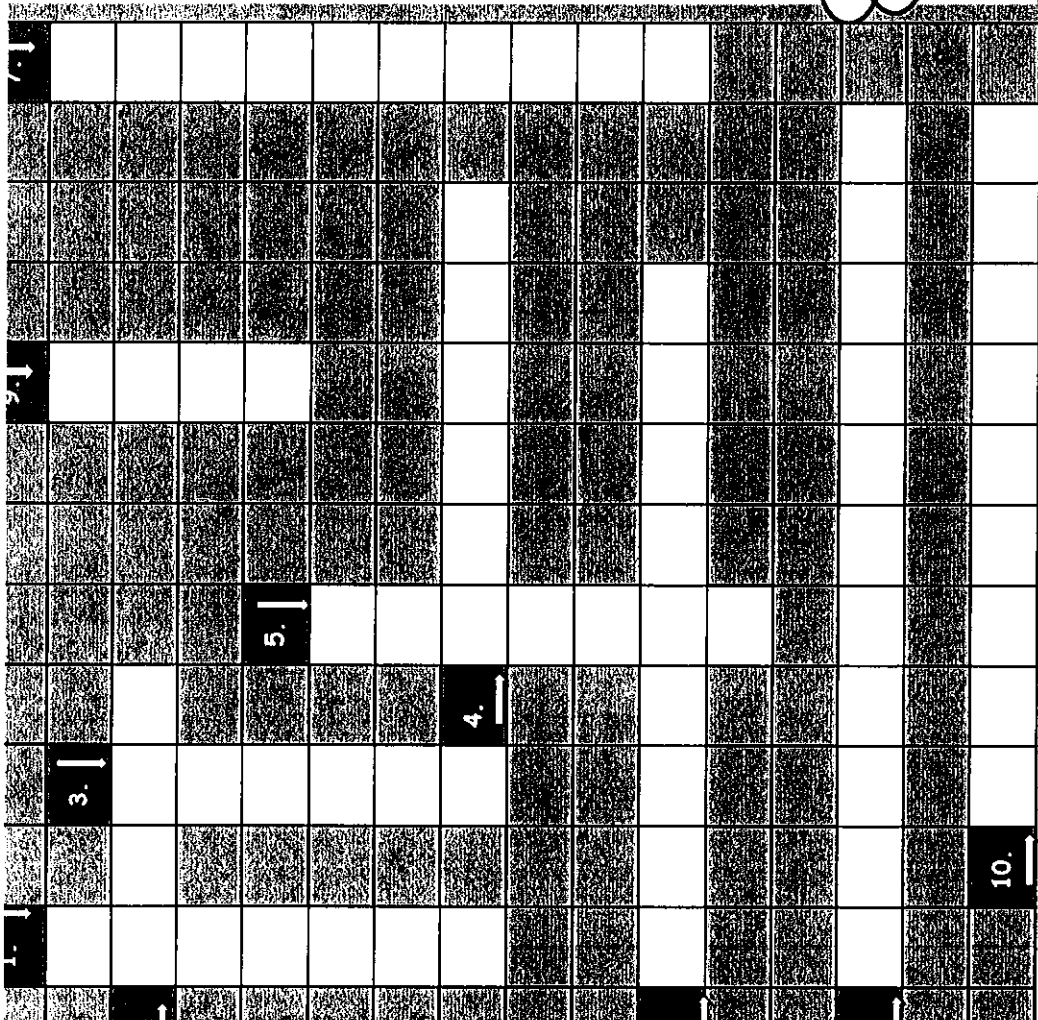
1. to let; permit -
3. a small part of something that shows what the whole is like -
5. to cause to believe something that is not true -
7. the act of comparing -
9. to aid or assist -

Across

2. Small is size -
4. an upright structure that looks like a post -
6. related to what is being discussed or is presently important -
8. the act or power of the mind to form a thought, picture, or image of something -
10. delightful to see, hear, or experience -

Check the word first on a piece of paper. Make sure it has the right number of letters! Use the dictionary link to help work out the words

<https://kids.wordsmyth.net/we/>



From the Pen of the Lovely Large Wolf

story by Jessica Nelson-Tyers | illustrated by Greg Hofield

The Grimm Times

Letters to the Editor:

I'd like to express my horror at the way the events of last week were represented in your newspaper. It was gross sensationalism at its worst.

First, I'm offended that I was described as 'The Big Bad Wolf,' before I'd even been accused of any wrongdoing. It's slander, pure and simple. Sizeist too. You never introduce town mouse as 'The Little Bad Mouse,' and he's a wanted criminal.

Second, I'm completely innocent, and I can prove it! I have facts; I have photographs; I have a crack team of meteorologists willing to back me up.

I was going for my usual nature stroll last Thursday evening when a wall of green-black clouds appeared, looming over the forest. Hailstones the size of marbles rained down. You should see the bruises under what's left of my fur coat!

As the hail petered out, I heard a deafening roar, like a freight train approaching. The pig will try to tell you it was me roaring. Now, don't you find that just a little ridiculous?

Wolves don't roar. Wolves have never, in our long and noble history, done anything as banal as roaring. We express ourselves with a sweet and melodious howl.

I slunk under a bush to wait out the hail and lick my wounds, but I didn't stay there long. I happened to peek out at the sky, and I did not like what I saw. A swirling finger of cloud was reaching towards the ground, ripping branches from trees as it went. I'll give you a chance to guess what that was, and if you don't guess **TORNADO**, you won't win any prizes.

Well, I'd had about enough of nature for one evening. I took off running, four paws to the ground, in search of some



The poor little fool. It didn't listen, and next thing, that tornado scooped up the house—pig, straw, and all—and whisked them off to who-knows-where. Over the rainbow, perhaps. Certainly not into my belly. As you can see, I'm skin and bone.

Suppose I had eaten a pig, an entire pig, all to myself. How can you suggest that I would still be able to move after a meal like that, much less go in search of another snack. According to your libellous account, that's just what I did. The mind boggles.

In fact, I did race for the next pig's home, but not to eat that pig-headed little boar.

'Little pig, little pig, I have terrible news for you!' I called through the door.

real shelter. I almost ran straight past the first pig's house. I knew what was coming, and I knew that straw house was going to be whipped into the sky like a piece of tissue paper.

My conscience stopped me. That's right, my conscience, not my rumbling tummy.

I banged on the door—hard, so as to be heard over the hail and the storm.

'Little pig!' I yelled. 'Let me in! I have to warn you!'

'Get out of here, big fat wolf, I'm shampooing my beard,' replied the pig.

'Please listen. A tornado's on the way, and it will blow your house in! You're in terrible danger!'



'If it's not about chin hair, I don't want to hear it,' replied Pig Number Two. 'I'm all about goatees these days.'

'Your chin hair will be blown right off if you don't get out of here!' I warned the little nincompoop. 'It happened to your brother.'

The door opened a crack. 'What happened to my brother?' the pig asked. But there was no time to explain. In the reflection of the doorknob I saw the tornado approaching.

'Run!' I yelled, but the fool slammed the door shut.

I couldn't stay any longer. I fled. As I glanced behind, I sobbed to see that little hog soaring through the sky like he'd learnt how to fly.



I was drained and disheartened, but there was one other swine living in that part of the woods, and I had to save her.

I was so disoriented by the rain and the roar of the weather that I didn't see Pig Number Three's house until I'd slammed into it. This was more like it. Double red brick, small, barred windows. This was a pig who'd prepared. She'd have a storm cellar for sure, and could save both our bacons!

'Little pig, little pig, let me come in!' I yelled.

No response.

'Little pig, little pig, PLEASE let me come in! I promise I haven't gobbled anyone. I'm just a poor, soaked wolf, lost in the storm.'

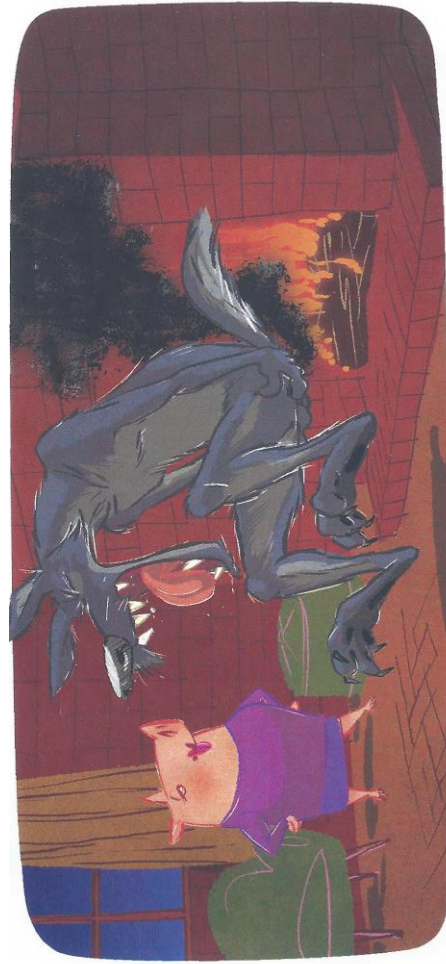
Silence, then ...

'Suffer.'

Then I realised the truth. She was going to leave me out in the tornado's path. She *wanted* me to be blown away like a house made of straw. *There's* your bad guy. The Little Bad Pig.

I wasn't going to give up that easily. I climbed a tree overhanging the house, got onto her roof. Slip-slid across the tiles to her nice, wide chimney. Just as I laid paws on it, the tornado caught up with me. Like it had a mind of its own. It blew out every window in the house with a crash.

I'd like to see a wolf with that much puff!



My hindquarters began to be lifted up, up, into the air. I held on tight, pulled myself forward and somersaulted down that chimney.

That's where my troubles really began. Little Pig Three had prepared a nice fire down below. A surprise for me? Had she seen my approach on her security camera? That's for a judge to decide.

Well, the little pig's house held strong in that storm, but I left it on an ambulance stretcher. My fur coat, ruined. My nerves in shreds. All because I tried to save three poor little morsels from a storm.

If you think about it, you'll see that my version of events makes a lot more sense. How could a canine blow down a house? I can barely blow out my own birthday candles. The pigs may have used alternate building materials, but they were no fools, and their homes were tough. If I'd wanted to get in, a

match would have done the trick, but—well, bacon is a dirty word.

I hope my name is now as clear as my conscience.

Yours truly,
The Lovely Large Wolf. ■



So what do you think really happened that night?

THE CARTOON

NEWSFLASH!
**FALLING
CLOCK
STRIKES
TWELVE**

7.1.16.5

Reading Week 2 - MONDAY

From the Pen of the Lovely Large Wolf

Now look at the title, From the Pen of the Lovely Large Wolf. Now look at the pictures in the story, not the words.

Have a guess or predict what this story will be about. What might be different in this story?

Now look at the title, From the Pen of the Lovely Large Wolf. Now look at the pictures in the story, not the words.

Have a guess or predict what this story will be about. What might be different in this story?

Vocabulary meanings from words in the story.

sensationalism: exaggerated statement of events

petered out: to slowly stop until still

accused: charged with a crime

melodious howl: howling something like a song

slander: untrue words to hurt someone else

noble history: truthful history

meteorologist: someone who predicts what the weather will be like in the future

freight train: a train which carries cargo, not people

TUESDAY

During reading

While reading, just think about the differences between
From the Pen of the Lovely Large Wolf and the Three Little Pigs.

From the Pen of the Lovely Large Wolf

Page 1

The Grimm Times newspaper has written an article about the Lovely Large Wolf, except it had made him out to be mean.

The Wolf has written back to the newspaper and given them his side of the story.

He lets the newspaper he is offended by what they have written and is completely innocent.

Then he tells his story.

Page 1

The pig said the wolf roared but what does the wolf say the sound was?

Page 2

The pig thinks the wolf tried to blow down the house of straw but what does the wolf say?

What does the wolf say happened to the first little pig?

Page 3

Again, the wolf says the tornado took the first and second little pig. What do you think happened?

Why did the Wolf blame the third little pig for him climbing onto the roof?

The pigs said he went to blow the last house down but what does the wolf say happened?

What does the Wolf say happened?

WEDNESDAY

Answer these comprehension questions

1. What does the wolf say the weather was like at the beginning of his story?

2. He tells us he was worried that the house of straw was going to be blown away like what?

3. Does the wolf think the first pig was polite to him?

4. The Wolf says he did not want to gobble up the third pig. What does he say he is?

5. How does the third pig stop himself from being eaten?

6. Does this story have a message for us as to how to behave? Write down what the writer was trying to teach us.

Darcy Does Things Differently

story by Lara Cain Gray | illustrated by Anna Bron

DARCY DAWSON DONNELLY WAS a very distinguished dog who suddenly found himself solo in his senior years.

One blustery morning, quite out of the blue, he was bundled up in blankets and delivered through a door. In a stuffy room that smelled like his food bowl on a hot summer's day, he sat and wondered what on earth was going on.

Darcy was not a difficult dog. All he needed to live a happy life was:

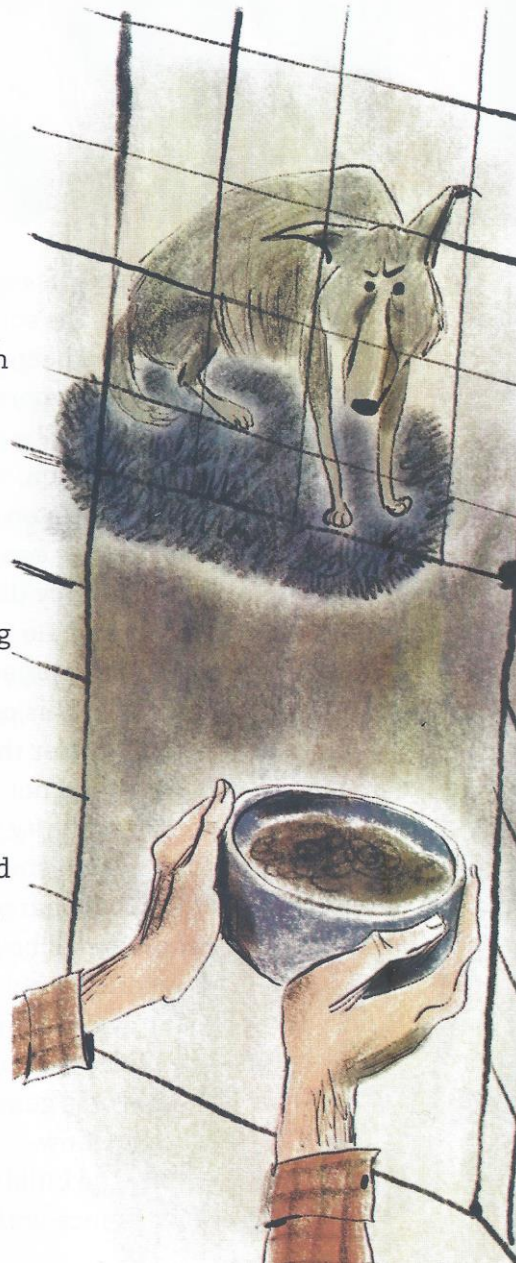
1. Something nice to eat.
2. Somewhere soft to sleep.
3. Someone to sit with when his legs let him down, which happened with frustrating frequency as the years passed.

But suddenly everything had changed. Darcy snapped at a woman with rough hands as she tipped him into a cage and closed the door with a CLINK!

Soon a tall man with knobby knees placed a bowl at Darcy's feet. It wasn't his favourite, roast beef with gravy. Darcy wasn't happy.

'Get some sleep, mate,' said the man, placing a rough rubber mat into the cage. It instantly made Darcy's tummy itch. He missed his usual cosy rug. He absolutely wasn't happy.

As he snoozed, Darcy dreamed about his someone. He missed roast beef with gravy.



He missed his comfy basket. But it was the *someone* he missed the most. His someone had handed him over to someone else. It had been a curious and confusing kind of day.

The next morning, a woman in a white coat lifted Darcy off his mat. She poked him. She prodded him. She plonked him into a pen, where several other pooches begged for attention. Up on their back feet, eager and alert, the pooches watched the comings and goings.

Well, Darcy did things differently. He was not eager. He did not beg. He found a quiet corner and sat. Soon, a parade of people approached the pen, assessing each animal.

'Look at this one! He has pretty brown patches!'

'Oh, I prefer this one! She's all white and fluffy!'

Darcy did not have pretty brown patches; nor was he white and fluffy. None of the visitors seemed to notice him at all, which suited Darcy just fine.

A poodle named Petal posed prettily as a family came near. A small boy, with an even smaller voice, watched Petal prance. 'Hooray! This dog's for me.'

Darcy did things differently. He didn't prance and he wouldn't pose. His legs wobbled when he stood for too long.

Petal was gently lifted out of the pen. It seemed she had a someone now.

Billy the bulldog wasn't left for long either. Billy had a noble stance with a proud and purposeful bark. A decisive



young lady, with security in mind, took note. 'Hooray! This dog's for me.'

Darcy did things differently. His bark was quiet. In fact, when he was particularly perturbed, he sneezed! Billy's barking got on Darcy's nerves. Good riddance! But Billy had a someone now too.

Day after day, Darcy watched the people parade. Each prancing, posing, purposeful pooch clambered out of the cage into the arms of a new someone.

Then Darcy met Dawn.

Dawn walked with a limp and came to visit at a quiet time of day. She wasn't interested in prancing pooches. She didn't care for eagerness and energy.

'I'd like a different kind of dog,' she declared.

So, Darcy still does things differently, but Dawn thinks that's just fine. She gives him plenty of tasty treats, sometimes even roast beef with gravy. He has a soft, cosy rug. Dawn knitted it herself, just for him. At the end of each day, Darcy sits at Dawn's feet and gives his tired legs a rest.

Darcy and Dawn have decided that differently is the nicest way for things to be done. ■



THURSDAY

DARCY DOES THINGS DIFFERENTLY

Before we read

Think about what we know about stray dogs.

Now look at the title, Darcy Does Things Differently. Now look at the pictures in the story, not the words.

Have a guess or predict what this story will be about.

Vocabulary meanings from words in the story.

distinguished: important

frustrating frequency: happened more and more over time

absolutely not happy: really wasn't happy at all

snoozed: slept

comfy basket: soft and cosy basket

plonked: set down heavily

assessing each animal: looking at them to see if they want them

approached: moved forward

FRIDAY

Answer these comprehension questions.

Page 1

1. In the beginning what happens to Darcy?

2. What were two things Darcy missed?

Page 2

3. What did Darcy miss the most?

4. Why do you think none of the visitors noticed Darcy?

5. What was the name of the poodle?

6. What did Darcy do when he was particularly perturbed?

7. How did Billy annoy Darcy?

8. Who took Darcy home to live with them?

9. How were Dawn and Darcy the same?

10. There is a message in this story. What is it?

Week 2 Writing

MONDAY

NARRATIVE WRITING NEEDS CHARACTERS, SETTING, PLOT AND AN INTERESTING ENDING.

This week we will be working on plot and resolutions.

Plot

What is the problem?

character vs self

- The character wants to change in some way but something stand in the way

character vs character

- The character has a disagreement or issues with another character

character vs nature

- The character faces a problem that is caused by nature and beyond their control

Look at these images.



They all came from a writer's imagination.

FOR EXAMPLE A STORY BASED ON ODD SOCKS. How could you plan a plot to write that story?

The Day the Socks Came Alive

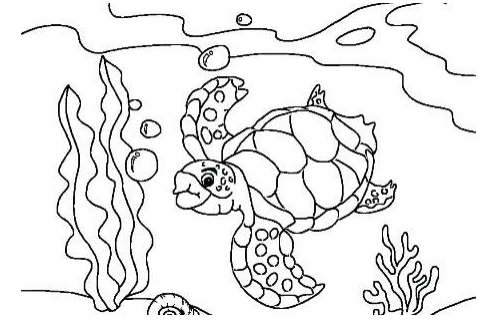
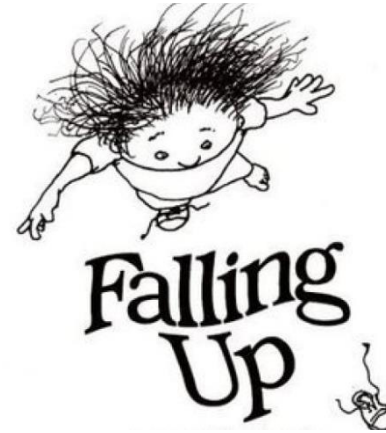
- Henry told to match up socks in the clothes basket
- He tried hard to find a matching pair
- As he put like socks together he realised that some were crawling away
- Slithering like snakes
- He followed them outside
- They led to an abandoned treehouse
- What was up there?
- Was it safe?
- Who would believe him that socks could move anyway?
- He decides to follow up the rickety wooden ladder?
- What or who does he find up there?

Write this story out in your own words.

WEDNESDAY

RESOLUTION OR THE ENDING OF OUR NARRATIVE TEXTS.

Choose one of these images and write a plot and an ending for the text.



It was my birthday when I decided to go on an adventure. It was beautiful weather as I set out for the day. The sun was warm and the breeze was blowing softly when suddenly.....

FRIDAY

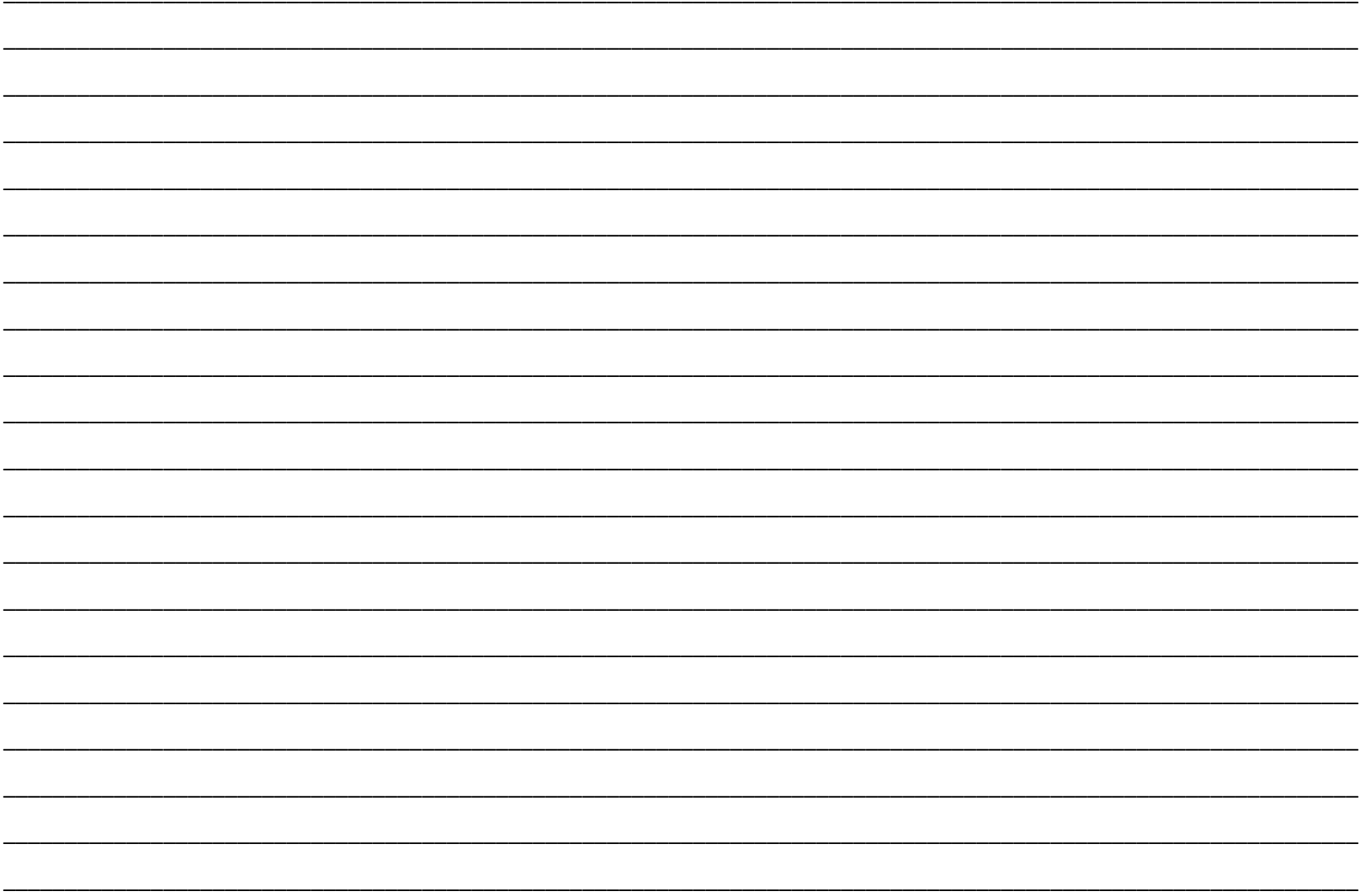


Write a complete story based on this image. Remember to include characterisation, setting, plot and a great ending.

Also include descriptive adjectives and adverbs as well as figurative language.

Make sure you read and edit your text for

- **Capital letter**
- **Full stops, question marks, exclamation marks**
- **Paragraphs**
- **Sentences that make sense so read it back to yourself out loud**



ADJECTIVES

The Bare Bones

Adjectives are words that give colour, shape, size, sound and feeling to nouns. Their job is to paint clearer pictures of nouns.

Carl, a tall man, went to the local shop to buy big bones for his shaggy, brown dog.

Adjectives can be placed before the noun they describe.

e.g. I stroked the soft fur of the tiny, white kitten.

Adjectives can be placed after the noun they describe.

e.g. The door was wooden and heavy.
This orange is sweet and juicy.

Different adjectives have different jobs to do.

Descriptive adjectives give colour, shape, size and feeling to nouns.

e.g. sharp pencil; choppy seas; haunting melody; scruffy dog; long, dusty road; quaint, white-washed cottages

Verbal adjectives are participles used as adjectives. Participles end in -ing or -ed.

e.g. a walking stick; falling rocks;
a deafening roar; scented roses;
a puzzled look; a dazed expression

Number adjectives give quantity to the noun.

e.g. ten geese, five marbles, sixth person, first place

Indefinite adjectives give uncertain quantity to the noun.

e.g. some children; few coins; many soldiers; most people

Adjectives may show degree.

Adjectives of degree may describe nouns as they are (positive degree)

e.g. I have a long rope.

or compared to another

(comparative degree)

e.g. My rope is longer than yours.

or compared to all others

(superlative degree)

e.g. Todd has the longest rope of all.

Suffixes -er and -est are usually used to make adjectives of degree.

e.g. old, older, oldest;

sweet, sweeter, sweetest

Other adjectives of degree are formed by placing *more* or *most* before the adjective.

More and *most* are used before adjectives that already end in a suffix.

e.g. beautiful, more beautiful,

most beautiful

helpful, more helpful, most helpful;

famous, more famous, most famous

Similes

Adjectives are used in similes - a figure of speech which likens one thing to another, to provide a clearer word picture of something or someone.



What is the correct order for writing adjectives?

Tuesday Week 2



A noun may have a string of two
or three adjectives in front of it.

What order should the adjectives be in?



beautiful young St Bernard dog

Does this description “sound” right?

The correct order of adjectives is

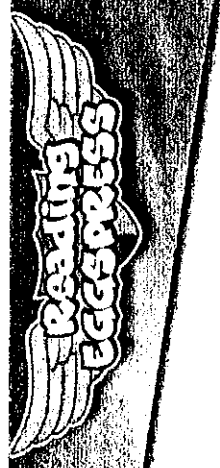
1st **evaluative** — adjectives that evaluate or
give an opinion

2nd **descriptive** — adjectives that describe

3rd **definitive** — adjectives that define

or give the type of something





- An adjective describes a noun or pronoun.
- Adjectives in front of a noun should appear in the following order: **evaluative adjectives** (that evaluate or give an opinion), **descriptive adjectives** (that describe) and **definitive adjectives** (that define or give the type of something).
- A comma is needed between adjectives of the same type.
- Any word that signals that a noun is to follow comes before the string of adjectives (e.g. **their** completed science project).
- In the following noun group, the adjectives, in **red**, are in the correct order: **lovely grey Persian** kittens

Sort these adjectives.

delicious long ugly blue
French local wonderful vintage steel

evaluative —
they evaluate or
give an opinion

descriptive —
they describe

definitive —
they define or give the
type of something

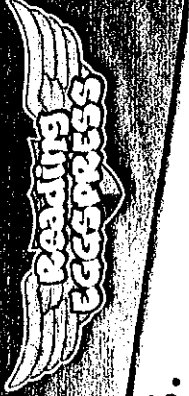
An adjective can be more than one type
— it depends how it is used.

red car The adjective is descriptive because it describes the car.

red wine The adjective is definitive because it gives the type of wine.



Type words into
spaces underneath -
evaluative, descriptive
and definitive





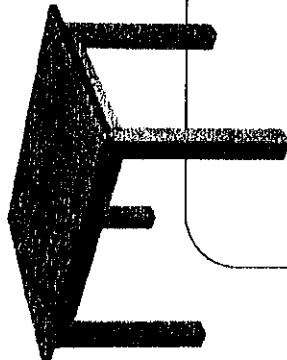
Type the adjectives in the right order



humpback

huge

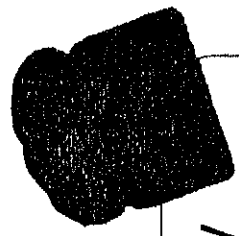
whale



pine

smooth

table



yummy

fresh

bread

Any word that signals that a noun is to follow comes **before** the string of adjectives.



two fine old, shiny shoes

a sequined, blue evening dress

his crisp, black dinner suit

Commas are needed only between adjectives of the same type.

Ordering adjectives

Grade 5 Adjectives Worksheet

Choose the correct order of adjectives.

- ___ **B** ___ 1. A. a cotton, orange shirt
B. an orange, cotton shirt
- ___ 2. A. a beautiful, old woman
B. an old, beautiful woman
- ___ 3. A. an amazing, Floridian sunset
B. a Floridian, amazing sunset
- ___ 4. A. twelve shampoo, medium bottles
B. twelve medium, shampoo bottles
- ___ 5. A. two square, blue tables B. two blue, square tables
- ___ 6. A. Italian, delicious meal B. delicious, Italian meal
- ___ 7. A. a stinky, bathroom towel B. a bathroom, stinky towel
- ___ 8. A. an ugly, old, yellow bus B. an old, yellow, ugly bus
- ___ 9. A. a large, pretty blanket B. a pretty, large blanket
- ___ 10. A. empty five trunks B. five empty trunks
- ___ 11. A. three fun games B. fun three games
- ___ 12. A. Chinese, small trucks B. small, Chinese trucks

Adjectives follow this order:

- number
- opinion
- size
- shape
- age
- condition
- color
- pattern
- origin
- material
- purpose

Are the adjectives in the correct order? If yes, write **yes**. If no, rewrite the sentence with the adjectives in the correct order.

1. That red, big truck moves slowly.
That big, red truck moves slowly.
2. My mom is a short, Russian woman.

3. England is an entertaining, big, old country.

4. Sophie ate a Chinese, small, delicious cookie.

5. The team has three leather, oval footballs to use for practice.

6. Brian and Missy are selling twelve small, fresh, orange tangerines.

7. My family has a fantastic, gigantic mansion on a beautiful street.

8. Four adorable, gray bunnies moved into our backyard.

9. Robert bought an adorable, yellow, silk tie to wear to school.

10. We have a purple, small, old umbrella to use when it rains.



J

Adjectives follow this order:

- number
- opinion
- size
- shape
- age
- condition
- color
- pattern
- origin
- material
- purpose

A noun may have a string of two or three adjectives in front of it. The correct order of adjectives is evaluative (adjectives that evaluate or give an opinion), then descriptive (adjectives that describe) and then definitive (adjectives that define or give the type of something).



1. Complete these sentences with a suitable evaluative adjective.
 - a) A _____ orange monarch butterfly flew past the window.
 - b) The girl was wearing a _____ long woolen jacket.
 - c) The koala climbed up the _____ tail eucalyptus tree.
 - d) He wore a _____ black morning suit at his wedding.
2. Circle the descriptive adjectives in these sentences.
 - a) The girl is wearing a pretty pink bow in her hair.
 - b) They live in a magnificent large house near the beach.
 - c) My mother had to buy new ballet shoes for me.
 - d) The monster has a hideous droopy eye in the middle of its forehead.
3. Rearrange the adjectives in these sentences, so that they are in the correct order.
 - a) Yesterday my mother bought a silver stylish evening dress.

b) Grandma baked some delicious choc-chip round cookies.

c) The man who lives next door drives a sports red sleek car.

d) I am trying to train my Chihuahua cute little puppy, but he is very stubborn.

4. Fill in the commas in these sentences.

- a) He works in a smelly unhealthy environment.
- b) He is a young inexperienced pilot.
- c) The boy called his dog with a long loud whistle.

Fill in your answers in the spaces provided.

Use the zoom magnifying glass to make the sheet larger for you

Extra page of activities - complete if you want to



What is an adjectival phrase?

Wednesday Week 2



An adjectival phrase is a phrase that does the work of an adjective. It often follows the noun or pronoun it describes and adds detail to a description.

An adjectival phrase begins with a **preposition**, a **participle** (present or past) or an **infinitive** (“to” form of the verb).



Jake is the guy **in the cool cap**.

Jake, **hoping for good weather**,
went to the skate ramp.

He took his board **to be repaired**.



What does each adjectival phrase begin with?

What is the noun that the phrase describes?

The ^{participle}girl surfing that wave is our new world champion!

The ^{participle}soldiers, dressed in crisp uniforms, marched in rows.

We strolled along and kicked the ^{preposition}leaves under our feet.

^{participle}Wearing all his medals, the colonel stood to attention.

Separate an introductory adjectival phrase from the noun it describes with a comma.





- An adjective describes a noun or pronoun. A phrase is a group of words without a verb that is not a complete message by itself (e.g. in the cupboard).
- An adjectival phrase is a phrase that does the work of an adjective. It begins with a preposition, a participle (present or past) or an infinitive.
- In the following sentence, the adjectival phrase is **red: George has the biggest smile of any dentist.**

Identifying Descriptive Language – Adjectival Phrases

- Adjectival phrases are phrases used to describe nouns. Some common nouns have been bolded to help you.
- Underline the adjectival phrases in pink. Remember, the phrase might come before or after the bolded noun.

The Thirsty Monkey

During a long, hot **summer**, a **monkey** with big brown eyes was wandering around looking for some cool, fresh **water**.

Hours passed and the poor little **monkey** still could not find water. Suddenly, he found a **jug** with some water in it! The monkey tried to pick up the large, heavy **jug**. He could not do it.

The monkey tried to put his furry little **hand** inside the jug to scoop out the water. His hand would not fit. He tried to push the **jug**, but it would not budge. The brave and determined **monkey** was not going to give up. After thinking long and hard, the monkey had an idea. He picked up some small, smooth **rocks** that were lying on the ground. He began dropping them into the jug. The water started to rise. Eventually, the cool, refreshing and thirst-quenching **water** was high enough for the monkey to have a drink.

What a patient, clever **monkey** he was!

Use the line button to underline



Identifying Descriptive Language – Adverbial Phrases

- Adverbial phrases add meaning to a verb (when, where, how or why). Some past tense verbs have been bolded to help you.
- Underline the adverbial phrases in orange. Remember, the phrase might come before or after bolded verb.

The Wind and Sun

Wind and Sun were always fighting. They **argued** day and night. Sun **said**, in a challenging voice, that he was stronger than Wind. Wind **disagreed** every single time, saying that he was the strongest.

They **decided**, one particular morning, to have a competition. A hiker with a thick jacket **walked** towards them. Sun said to Wind, "Let's see who can get the hiker to take off his jacket." The Wind **agreed** because he was feeling confident.

Wind decided to have the first turn. He **blew** his very hardest, but the hiker **zipped** up his jacket. Then it was Sun's turn. He **shone** slowly and gently. The hiker **unzipped** his jacket. The pleased Sun **gleamed** brighter and brighter. The hiker began to feel hot, so he **removed** his jacket. He **placed** it in his bag.

Wind **sighed** because he had been beaten. In a quiet voice, he **congratulated** his opponent. Wind and Sun **agreed** not to fight from that day on.

Use the line button to underline

Adverbs and Adverbial Phrases

Adverbs are words that describe a verb. They tell us when, how and where.

Adverbial phrases are groups of words that describe a verb.

Underline the adverbs or adverbial phrases. Circle when, how or where, depending on the question it answers. The first one has been done for you.

The weatherman says it will rain all day.

when / how / where

The hot air balloon rose in the sky.

when / how / where

I finished my homework on Tuesday night.

when / how / where

We played outside because it was a nice day.

when / how / where

Your sister plays netball better than my sister does.

when / how / where

The snake slithered through the tall green grass.

when / how / where

Tom tried to talk to Jenny under the water.

when / how / where

Early in the morning the air is cold and fresh.

when / how / where

Mum is picking me up after dance rehearsal.

when / how / where

Underline the verbs and add your own adverbial phrases to these sentences.

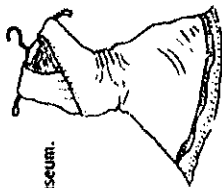
1. The snake slithered _____ in the grass.
how?
2. Jenny and her friend play hopscotch _____
where?
3. We expect our grandparents to arrive _____
when?

Adjectival Phrases

Adjectival phrases do the same work as adjectives. For example: *the girl with blue eyes*; *a box of chocolates*; *the bird in the cage*. They can begin with prepositions, participles or infinitives. For example: *the boy in the blue cap*; *the boy wearing a blue cap*; *a message to wear a blue cap*.

1 The adjectival phrases have been underlined. Circle the nouns they describe. Note the position of the adjectival phrase.

- a The shoes in the bag are new and expensive.
- b The boy riding that horse is only six years old.
- c She handed the note from her mother to the teacher.
- d Mr Brodie is proud of the flowering orchids in his greenhouse.
- e At the corner shop, we bought two packets of potato chips.
- f The students, dressed in school uniform, arrived at the history museum.



2 Choose an adjectival phrase to complete each sentence.

- a At the picnic we shared a plate _____.
- b Her gift was in a box _____.
- c The leaves _____ are crisp and brown.
- d Miss Betts finally decided to buy the dress _____.
- e The jockeys, _____, lined their horses up at the barrier.
- f Little Miss Ginny, _____, stepped out onto the stage.

wearing colourful silks	tied with silver ribbon	wearing a brave smile
of battered pikelets	beneath our feet	with sequins round the hem

3 Don't misplace adjectival phrases. Rewrite these sentences correctly.

- a The students went to see the elephants wearing their broad brimmed hats.

b The boys were a menace to the walkers riding around in the park.

c The tourists with their webbed feet enjoyed seeing the platypuses.

Fill in your answers in the spaces provided.

Use the zoom magnifying glass to make the sheet larger for you

Extra page of activities - complete if you want to

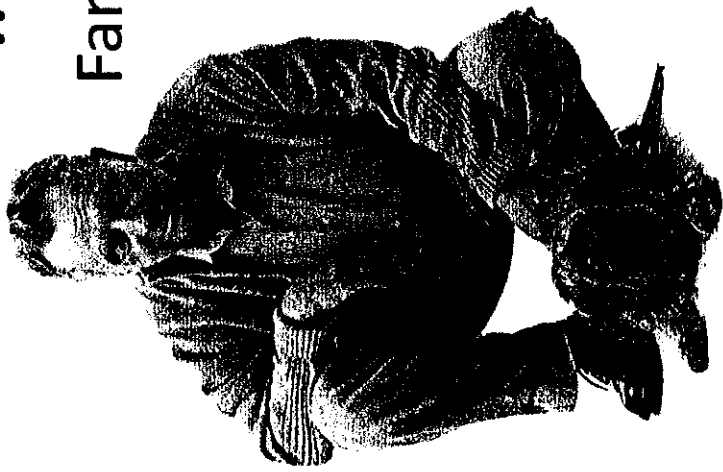


What are possessive adjectives?

Thursday Week 2



A possessive adjective tells
who the owner is.



Fang is **my** dog.

A possessive adjective can
also act as a pronoun.

You'll meet **her** owner.

You'll meet **her**.

An adjective
describes a noun.

A pronoun replaces
a noun.





Choose a possessive adjective to complete each sentence.

my his her its
our your their

Comb _____ hair.

Sam is right — it is _____ decision to make.

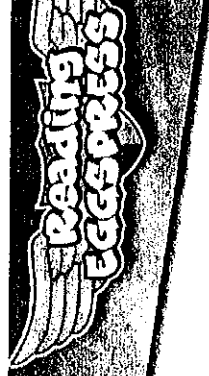
_____ holiday was ruined by _____ poor service.

The cat cried and eyes shone.



Remember: its is a possessive adjective and it's means it is.





- An adjective describes a noun or pronoun.
- A possessive adjective tells who the owner is.
- Possessive adjectives can also function as pronouns.
- In the following sentence, the possessive adjective is red: *Who has been eating my porridge?*

Personal and Possessive Pronouns

Personal pronouns are words that replace the names of people and things.

Possessive pronouns are words that show ownership.

Write the correct personal pronoun to replace the underlined noun in each sentence.

She	They	him	We	he
-----	------	-----	----	----

Did you give the hat back to Jack? _____

Mary did not hand in any homework this week. _____

Sophie and I ate all of the vegetables on our plates. _____

John and Amy were at the shopping centre together. _____

Did anyone see which playground Lachlan went to? _____

Use the possessive pronouns correctly in each sentence.

mine	yours	theirs	hers	ours
------	-------	--------	------	------

My sister ate her cake, but _____ was still on the table.

is that drink on the table _____ or mine?

I forgot my homework, but Amanda had _____.

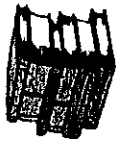
The boys' score was 46 but _____ was 56!

The children make _____ beds every morning.

Pointing adjectives are used to point out which noun is being spoken of.

That toy belongs to Katy.

This toy belongs to me.



1. Choose a word from the box to use as a pointing adjective in each space.

this that these those

- a. _____ gloves are mine but _____ gloves are yours.
- b. _____ glass belongs to me and _____ glass is yours.
- c. _____ books are mine and _____ books are yours.
- d. _____ boxes were taken away but _____ boxes were left behind.

Possessive adjectives are used to show ownership.

This is my pen.

Here is your hat.

2. Choose a word from the box to use as a possessive adjective in each space.

my their her its our your

- a. The cat licked _____ paws.
- b. _____ friend is funny.
- c. Is that _____ car in the garage?
- d. _____ dress and earrings were very expensive.
- e. It was _____ dog that bit _____ dog.



Fill in your answers in the spaces provided.

Use the zoom magnifying glass to make the sheet larger for you

Word of the Day

Monday - Friday

One day's activity to be completed each day and returned to teacher. It will then be marked and sent back to you for the next day's activity.

Word of the Day Monday Week 2

Word of the day is: petrified

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

petrified =

Type the word in a compound or complex sentence:

Complex Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Word of the Day Tuesday Week 2

Word of the day is: perplexed

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

perplexed =

Type the word in a compound or complex sentence:

Compound Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Word of the Day Wednesday Week 2

Word of the day is: **furiously**

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

furiously =

Type the word in a compound or complex sentence:

Complex Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Word of the Day Thursday Week 2

Word of the day is: **summoned**

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

summoned=

Type the word in a compound or complex sentence:

Compound Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Word of the Day Friday Week 2

Word of the day is: regret

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

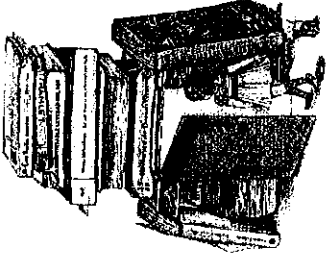
regret=

Type the word in a compound or complex sentence:

Compound Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Reading Log Term 2



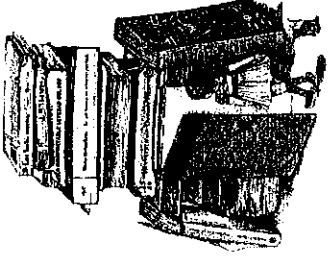
Day	Name of Book	Time Read
Monday		
Tuesday		
Wednesday		

Monday...

Tuesday...

Wednesday...

Reading Log Term 2



Day	Name of Book	Time Read
Thursday		
Friday		

Thursday...

Friday...

WEEK TWO

MONDAY

John has 10% of his money ready to buy a car. The car is \$40,000. How much has he got?

TUESDAY

If my phone bill is \$89 per month, what will it cost me per year?

WEDNESDAY

I use 7 pages of a 210 book each day. How many days will it take to fill my booklet?

THURSDAY

What day is 89 days after
the 5th of April?

FRIDAY

There are 56 slices of bread in a loaf. How many slices in 30 loaves.

Week 2 - Term 2

Complete each day's math mental and return to your teacher each day.

Monday Week 2 Term 2

$10 \times 3 =$	$4 \times 2 =$	$5 \times 3 =$	$1 \times 4 =$	$8 \times 5 =$
$8 \times 2 =$	$10 \times 2 =$	$2 \times 4 =$	$9 \times 2 =$	$6 \times 6 =$
$3 \times 6 =$	$8 \times 4 =$	$1 \times 3 =$	$4 \times 2 =$	$7 \times 5 =$
$7 \times 5 =$	$6 \times 6 =$	$9 \times 4 =$	$5 \times 3 =$	$4 \times 6 =$
$4 \times 5 =$	$2 \times 3 =$	$6 \times 2 =$	$10 \times 3 =$	$9 \times 3 =$
$8 \times 4 =$	$10 \times 2 =$	$4 \times 4 =$	$5 \times 6 =$	$7 \times 3 =$
$3 \times 3 =$	$1 \times 2 =$	$10 \times 2 =$	$8 \times 3 =$	$2 \times 6 =$

Tuesday Week 2 Term 2

$3 \times 4 =$	$0 \times 4 =$	$1 \times 3 =$	$10 \times 6 =$	$4 \times 5 =$
$9 \times 3 =$	$6 \times 6 =$	$3 \times 4 =$	$2 \times 5 =$	$1 \times 6 =$
$7 \times 5 =$	$5 \times 5 =$	$10 \times 5 =$	$3 \times 4 =$	$6 \times 3 =$
$6 \times 1 =$	$0 \times 5 =$	$1 \times 5 =$	$10 \times 6 =$	$3 \times 5 =$
$4 \times 1 =$	$7 \times 1 =$	$3 \times 6 =$	$8 \times 1 =$	$0 \times 3 =$
$7 \times 2 =$	$1 \times 4 =$	$4 \times 2 =$	$0 \times 1 =$	$3 \times 3 =$
$3 \times 5 =$	$9 \times 6 =$	$5 \times 4 =$	$1 \times 1 =$	$10 \times 3 =$

Wednesday Week 2 Term 2

$7 \times 7 =$

$10 \times 6 =$

$3 \times 5 =$

$2 \times 4 =$

$1 \times 2 =$

$1 \times 3 =$

$9 \times 6 =$

$8 \times 4 =$

$7 \times 6 =$

$2 \times 4 =$

$8 \times 6 =$

$2 \times 2 =$

$3 \times 7 =$

$6 \times 6 =$

$7 \times 3 =$

$5 \times 4 =$

$8 \times 6 =$

$2 \times 5 =$

$9 \times 4 =$

$6 \times 4 =$

$1 \times 5 =$

$7 \times 5 =$

$8 \times 7 =$

$4 \times 3 =$

$3 \times 5 =$

$5 \times 6 =$

$1 \times 4 =$

$9 \times 3 =$

$2 \times 5 =$

$8 \times 6 =$

$6 \times 7 =$

$3 \times 5 =$

$1 \times 4 =$

$4 \times 2 =$

$2 \times 6 =$

$9 \times 3 =$	$4 \times 7 =$	$6 \times 4 =$	$1 \times 6 =$	$5 \times 6 =$
$2 \times 4 =$	$8 \times 7 =$	$4 \times 3 =$	$5 \times 7 =$	$9 \times 4 =$
$5 \times 2 =$	$2 \times 7 =$	$8 \times 6 =$	$10 \times 3 =$	$1 \times 6 =$
$4 \times 6 =$	$5 \times 6 =$	$1 \times 4 =$	$7 \times 7 =$	$10 \times 5 =$
$5 \times 5 =$	$9 \times 3 =$	$7 \times 4 =$	$1 \times 7 =$	$6 \times 5 =$
$2 \times 3 =$	$4 \times 3 =$	$1 \times 5 =$	$7 \times 2 =$	$5 \times 7 =$
$6 \times 2 =$	$9 \times 6 =$	$10 \times 7 =$	$4 \times 5 =$	$8 \times 7 =$

$3 \times 3 =$

$8 \times 5 =$

$4 \times 3 =$

$9 \times 6 =$

$7 \times 6 =$

$6 \times 6 =$

$4 \times 4 =$

$7 \times 2 =$

$1 \times 6 =$

$9 \times 5 =$

$3 \times 4 =$

$9 \times 5 =$

$10 \times 6 =$

$5 \times 4 =$

$8 \times 4 =$

$5 \times 7 =$

$3 \times 6 =$

$7 \times 4 =$

$2 \times 3 =$

$10 \times 6 =$

$6 \times 3 =$

$7 \times 4 =$

$9 \times 6 =$

$5 \times 2 =$

$8 \times 3 =$

$4 \times 2 =$

$9 \times 5 =$

$6 \times 2 =$

$1 \times 6 =$

$5 \times 7 =$

$10 \times 5 =$

$4 \times 2 =$

$9 \times 3 =$

$6 \times 4 =$

$7 \times 4 =$

Data- Week 2 Term 2

Name:



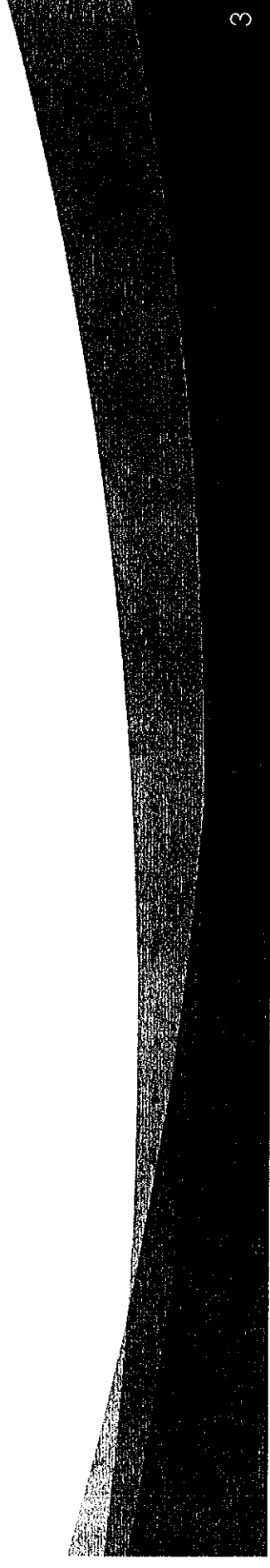
Lesson One

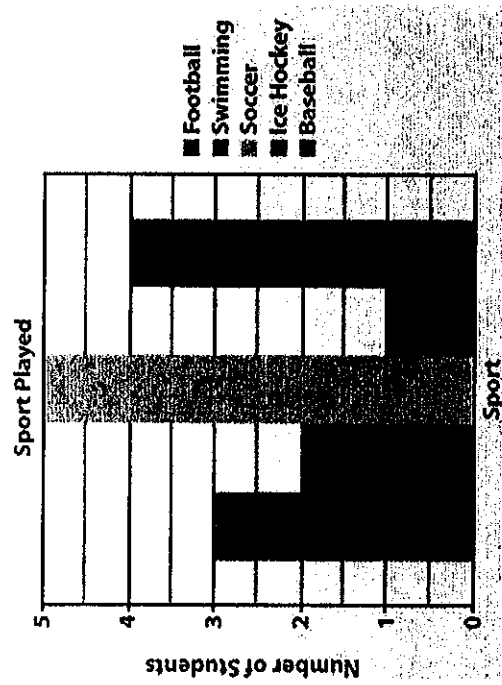
Making a graph using Google Sheets



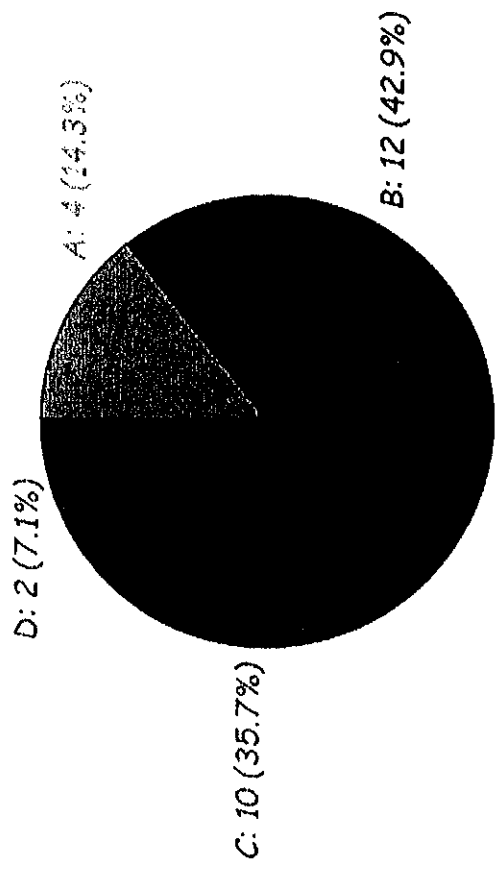
Graphing

When we collect data from a survey, we need a way to display it. Of course, we could simply create a graph by hand, or alternatively, we could use a computer program to do so! By following the link below, you will be talked through the process. On the following slide, you will be asked to graph some results and choose a particular graph to use.



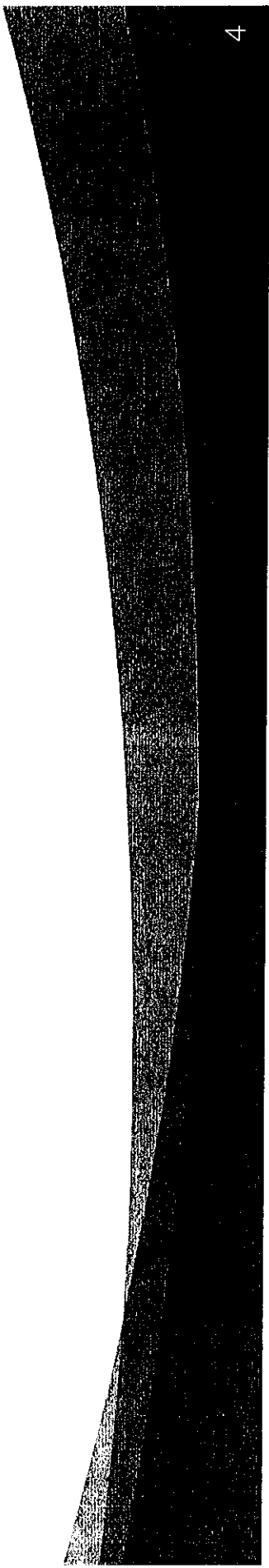


Student Grades



Pie Graph

Column Graph



Practice Graphs

Read the following sets of information and make some graphs. Post them on the two blank slides after this one.

Favourite ice cream flavour:

Chocolate- 2

Strawberry- 5

Vanilla- 4

Banana- 7

People away from school:

Monday- 3

Tuesday- 2

Wednesday- 2

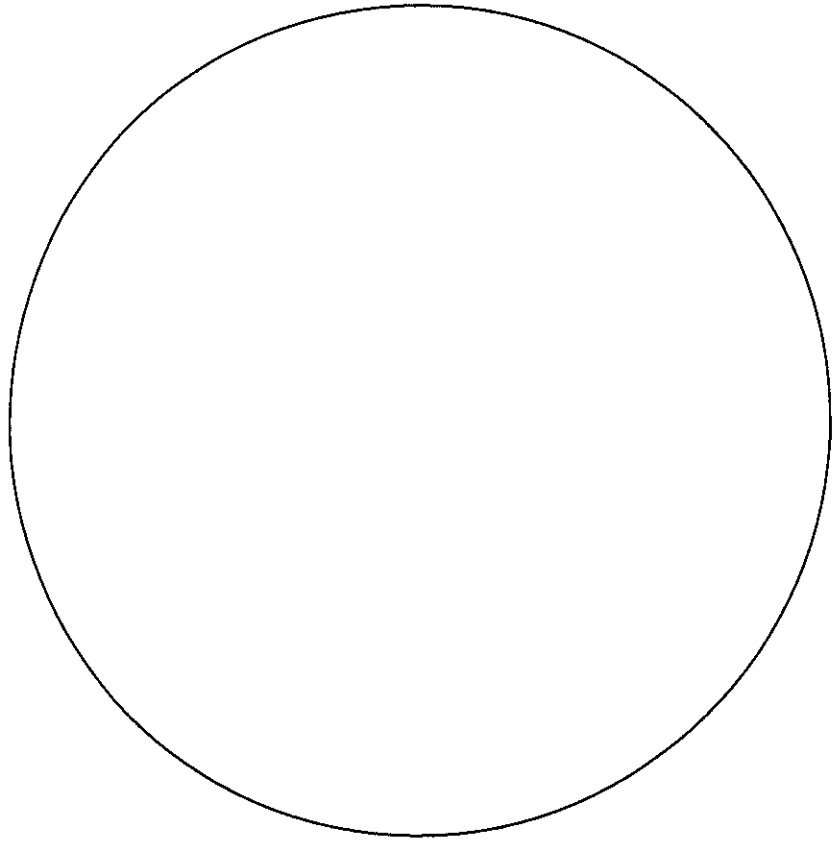
Thursday- 1

Friday- 9

Make this one a Pie chart

Make this one a column graph

Graph One

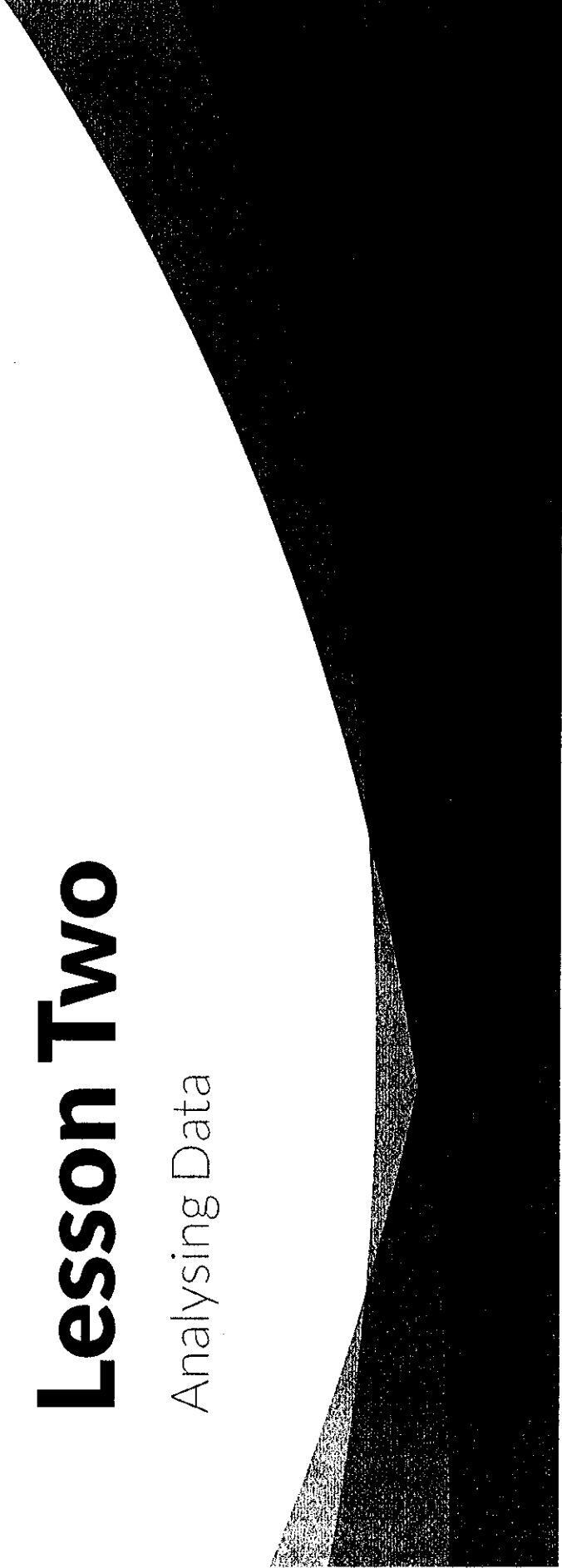


Graph Two



Lesson Two

Analysing Data

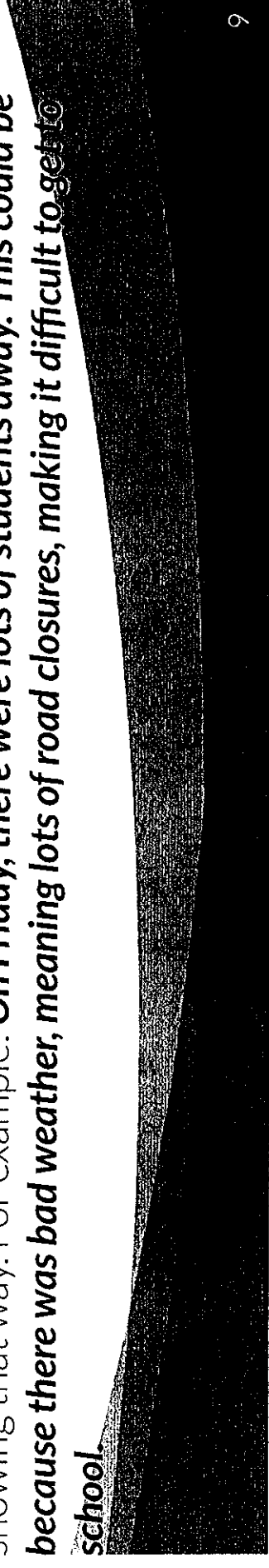


Analyzing Data

When we collect data, we look to see **what** the data is **telling** us. If we look at the graphs that we created in the last lesson, we can make judgements about them.

For example, the graph about school absences shows that most days are 1 or 2 students away, but the Friday has 9 days away. When we look at this, we think to ourselves, **why** might that be the case? It could be something simple, such as that day there was snow so lots of students were unable to make it. This is **analysing** information and making a **reasonable** guess.

When we record our analysis, we write what we noticed and why we think the data is showing that way. For example: **On Friday, there were lots of students away. This could be because there was bad weather, meaning lots of road closures, making it difficult to get to school.**

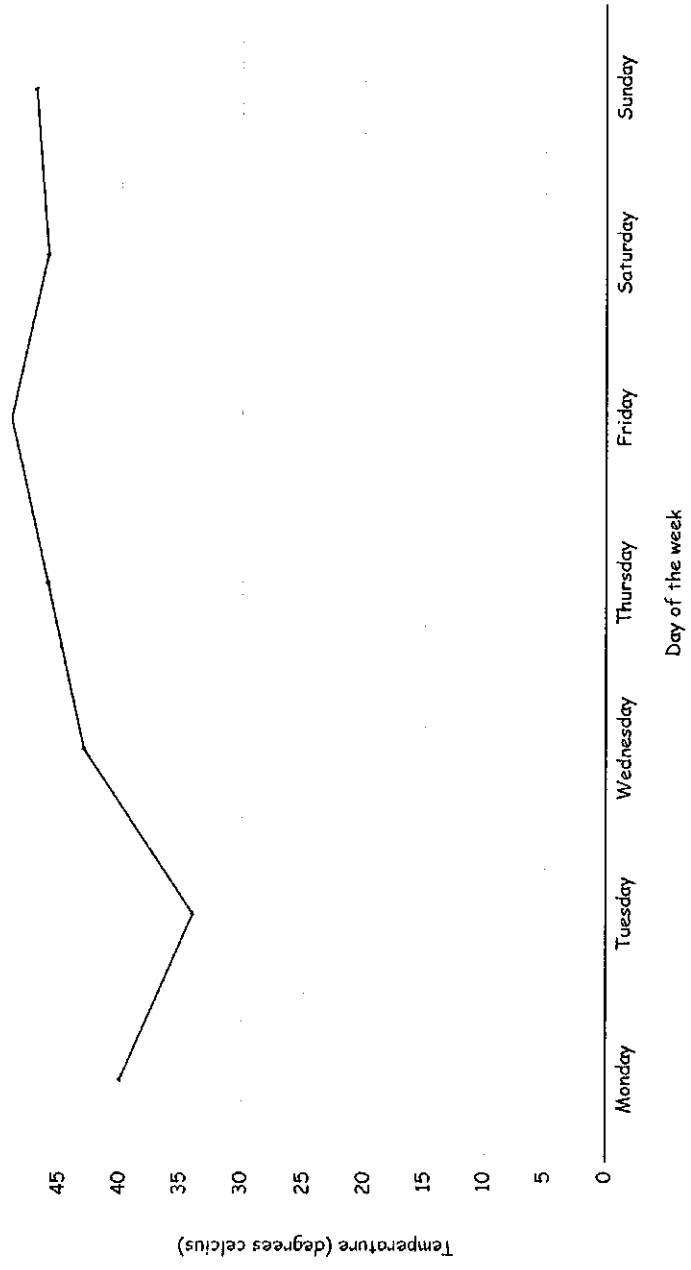


Analysing Data

Have a look at the table below. It shows the weather for somewhere in the world. Where do you think this might be?

Analysis:

Weather for *****

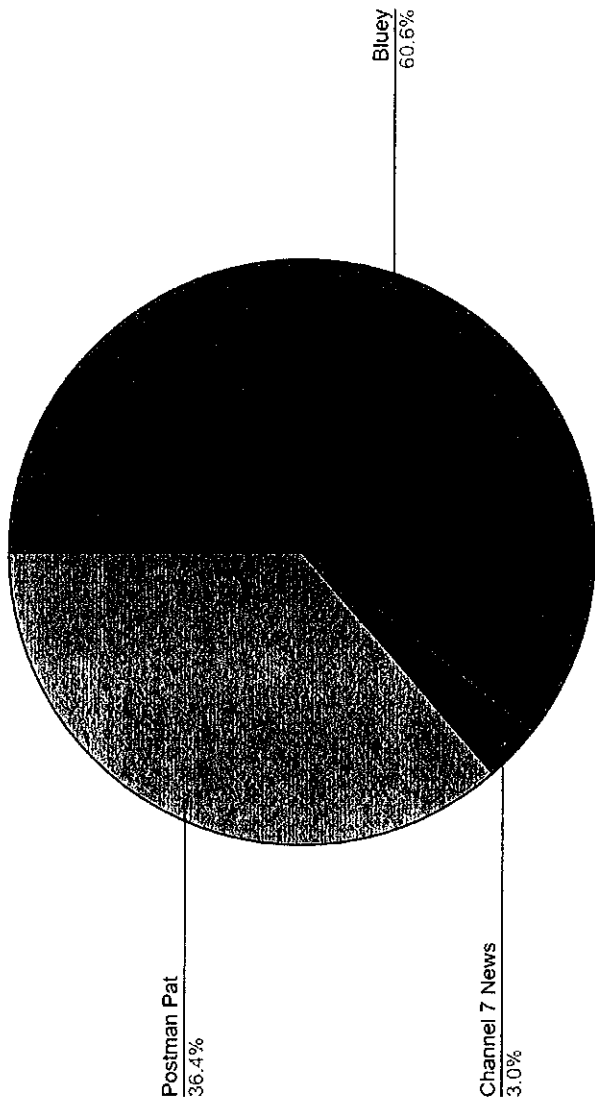


Analysing Data

Have a look at the table below. It shows the favourite show of a group of students. What reasonable analysis can you make?

Analysis:

_____ favourite TV show



Lesson Three

Creating a survey



Creating a survey

Part of data is being able to collect it **effectively**. We can all make a survey, but it is imperative that the survey we make is going to be easily answered by all participants. If you don't do this, people will just 'click a random answer' and your data will become 'skewed'. 'Skewed' data means that the results are not an accurate reflection of the people taking the survey.

You will need to think very carefully about your question, by choosing something that **all** people can relate to.

Create a Survey

- ↳ Create a survey that you think **all participants** will be able to answer.
- ↳ Ensure that you survey **at least 10** people to make your results worthwhile.

Lesson Four

Creating your own data to analyse



our Task

- You created a survey for your peers to complete.
- Now go and have a look at the results of that survey and graph them (using the skills you have gained in previous lessons).
- Think carefully about what sort of graph you are going to use.
- Once you have created the graph, analyse the results.

These steps will be completed on the slides after these ones.

Graph-

Analysis-

Write what you would do here

With Family 2

You asked your parents if you could
have a friend over this weekend and
they said no. Now, you are mad.

What do you do?

Write what you would do here

In the Classroom 1

The person next to you in class keeps trying to look at your paper during a test.

What do you do?

Write what you would do here

In the Classroom 2

The person next to you keeps poking you with a pencil during silent reading time. It is annoying you.

What do you do?