

**Stage 2 : Week 3 - working hard and learning with your family.**

This week we are starting with students returning one day a week to school, and whilst at school you will be following this same work pack. So please can you bring this work pack and your workbook with you to school for the day so that you can continue to work in the same book at home and at school. Remember also that if you are using a school computer at home, please bring it with you to school on the day you come in.

We have also added levels to some activities and your child will know what level they feel comfortable with - but if you can push yourself to try a harder level that is always good for your learning and will challenge you to think more. If you have any questions on this please email your class teacher for guidance. Other activities also have optional extras / challenges which we encourage children to try if they have the time and interest to do. Any time frames are a guide only, please consider your child's individual needs.

We understand that some of you have a very busy and full household and might not be able to complete everything on the daily schedule, BUT we ask that you do at least the **'informative writing task'** and **1 other literacy activity (morning session)**, **1 mathematics activity (middle session)** and then something from the **'afternoon session'** each day as a minimum.

**\*The activities marked on either side with an asterisk (\*) are for you to hand in to your teacher for feedback. This week we are asking you to have a go at using Google Classroom to submit these tasks. You are more than welcome to hand the tasks in via the perspex barrel or email as in previous weeks.**

Teachers' emails: amy.irvine3@det.nsw.edu.au; brook.sullivan@det.nsw.edu.au;  
raelene.beecher1@det.nsw.edu.au; fabienne.storr1@det.nsw.edu.au;

**PARENTS** : We have already received ideas to make this learning package more parent friendly whilst maintaining the educational integrity, and we believe we now have a model that will satisfy both. We are always open to new suggestions so please feel free to email me if you have any feedback you would like to give. I have received some suggestions which we will try to accommodate next week.

Thank you. [chief.vogel@det.nsw.edu.au](mailto:chief.vogel@det.nsw.edu.au); Stage 2 Assistant Principal

**Cowra PS - Stage 2 “At Home” Learning Pack Term 2 Week 3 2020**

Times	Monday	Tuesday	Wednesday	Thursday	Friday
20 minutes	<p><b>Read</b> Child chooses book that is a good fit book - interests and accuracy levels</p>	<p><b>Read</b> Child chooses book that is a good fit book - interests and accuracy levels</p>	<p><b>Read</b> Child chooses book that is a good fit book - interests and accuracy levels <b>Child reads aloud for 5 min</b></p>	<p>1. Timed Reading (5 min) 2. Reading comprehension (answering questions 15 min)</p>	<p>1. Timed Reading (5 min) 2. Reading comprehension (answering questions 15 min)</p>
15 minutes	<p><b>Respond to reading</b> <i>Summarising is how we can explain the story or text quickly, including key ideas.</i>  Use the Story Map worksheet throughout the week to fill in details about a story or a chapter you've read. This can be done in writing or pictures!</p>	<p><b>Respond to reading</b> Use the Story Map worksheet throughout the week to fill in details about a story or a chapter you've read. This can be done in writing or pictures!</p>	<p><b>Spelling</b> <b>Nothing to be written in any of the columns today.</b> But on another page - get an adult to read out your spelling words slowly and see how you go at spelling them correctly. Mark your own work and write down next to the word which letter pattern you made a mistake at, or you</p>	<p><b>Spelling</b> <u>3rd column</u> Write your words into <b>syllables</b> ( see the example set out). Syllables are the beats in a word. A new syllable is formed each time we make a vowel sound. Every syllable has a vowel pattern in it.  <b>Song to help- tune of Old Mac.had a farm</b></p>	<p><b>Spelling</b> <u>4th column</u> In the TG column write all the <b>vowel patterns for each word.</b> (You don't need to write the whole word just the vowel pattern). E.g</p> <ul style="list-style-type: none"> <li>• EA</li> <li>• AI</li> <li>• E</li> <li>• OR</li> </ul>

<p>20 minutes</p>	<p><b>Spelling</b> (10 min) <u>1st column</u> Sound (phoneme) is 'g' and 'gg' Attached is a spelling list that your child will use. <i>Children write out their list of words and highlight with highlighter the letter pattern making the key sound</i> for the week - in each word</p> <p><b>Handwriting</b> (10 min) Handwriting template attached for children to write on. This page should be</p>	<p><b>Spelling</b> (10 min) <u>2nd column</u> Next column in book. Children <b>break their words in individual sound units</b> e.g. : i.n.s.t.e.a.d <b>Handwriting (10 min)</b> Same piece as yesterday. <b>Year 4's add the diagonal joins.</b></p>	<p>missed out altogether.</p> <p><b>Daily Writing</b> Punctuation is important for writing because they are like our road signs for writing and reading. <b>*Write one short sentence for each of these punctuation signs( you might like to scan your book to look for some, some sentences might have more than one punctuation sign that you can copy).</b> <b>1.Capital letter</b> <b>2.Full stop</b> <b>3.Question mark</b> <b>4.Exclamation mark</b> <b>5.Comma ( one use</b></p>	<p><b>Every true word has a vowel . AEIOU. Sometimes they have a dancing partner:</b> <b>R W Y GH</b></p> <p><b>Daily writing</b> <b>Punctuation is important for writing because they are like our road signs for writing and reading.</b> <b>*Write one short sentence for each of these punctuation signs( you might like to scan your book to look for some, some sentences might have more than one punctuation sign that you can copy).</b> <b>1.inverted commas ( talking marks)</b> <b>2. Apostrophe</b> <b>3. Dash</b> <b>4. Colon</b></p>	<p><b>Daily writing</b> When writing information reports there are usually lots of important nouns you need to write. These are called <b>Proper nouns</b>. Write down a list of all the Proper nouns in the <b>Mary Harrison reading</b></p>
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	<p>enough for 2 days. Attached is what they need to copy. They need to look for correct placement, writing on the line and spacing between the words.</p> <p><b>Year 4 add the diagonal joins.</b></p>		<p><u>of this, because there are many</u>*</p>	<p><b>5. Semicolon</b> <b>6. brackets</b></p>	
<p>20 minutes</p>	<p><u>Information writing:</u> This week we will be reading a recount from a convict on The First Fleet. Read the text Mary Harrison (attached) and fill out the left side of page 1 of the convict profile (attached).</p>	<p><u>Information writing:</u> Read the text Mary Harrison again. Now fill out the right side of page 1 of the convict profile. Draw a picture of what you think Mary Harrison looked like when she first boarded the ship.</p>	<p><u>Information writing:</u> Read the text Mary Harrison again. Using the information, describe her experience while on the Mary Ann in the 'general remarks' section on page 2 of the convict profile.</p>	<p><u>Information writing:</u> <b>Read the text Mary Harrison again.</b> <b>Using the information, describe her life and why she was convicted and had to travel to Australia.</b> <b>Write this in the 'description of life' section on page 2.</b> <b>Draw a picture of</b></p>	<p><u>Information writing:</u> Students will notice there are some gaps in information. Use the following website to find out more information about Mary Harrison. Add missing information or interesting facts to your convict profile.</p>

				<p><u>what you think Mary Harrison looked like after departing the ship.*</u></p>	<p><a href="https://convictrecords.com.au/convicts/harrison/mary/94979">https://convictrecords.com.au/convicts/harrison/mary/94979</a></p> <p>Next week we will begin to look at information writing structure and features. Stay tuned for teaching videos from Miss Storr.</p>
Break					
	<p><u>Number patterns and place-value</u></p>	<p><u>Addition and subtraction</u></p>	<p><u>Multiplication and Division</u></p>	<p><u>Geometry and measurement / Statistics and Probability</u></p>	<p><u>Number tricks and word problems</u></p>
10 minutes	<p><b>Fluency task</b> Choose a 2 digit, 3 digit, or 4 digit number. Write this number down.</p>	<p><b>Fluency task</b> Choose which level you want to do : <b>Getting started</b> Write out all your friends of ten facts and the turn</p>	<p><b>Fluency task</b> Skip count by twos, three, fives and tens. <b>Challenge:</b> skip count by fours, sixes, sevens, eights, nines.</p>	<p>Estimate lengths Select 5 different books from your book shelf and place them in order from longest to shortest.</p>	<p>Math trick to show family <b>The answer is always 5!</b> Step 1: Think of a number (start between 1-9)</p>

	<p>For 5 minutes write the numbers in order that come <b>after</b> your number.</p> <p>For 5 minutes write the numbers in order <b>backwards</b> from your number.</p> <p>E.g. 56, 57, 58, 59 56, 55, 54, 53, 52</p>	<p>arounds and the matching subtraction fact</p> <p><b>Cruising level</b> Write out all your facts that make 20 and turn arounds and matching subtraction fact.</p> <p><b>Flying ahead</b> Write addition facts that make 100 ( and not all with zero at the end) and their turnaround facts and matching subtraction fact. ( only enough to keep you going for 5minutes)</p>		<p>Now write down what you think their lengths are.</p> <p>Next get a ruler and measure them and see how accurate your estimates were.</p>	<p>Step 2: Double it Step 3: Add on 10 Step 4: Halve it Step 5: Subtract your first number Step 6: Your answer is 5!</p> <p>Here is an example:</p> <ol style="list-style-type: none"> <li>6</li> <li><math>6+6</math> or <math>6 \times 2 = 12</math></li> <li><math>12+10=22</math></li> <li><math>12-11</math> or <math>22/2 = 11</math></li> <li><math>11-6 = 5</math></li> <li>My answer is 5!</li> </ol> <p>Does it work for other numbers? Try it a few more times, then go and show your family members!</p>
25 minutes	<p><b>Number patterns</b> Today we will look at multiples of 3 number patterns.</p> <p>Complete the following number pattern up for 20 digits:</p>	<p><b>Addition</b> Set out long ways in your books.</p> <p><b>Getting started</b> <math>1.34 + 22</math> <math>2.56 + 14</math> <math>3.47 + 32</math></p> <p><b>Cruising</b></p>	<p><b>Multiplication</b> Read each of the following word problems and find the answer. Use pictures or words to show your working:</p> <ol style="list-style-type: none"> <li>There are 4 tables in class 3P. 6 chairs</li> </ol>	<p><b>Geometry and measurement</b></p> <p>Look for 5 different big pieces of furniture in a room or the whole house and write them down in order of which you think is the longest to the</p>	<p><b>Word problem</b></p> <ol style="list-style-type: none"> <li>Mia's dancing class begins at 3:30 pm. If her class runs for half an hour, what time does Mia finish dancing?</li> </ol>

## Cowra PS - Stage 2 "At Home" Learning Pack Term 2 Week 3 2020

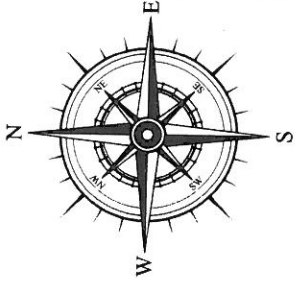
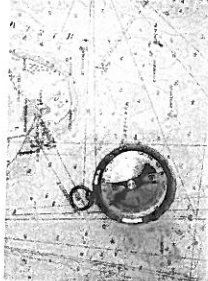
25 minutes	<p>3, 6, 9, 12, 15...</p> <p>Now present this number pattern using pictures only.</p>	<p>1. 345+ 743 2. 917 + 832 3. 873 +526</p> <p><u>Flying Ahead</u></p> <p>1. 8673 + 5324 2. 9682 + 6217 3. 7325 + 9254</p> <p><u>Soaring</u></p> <p>Create 3 sums of 4 digit + 4 digit that have the 100's column added make a 2 digit number</p>	<p>can fit around each table. How many chairs are there in total in 3P?</p> <p>2. A troop of 12 monkeys at a zoo are each given 4 bananas every day. How many bananas are given out, in total, every day?</p> <p><b>Optional Challenge:</b> Tickets to the theatre cost \$11 for adults and \$8 for children. A family of 3 adults and 4 children buy tickets.</p> <p>How much will the tickets cost the family altogether?</p>	<p>shortest. Estimate their lengths. Now measure them and see how accurate your estimates were.</p>	<p>2. It took Will 25 minutes to complete the cross country run. What time did he finish, if he began at 8:45 am?</p> <p>3. Nathan's basketball game started at 9:15 am. Nathan was running late and missed 23 minutes of the game. What time did Nathan arrive?</p>
	<p><b>Place value</b> Rearrange the following numbers in ascending order (smallest to largest):</p>	<p><b>Subtraction</b> Set out long ways in your books. <u>Getting started</u></p>	<p><b>Division (remember division is about sharing into equal groups)</b></p>	<p><b>Statistics and probability</b> Get a coin and then flip it in the air 10</p>	<p><b>** Word problems</b></p> <p>1. Mr. Craig ran a gardening club at school. Last year, he</p>

**Cowra PS - Stage 2 "At Home" Learning Pack** **Term 2 Week 3** **2020**

<p>354, 24, 916, 1076, 54, 345, 208, 11, 67, 66</p> <p>Rearrange the following numbers in <b>descending order</b> (largest to smallest): 865, 54, 876, 564, 43, 9841, 303, 78, 99, 100</p> <p>Now place these numbers into a place value table Example: 765</p> <table border="1" data-bbox="790 1572 917 1841"> <tr> <td>TH</td> <td>H</td> <td>T</td> <td>U</td> </tr> <tr> <td></td> <td>7</td> <td>6</td> <td>5</td> </tr> </table>	TH	H	T	U		7	6	5	<p>1. 56 - 23 2. 87 - 14 3. 98 - 20</p> <p><u>Cruising</u></p> <p>1. 456 - 123 2. 567 - 203 3. 894 - 460</p> <p><u>Flying Ahead</u></p> <p>1. 857 - 239 2. 958 - 639 3. 695 - 378</p> <p><u>Soaring</u></p> <p>Create 3 sums of 4 digit - 4 digit that have the ones column needing you to rename as a ten by taking a ten from the ten's column.</p>	<p>Read each of the following word problems and find the answer. Use pictures or words to show your working:</p> <p>1. The waltzer ride at the local fairground can hold 5 people at one time. How many waltzers are needed so that 40 people can all go on the ride at once?</p> <p>2. Helen's Mum buys a box of 48 chewy sweets to put in party bags for her friends. There are 6 children coming to the party. Helen's Mum has said that Helen can have any sweets left over after they have been shared equally between her friends. How many sweets will Helen get to eat?</p>	<p>times and record heads or tails. Then flip it another 10 times and record those results. From this information predict what you think the answer will be for the next 10 and the next 10.</p> <p>Do the flips and see if the results match your predictions.</p> <p>Can you find a die at home? (there might be dice in a board game?)</p> <p>DO the same experiment as above but this time record how many times you get a 1, or 2, or 3, or 4, or 5, or 6. Do it again 10 times, estimate the answers for the next 20 times,</p>	<p>had 32 children join the club. This year, he had 41 children join the club. How many more children joined the club this year than last year?</p> <p>2. Julie is 8 centimetres shorter than her brother Daniel. How tall is Julie, if Daniel is 141 centimetres tall?</p> <p>3. Darren has 32 seeds he wants to plant. Sam has three times as many seeds as Darren. How many seeds does Sam have? **</p>
TH	H	T	U									
	7	6	5									



			<p><b>Optional Challenge:</b> Tennis balls are packed in tubs of 6. 'Sports R Us' already has 5 tubs in stock. A new delivery comes in with 18 more tennis balls that the shop need to pack into tubs. How many tubs of balls will Sports 'R' Us have altogether?</p>	roll the die and then compare the predictions to the answer.	
Break					
40 min	<p><b>Science</b> <b>Melting</b> - so we are looking at melting at the moment. Other than ice from last week, write down what other things you might have in your freezer that would</p>	<p><b>History</b> When sailing, explorers used a compass to help them know which direction to go. A compass was, and still is, a very important navigation tool.</p>	<p><b>P.E</b> Please continue to fill in your Physical Activity diary</p>	<p><b>C.A.P.A</b> Parents to watch the following movie with children if possible, pointing out animal and human movements and sounds.  <b>Link to Movie</b></p>	<p><b>Social, emotional, wellbeing</b> Students draw their face with different emotions - Happy - Sad - Angry - Scared</p>

<p>'melt' if you took them out. (please don't do it - just talk to someone about them and write them down.</p> <p>Watch the following video :</p> <p><a href="http://tinyurl.com/zhm2s08">http://tinyurl.com/zhm2s08</a></p> <p>What happens to the cheese? What makes the cheese do this?</p> <p>Let us consider chocolate melting, and if the size of the pieces makes a difference to the melting rate :</p> <p>You will need to ask an adult if they can please buy some chocolate for you from the shops. See the attached 'Chocolate melting worksheet' and do the experiment.</p>	<p>Create your own treasure hunt/journey around your house or yard, using a compass or by including a compass on your map.</p>  		<p><a href="https://www.youtube.com/watch?v=JyL4MTNxjK8">https://www.youtube.com/watch?v=JyL4MTNxjK8</a></p> <p><a href="https://www.youtube.com/watch?v=zm80eILBctk">https://www.youtube.com/watch?v=zm80eILBctk</a></p> <p>Parent participation necessary</p> <p><b>BOTH children will need to practise this before completing the task.</b></p> <p><b>The children are acting as clowns from the circus.</b></p> <p>Working in pairs ( might need parent if you are the only child at home), one child, while the other watches, presents, (including sound effects), 2 consecutive tricks or movements from his/her circus act. Then the watcher, will try</p>	<ul style="list-style-type: none"> <li>- Embarrassed</li> <li>- Shocked</li> </ul> <p>Can you think of anymore?</p> <p>How would you react to these given situations?</p> <ul style="list-style-type: none"> <li>- Someone pushed in front of you in lines</li> <li>- Your friend is not at school today</li> <li>- You can't play your favourite game after school</li> <li>- Your favourite library book has already been borrowed</li> <li>- You receive an award at the school assembly</li> </ul> <p>Draw your reactions and write down in your</p>
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	<p><b>MOST IMPORTANT -</b> You must do the 'hypothesis' first - that means predict what you think the result will be.</p>			<p>to copy exactly what she/he has seen - children swap roles</p> <p><b>Body shapes</b> Parent needs to pause the youtube often, to allow drawing time</p> <p>Children to draw the gorilla and to be aware of its body shape and how this affects its movements.</p> <p><b>Performance</b> In pairs, children to mime tight rope walkers on the wire performing 3 tricks in pairs, they describe to each other their tight rope performances.</p> <p>Each one must give feedback to the other.</p>	<p>work book what you would do if you were in this situation.</p>
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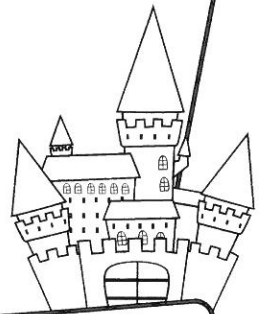
# Story Map

Title \_\_\_\_\_

**Characters**



**Setting**



**What else happened?**



**Problem**

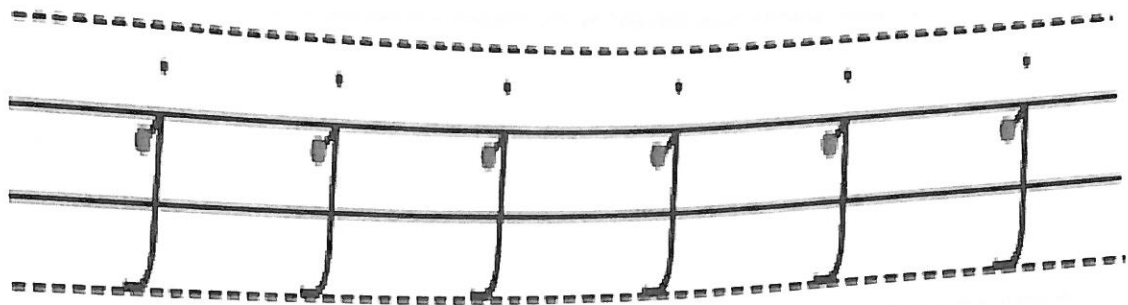


**Solution**



**PHONEME:** gate egg

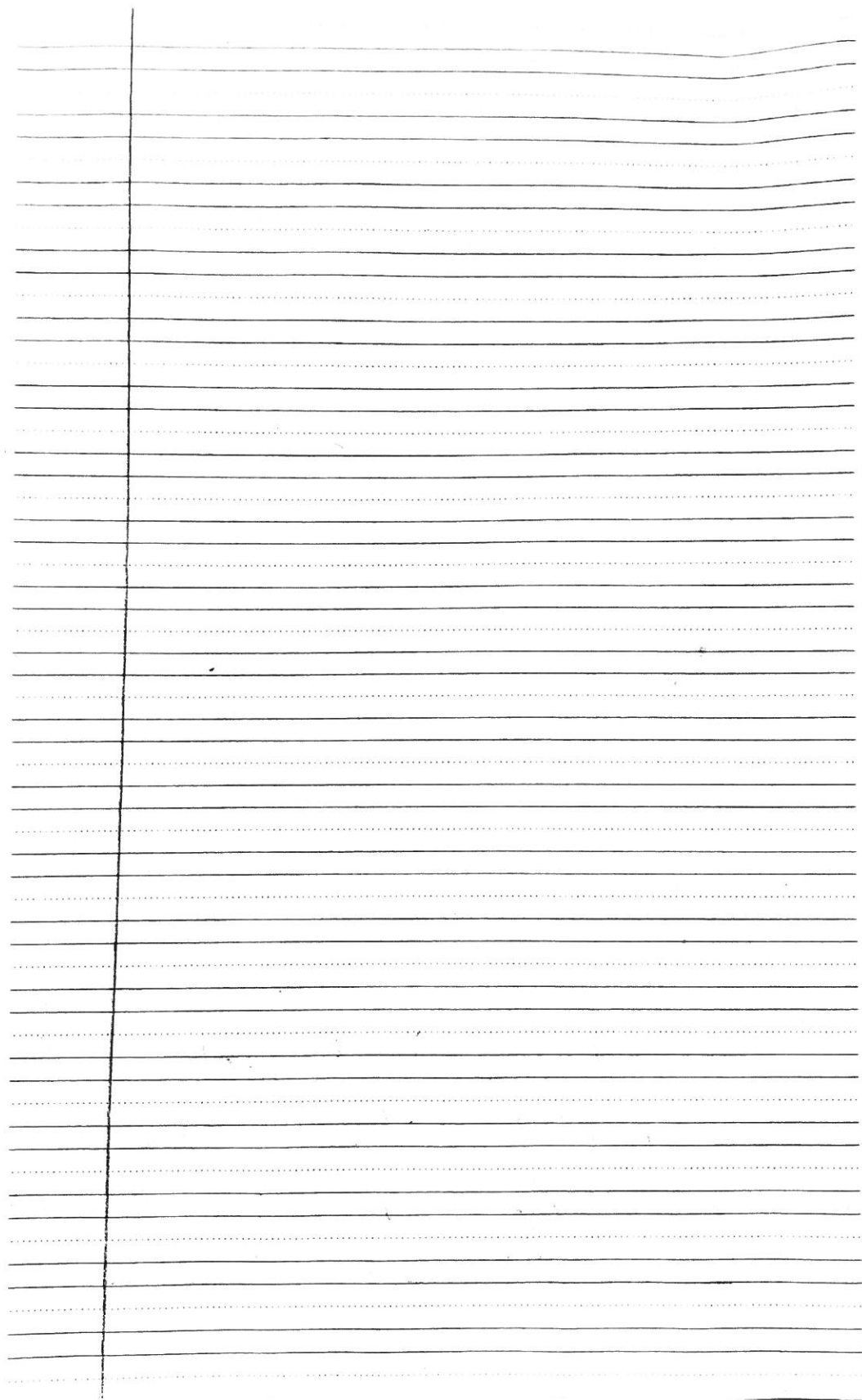
	List 1	List 2	List 3	List 4	List 5	List 6	List 7
Phoneme	leg egg rag go peg dog big got gave grey	game bang drag twig tongs give buggy foggy doggy wagon	begin target magnet foggy bigger giggle ghost guess guard gaze	organic regard glisten wriggle baggage ground great graph galah energy	guilt league tongue aghast neglect organise ghastly guarantee vague negotiate	gratitude glossary spaghetti straggly ingredient signature gaudy argument catalogue colleague	



jam jar jel job jore

jelly jewel joker

jaguar jockey ju-jitsu



# Mary Harrison's Voyage to Botany Bay

On Sunday 13th May, I prepared to board the Mary Ann at Portsmouth. I was being sent to Botany Bay to work for seven years after I was caught stealing a pair of sapphire earrings from my employer. I had stolen them so that I had enough money to buy food.

The other convicts were hugging their loved ones as we were preparing to leave. I, however, had no one to hold and I suddenly felt very alone and scared.

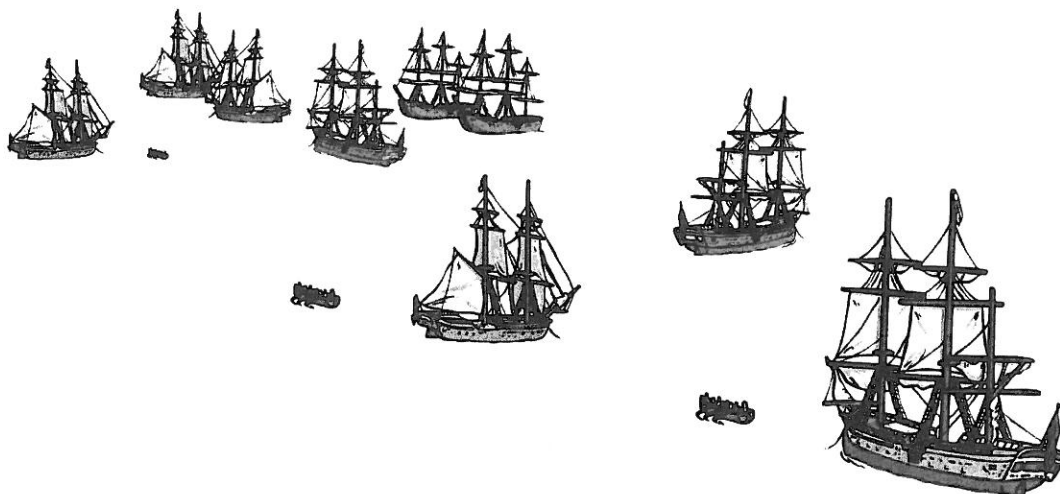
Suddenly, an aggressive soldier grabbed me and dragged me up the plank on to the Mary Ann. We were each given an eating bowl before being taken to our very small rooms. It was cramped and uncomfortable and I found it hard to breathe.

After a week at sea, our chains were taken off. The seas were choppy and made many of us seasick. It was hot and smelly below deck because we were unable to wash. We eventually arrived at Tenerife, where the ship was loaded with fresh food and water.

During the next part of our journey, the ship's mast broke in a storm and a group of convicts were caught making fake Spanish coins. They were given 24 lashes each as a punishment. When the weather finally improved, we were given more food and water.

We were excited as we approached Rio de Janeiro. We had heard that it was famous for its fresh fruits and vegetables. We arrived there 60 days after leaving Portsmouth and tiny boats rowed out to collect us. In Rio, we tasted delicious new foods, such as yams, bananas, guavas and limes.

The stay for ten days in Rio de Janeiro, while the ship was restocked ready for the most significant part of our journey, allowed me to be off the boat. I hated the day I had to re-board the ship to finish the journey to Sydney, Australia. Not long into the last leg of the ship some of the women become very unwell. When they were too sick, they were removed from below deck. It took us a further 80 days to arrive on the shores of Australia. As I step off the boat, alone in my new country, I would call Toongabbie my home.





# Mary Harrison's Voyage to Botany Bay

Waiting at Portsmouth on Sunday 13th May, I, Mary Harrison, prepared myself to board the ominous vessel, Mary Ann. As a result of stealing a pair of sapphire earrings from my employer, I was being shipped off to Botany Bay to serve seven years hard labour. I had been working as a housemaid at the time I committed my crime, which I had done simply so I could feed myself.

As I watched other convicts embrace and bid their loved ones farewell, I felt incredibly alone and in need of human touch. Prior to the departure day, I had felt relatively excited and optimistic about this next stage in my life. At this point, however, I was feeling desperately low.

Before I knew what was happening, a malicious soldier grabbed me roughly and pulled me up the plank and on to the Mary Ann. After being handed our eating bowls, we were herded into our tiny rooms, which could not have been more than 1.8 metres square. Crammed with convicts, the rooms were crowded and uncomfortable and we all found it difficult to breathe.

Seven days after our departure from Portsmouth, we were finally released from our chains. The journey was horrendous. Many of us suffered from seasickness due to the choppy seas and the conditions below deck were intolerable. We were unable to wash and the hot, humid conditions resulted in a growing stench. 21 days after our journey first began, we made our first stop at Tenerife, where the ship was restocked with fresh food and water.

The next leg of our voyage was eventful. Mary Ann lost her mast to violent winds and several convicts received 24 lashes after being caught forging fake Spanish coins. However, once the weather and seas calmed down, our rations were increased and life on board the ship improved slightly.

As we approached Rio de Janeiro, the excitement grew as we had heard tantalising rumours about its exotic fruits and vegetables. After 60 days at sea, we finally anchored off the coast where we were met by tiny row boats that were to transport us to land. Once on solid ground, my adventure began with the tastes of delicious new foods, such as yams, bananas, guavas and limes.

The stay for ten days in Rio de Janeiro, while the ship was restocked ready for the most significant part of our journey, allowed the other convicts and me to be off the boat and experience this new country. I hated the day I had to re-board the ship to finish the journey to Sydney, Australia. This day felt even more lonely than the first day I boarded the boat. The reality of what I was facing in this new country had begun to worry me. Not long into the last leg of the ship I began to be worried about several of my fellow convicts who had become very unwell. These women had become some of my close friends, and I began to view them as family. They would be removed from below the deck and were never to be seen again. It took us a further 80 days to arrive on the shores of Australia. By this time, our access to food and water was extremely limited. As I step off the boat, alone in my new country, I would call Toongabbie my home and begin to rebuild my life.

# Convict Profile

Place of birth: \_\_\_\_\_

Name: \_\_\_\_\_

Trade or occupation: \_\_\_\_\_

Year of...  
Birth: \_\_\_\_\_

Religion: \_\_\_\_\_

Death: \_\_\_\_\_

Gender: \_\_\_\_\_

Education: \_\_\_\_\_

Trial...  
Location: \_\_\_\_\_

Colour of...  
Hair: \_\_\_\_\_

Date: \_\_\_\_\_

Eyes: \_\_\_\_\_

Crime: \_\_\_\_\_

Height: \_\_\_\_\_

Arrived in the colony...  
Ship: \_\_\_\_\_

Weight: \_\_\_\_\_

Date: \_\_\_\_\_

**Portrait on Admission**

**General Remarks**

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**Description of Life**

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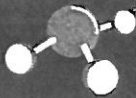
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**Portrait on Discharge**



## Chocolate experiment worksheet

**Question:**

What will happen when different-sized pieces of chocolate are heated?  
Will they react the same?

**Hypothesis:**

I think ... \_\_\_\_\_

**Materials:**

List the items used.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Procedure:**

1. Measure the following amounts of chocolate and place them on a paper plate.  
**Plate 1:** 12 g milk chocolate chips  
**Plate 2:** 12 g milk chocolate frog  
**Plate 3:** 12 g milk chocolate buttons
2. Place the plates in direct sunlight, or under a heat lamp if sunshine is limited.
3. Use a stopwatch to time how long it takes for the chocolate to change to liquid. If it doesn't melt after 10 minutes then record how soft the chocolate was.

**Observations:**

Chocolate chips	Chocolate frog	Chocolate buttons
Time taken to melt:	Time taken to melt:	Time taken to melt:
Description:	Description:	Description:

**Conclusion and explanation:**

\_\_\_\_\_

\_\_\_\_\_

### **Daily Writing**

Punctuation is important for writing because they are like our road signs for writing and reading.

**\*Write one short sentence for each** of these punctuation signs( you might like to scan your book to look for some, some sentences might have more than one punctuation sign that you can copy).

**1.Capital letter**

**2.Full stop**

**3.Question mark**

**4.Exclamation mark**

**5.Comma ( one use of this, because there are many)**

**Type your sentences below:**

### **Daily writing**

Punctuation is important for writing because they are like our road signs for writing and reading.

**\*Write one short sentence for each** of these punctuation signs( you might like to scan your book to look for some, some sentences might have more than one punctuation sign that you can copy).

**1.inverted commas**

**( talking marks)**

**2. Apostrophe**

**3. Dash**

**4. Colon**

**5. Semicolon**

**6.brackets**

**Type your sentences below:**



# I win

Name: .....

Hello Fox, said clever Hare. 5  
 Will you play some games with me? 12  
 The one who wins the most games 19  
 will get a prize. 23  
 Fox didn't want to play games, 29  
 but he did want a prize. 35  
 Yes, I'll play, he said. 40  
 Let's see who can stand on his 47  
 head the longest, said Hare. 52  
 Fox stood on his head, but Hare 59  
 sat against the tree. 63  
 Fox couldn't see this, because he 69  
 was upside-down. 72  
 When Fox was tired Hare stood on 79  
 his head. 81  
 I win, said clever Hare. 86  
 Let's see who can spin around the 93  
 longest, said Hare. 96  
 Fox spun round and round, but 104  
 Hare sat against the tree. 109  
 Fox couldn't see this because he 115  
 was spinning round too fast. 120  
 When Fox was tired Hare started 126  
 to spin round. 129  
 I win, said clever Hare. 134

Benchmark Level : ..... **F.3** .....



	Monday	Tuesday	Wednesday	Thursday	Friday
Number Of Words					

Date: .....

# ESCAPE

Name: .....

**M**UM STOOD in the doorway of Jack's room and glared at him. 7  
12

"I told you not to kick your ball near my tomato plants," she said. "Didn't I?" 21  
28

"Yes," Jack said. 31

"And now look what you've done," she said, holding out five little, hard, green tomatoes. "These will never grow into lovely big red tomatoes now. Do you realise that?" 39  
47  
57  
60

"Of course I do." 64

"Well, why did you do it?" 70

"It was an accident." 74

"Humph!" said Mum. "Well, you can just stay in your room for twenty whole minutes and think about how to be more careful." 83  
92  
97

She went out, closing the door firmly behind her. 106

Jack stood there miserably. 110

He was always doing something wrong. He never actually set out to do wrong things. They just happened. 117  
127  
128

He stared at the picture on his wall. He'd always loved this picture. And usually when he stared at it, the picture took him away out of himself and he cheered up. But today that didn't seem to be working. 138  
149  
159  
168

The picture showed a farm scene. There were paddocks of wheat and a tractor. And over to one side was a lovely old draught horse with brown hair and a long white mane. Beside the horse stood the farmer, one hand stretched out to fondle the horse's neck. 176  
187  
198  
207  
216



Benchmark Level : ..... *Extension 1* .....

	Monday	Tuesday	Wednesday	Thursday	Friday
Number Of Words					

Date: .....



# GREEN TURTLE'S SOS

Name: .....

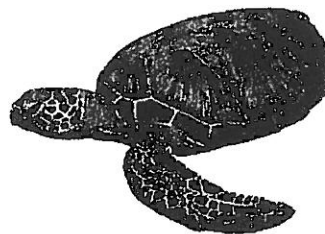
**H**ELLO? HELLO? Do you read me? If you receive this message, please help me! It's a little Green Turtle here. I am one of six species of marine turtle that have inhabited Australian seas for centuries. But now we're listed as a vulnerable species because human beings are not being careful enough. A Green Turtle has enough risks to contend with without extra challenges created by careless people. Something must be done before it's too late.

What's my story?

Well, it all began for me one December night last year, at a beautiful nesting beach on Heron Island in the Great Barrier Reef. Even my beginning was fraught with danger. My poor mother had to stay up late that night, way past midnight. Just after high tide, she emerged from the water and dragged herself slowly onto the beach (the same beach where she herself had been hatched fifty years before). Then she laboriously used all four flippers to dig a huge hole in the sand. What an effort! And that wasn't all. After she finished the main hole, she dug a special egg chamber as well. So much work for one turtle. But finally the big moment arrived.

Carefully, she slid into the main hole and positioned herself over the egg chamber. Then, concentrating hard, she laid more than one hundred eggs — all in less than twenty minutes. Imagine that! Yes, I have lots of brothers and sisters. Afterwards, she dragged flipperfuls of sand over the chamber to protect my egg and all the rest from predators — feral dogs, foxes, swooping seabirds and crabs. (Even humans can't be trusted to leave the eggs alone; in some cultures turtle eggs are considered a delicacy.)

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Benchmark Level : ..... *Ext. 3* .....

	Monday	Tuesday	Wednesday	Thursday	Friday
Number Of Words					

Date: .....

ORBIT

## UNIT 3

### Level 3

1. The paragraph tells mainly—
  - (A) how to let the air out of tires
  - (B) where New Zealand is
  - (C) what keas are like

---
2. The paragraph tells mainly—
  - (A) which colors are safest for cars
  - (B) how to paint a car
  - (C) what colors can't be seen

---
3. The paragraph tells mainly—
  - (A) where wild horses live
  - (B) why grasses and bushes can't be seen
  - (C) what is happening to our wild horses

---
4. The paragraph tells mainly—
  - (A) why goats like grass
  - (B) how to get rid of weeds
  - (C) how goats cut grass

---
5. The paragraph tells mainly—
  - (A) how much fish an octopus eats
  - (B) why the octopus likes to eat
  - (C) how an octopus gets its food

## UNIT 3

### Level 3 reading comprehension

1. New Zealand is home to a playful bird called the kea. It is a type of parrot. Keas fly in large numbers into towns and cities, where they are very friendly. Keas like to play tricks on people. One kea even figured out how to let the air out of auto tires.

---

2. A few years ago a scientist counted all the car accidents. This scientist found out that cars painted pink or any light shade seem to be safer. The light colors are more easily seen. Cars of two or three different colors may be even safer.

---

3. There are about twenty thousand wild horses in our country. Most are in the highlands of the Southwest. The horses find great difficulty in getting food during the winter months. Snow covers the grass and small bushes that they feed on. Their numbers grow smaller each year.

---

4. Are you tired of mowing the lawn? Now you can rent a goat to do it for you! The goat eats the grass and weeds. Before you know it, the goat has had a full meal and your lawn looks nice again.

---

5. An octopus isn't fast enough to swim after a fish. The octopus must wait for a fish to swim by. When the fish comes within reach, the octopus whips out a long arm to grasp it. Then the octopus has a tasty meal.

## UNIT 3

### Level 2

1. The story tells mainly—
  - (A) why there are mushrooms in trees
  - (B) why squirrels like mushrooms
  - (C) where to grow mushrooms

---
2. The story tells mainly—
  - (A) why we don't see many dead birds
  - (B) why animals eat dead birds
  - (C) why birds die

---
3. The story tells mainly—
  - (A) how big polar bears grow to be
  - (B) how small polar bears are
  - (C) how people are like polar bears

---
4. The story tells mainly—
  - (A) how salty the world is
  - (B) what salt is like
  - (C) why people use salt

---
5. The story tells mainly—
  - (A) why apron pockets are useful
  - (B) who first thought of free-floating pockets
  - (C) what free-floating pockets are

## UNIT 3

### Level 2 reading comprehension

1. Mushrooms don't grow on trees. If you see mushrooms stuck between the branches, you know they were put there. Most likely it was the work of a red squirrel. Red squirrels like mushrooms. They like to put them in trees. Then they have food to eat in the winter.

---

2. Most dead birds are never found. Some may be covered by leaves or dirt. Others are eaten by animals. Still other dead birds may fall into the water or other places where they can't be found. We find only about two of every hundred dead birds.

---

3. Polar bears grow very big as they get old. When they are grown up, polar bears weigh about a thousand pounds. When polar bears are born, they weigh only one pound. Wouldn't it be something if older people weighed a thousand times more than they did at birth?

---

4. It's a salty world in which we live. There is salt in the ocean. There is salt in the earth. There is salt inside of you—in your blood, your sweat, and even in your tears. It's a good thing too. Without salt you couldn't live.

---

5. Free-floating pockets are useful and pretty. They can be added to an apron, dress, or pants. Some pockets can be put on or taken off with buttons. Other pockets can be tied on. They are called free-floating pockets because you can use them where you want to.

## Level 1 Reading Comprehension



Bob was sad. He had no money. "You have been helping so much," said Mother. "I want to pay you for all your work." Bob was happy. Now he could buy a cake for Mother's birthday.

What is the main idea?

- (A) Mother needed money for school.
- (B) Bob was lost.
- (C) Bob wanted to buy a cake.

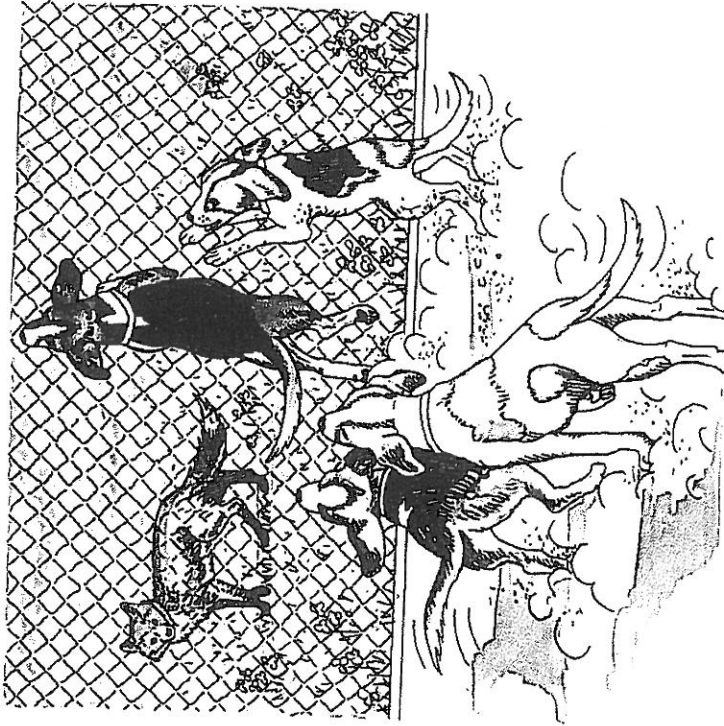


"Look out!" called Meg. "Look out for the tree!" The big tree was falling. Rob ran out of the way just in time. The tree fell. It fell where he had been standing.

What is the main idea?

- (A) The tree fell on Rob.
- (B) The tree fell where Rob had been.
- (C) The tree fell on Meg.

## Level 1



Each morning the fox came. Each morning the dogs wanted to run after the fox. They barked and jumped. It was a game for the fox. It was a game for the dogs.

What is the main idea?

- (A) The fox ran after the dogs.
- (B) The dogs would not play the game.
- (C) The fox and the dogs played a game.



The ball went high, high into the air. Could Ann catch it? She didn't know. Down, down it came. She held up her hand. She got the ball!

What is the main idea?

- (A) Ann was afraid she would fall.
- (B) Ann got the ball.
- (C) Ann lost her shoe.