

Plattsburg Public School
Learning from Home

BLUE LITERACY



Spelling Focus: 'sc' words with silent c

Spelling Words

1. scientist
2. scissors
3. conscience
4. scent
5. fascinate
6. discipline
7. quite
8. though
9. information
10. accept



Activity Grid

| Must Do | Can Do |
|---|--|
| Write a paragraph about a scientist. Use as many of your spelling words as you can and underline them. Make sure to proof read and edit your writing. | Write all your spelling words with red vowels (a,e,i,o,u) and blue consonants. |
| Group your spelling words according to the number of syllables. Mark where the syllable break occurs, e.g. sc / ien / tist | Create 1 or 2 tongue twister phrases using your spelling words. E.g. 'Scientist Sally spells sixty silly sentences successfully'. |
| Change your spelling words by adding endings, e.g. -ing, -ed, -ation etc. | Write the words that you can find within your spelling words, e.g. toothbrush – tooth, brush, too, to, toot |
| Sort your spelling words into nouns, verbs, adjectives and adverbs. | Create a comic strip in any genre. Be sure to include your spelling words in speech bubbles. |

Practise Your Words!



Look



Say



Cover




Write



Check

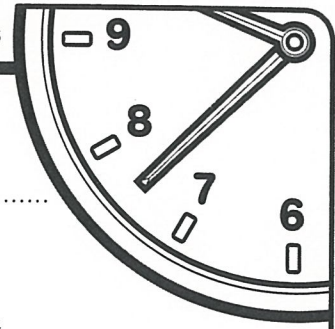
| Words | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
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Monday

Minute 78

Synonyms



Name: Date:

Write Yes if the sets of words are synonyms or No if they are not.

(Hint: A synonym is a word that means the same thing or almost the same thing.)

1. rear behind
2. shout yell
3. huge tiny
4. sorry regretful
5. smooth bumpy
6. present gift
7. capture release
8. messy neat
9. rock stone
10. brief long

My score:

10

My time:

.....
minutes

.....
seconds

Coral

Coral is made by millions of tiny animals called *polyps*. While alive, these polyps create the wonderful colours of the coral. When they die they leave behind limestone skeletons which pile up over thousands of years to form coral reefs.



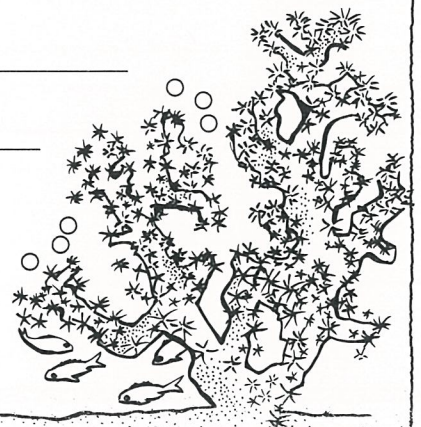
Sometimes these coral reefs grow to the surface of the water. The ocean waves break up the coral and put it into piles. These piles of coral can trap sand and sometimes plants begin to grow. They become coral islands.

Coral reefs and coral islands are usually found in warm, shallow ocean water because the polyps that make the coral can only live in warm water. Coral reefs can grow in two ways—from eggs or through *budding*. This happens when small growths appear on the body of an adult polyp. These break away and begin to leave their own limestone deposits, which help the coral colony grow.

Write key notes below about the coral. Use these questions to help you with your notetaking.

1. What is coral?
2. How are coral islands formed?
3. What do coral polyps look like?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Coral

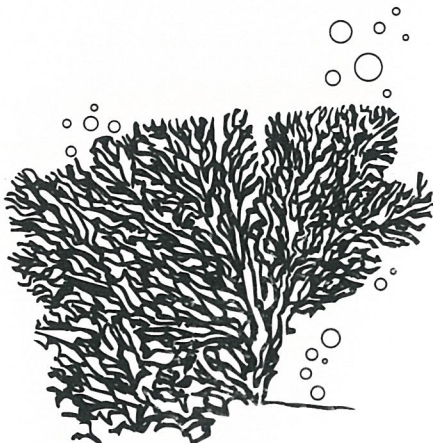
Coral is made by millions of tiny animals called _____¹.

While alive, these polyps create the wonderful colours of _____² coral. When they die they leave behind limestone skeletons _____³ pile up over thousands of years to form coral _____⁴.

Sometimes these coral reefs grow to the surface of _____⁵ water. The ocean waves break up the coral and _____⁶ it into piles. These piles of coral can trap _____⁶ and sometimes plants begin to grow. They become coral _____⁸.

Coral reefs and coral islands are usually found in _____⁹, shallow ocean water because the polyps that make the

_____¹⁰ can only live in warm water. Coral reefs can _____¹¹ in two ways—from eggs or through *budding*. This _____¹² when small growths appear on the body of an



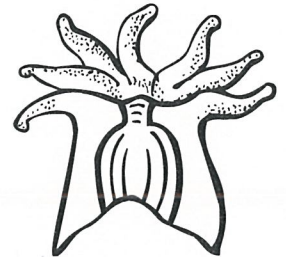
_____¹³ polyp. These break away and begin to leave their _____¹⁴ limestone deposits, which help the coral colony grow.

Coral

1. What makes coral? _____

2. What do the tiny animals leave behind when they die?

3. How are coral islands formed?



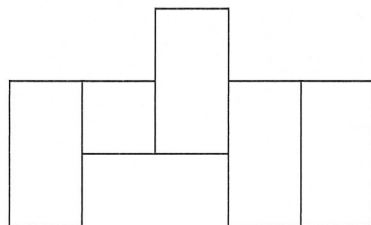
4. Coral reefs take about one hundred years to form. True or false?

5. Do you think coral reefs could be found near the equator?

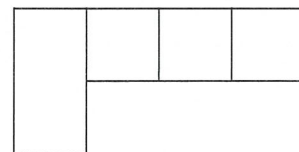
_____ Why/Why not? _____

6. Write the words below in the correct shape.

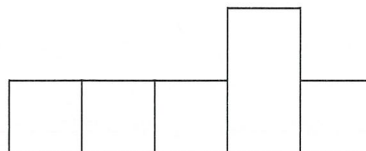
coral



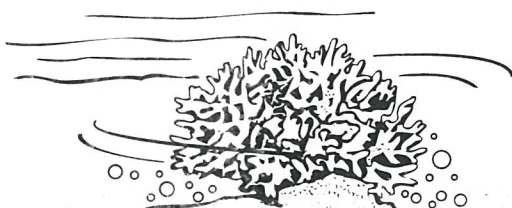
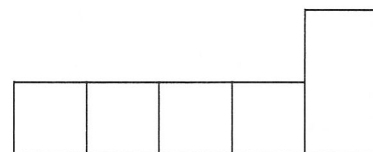
polyp



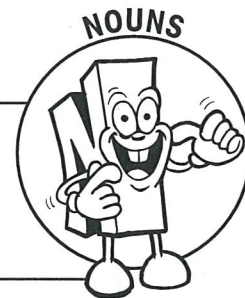
grow



reefs



Nouns



Nouns are words used to name people, places and things.

Different kinds of **nouns** can be used to give information.

Example: **Jake** and **Mia** went to the **oval** to watch the football **team** train.

| | | |
|---|---|--|
| <p>Proper nouns give us the specific names of people, places and things; e.g. Jake, Mia.</p> | <p>A common noun is the name for general people, places and things; e.g. oval.</p> | <p>A collective noun is the name of a group of people, places or things; e.g. team.</p> |
|---|---|--|

1. Read the news report. Write the **collective nouns** in the correct space.

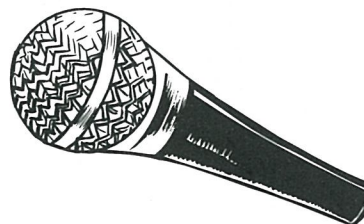
| | | |
|--------------|---------------|--------------|
| <p>choir</p> | <p>mob</p> | <p>herd</p> |
| <p>crowd</p> | <p>colony</p> | <p>chain</p> |

'A bizarre _____ of events led to pandemonium this morning at the zoo. It seems a _____ of ants swarmed over the kangaroos in their enclosure. Two of the agitated _____ somehow jumped over the walls into a herd of zebras. The whole _____ of zebras panicked and, in the stampede that followed, charged through a gate. Together, the freed animals bolted straight into the tents set up for the concert by the local school _____, sending furniture, food and cutlery flying.

The _____ that had gathered to see the concert scattered in all directions. By the time the police arrived, the animals had been recaptured and Mr Stan Chuggins, the director of City Zoo, was attempting to calm the frightened crowd. Luckily, no-one was injured.

A _____ of experts will meet next week to discuss what needs to be done to prevent this happening again.

This is Jemma Win reporting for Channel Eight News.'




2. Write a suitable collective noun for these animals.

(a) fish _____ (b) sheep _____

3. Underline 10 common nouns, circle 4 proper nouns and highlight 3 collective nouns in the report.

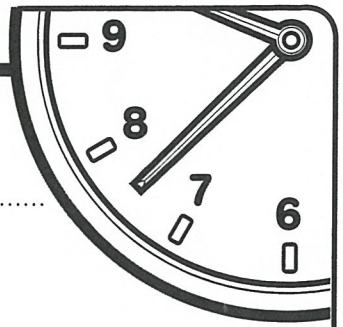
4. Write a follow-up news story on the back of this sheet using nouns from the report, adding some of your own. Present this news report to the class.



Tuesday

Minute 79

Antonyms



Name: Date:

Write each word from the box next to its best antonym below.

(Hint: An antonym is a word that means the opposite of something.)

| | | | | |
|----------|---------|----------|-------|-----------|
| arrive | ugly | positive | rude | disappear |
| straight | shallow | blame | major | noisy |

1. bent
2. appear
3. negative
4. forgive
5. depart
6. beautiful
7. quiet
8. polite
9. minor
10. deep

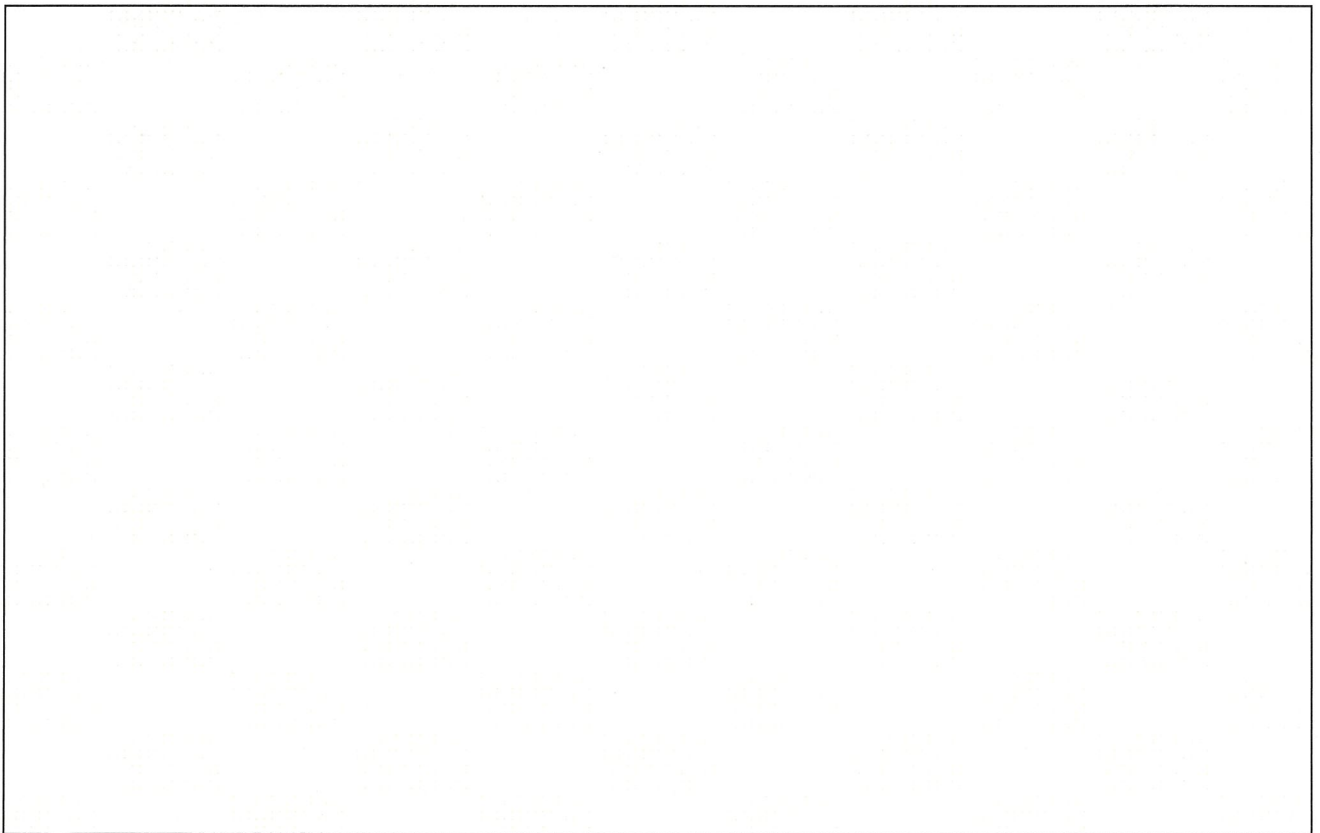
My score:

10

My time:

..... minutes

..... seconds



Tasmanian devil

Read the description.

Tasmanian devils are nocturnal marsupials about the size of a small dog. It are found only in tasmania devils have black fur, offen with white patches on their chest and rump. It have large heads and short thick tails. Devils can make different spinechiling noisis ranging from growls to screeches. Devils are carnivorous animals they genrally eat whatever meat they can find including dead animals. It have been nown to eat a range of reptiles birds mamals and insects a devil will use its strong jaws and teeth to eat allmost all the parts of an animal—even its bones and fur



1 Punctuation

(a) Find the 4 missing capital letters, 3 full stops, 5 commas and 1 exclamation mark.

(c) Use the information from the text to write your own sentence about Tasmanian devils using at least one pronoun.

2 Grammar

Pronouns are words that replace nouns; for example, 'I', 'he', 'she', 'him', 'it'.

(a) Use a suitable pronoun to replace the bold words.

Last year **my class** learnt about Tasmanian devils. **Tasmanian devils** look cute but Joshua said that **Joshua** wouldn't like to keep **Tasmanian devils** as pets.

(b) Circle the incorrect pronouns used in the text. Write the correct pronouns in the space at the end of the line.

3 Spelling

(a) Underline the spelling mistake in each line of text and write the correction in the space at the end of the line.

4 Vocabulary

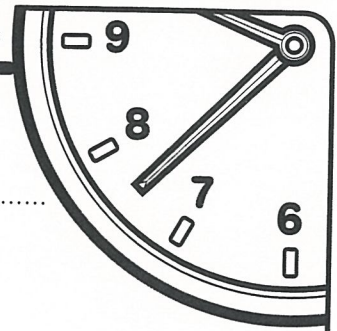
(a) Write a list of at least 8 native Australian animals.



Wednesday

Minute 80

Homophones



Name: Date:

Write the correct homophone to complete each sentence.

(*Hint: Homophones are words that sound the same but have different meanings and can be spelt differently.*)

1. The black let out a loud roar.
bear bare
2. The bird made a nest in the barn.
blue blew
3. My mum put a of cake in my lunch box.
peace piece
4. We can a story about our favourite animals.
right write
5. The bookcase is made from a very expensive
would wood
6. The morning sparkled on the grass.
do dew
7. Janet's sundress was pink with flowers.
new knew
8. Can you this button on my shirt?
so sew
9. The teacher asked me to read my story
aloud allowed
10. The outside was sunny and breezy.
weather whether

My score:

10

My time:

.....
minutes

.....
seconds

The legend of Hairy Breeches

Text

Read the Viking legend.

Although Ragnar Lodbrok was a heroic figure in Viking legend, this 'hero' would have been considered the absolute scourge of England and France. This was because of the countless number of highly successful raids he had led against these countries. According to the legend, over many years his much-feared warriors had killed and kidnapped Saxon and French people and plundered many of their monasteries.

By the time this Norwegian commander is said to have arrived in England in 845 AD, he had achieved legendary success and fame as a strong and fierce warrior. In Viking legends about his adventures, he was known as 'Hairy Breeches' (or 'Britches' or 'Breeks'), because of his distinctive trousers, reportedly made by his wife, using hairy animal skin.

Earlier that same year, this fearsome fighter had once again attacked France and had, as usual, sailed his longboats up the river. Following another successful raid, he had only agreed to spare the main city, Paris, from being burned down, because they agreed to give him over 3000 kilograms of silver.

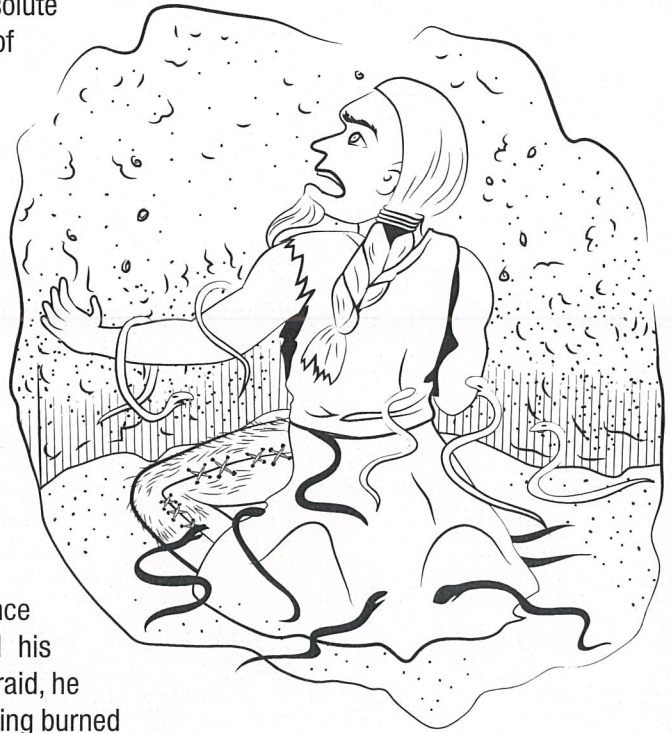
After being shipwrecked on the English coast by a freak storm which killed many of his men, Hairy Breeches was taken prisoner by Aella, a Saxon king. This cruel enemy decided to inflict a very harsh death on his prisoner. He ordered that Ragnar be thrown into an inescapable pit of death adders: the only poisonous snakes to be found in England.

Despite facing such a horrible ordeal, the warrior showed great courage. As he was slowly being bitten to death, he sang songs and called out to his captors saying, 'How the little pigs would grunt if they knew the situation of the old boar'.

He was right! When his sons heard about their father's terrible death, they were furious. One squeezed the chess piece he was holding so tightly that it caused his fingernails to bleed; another gripped his spear so hard that his hand left an impression on it; and the third son, who had been trimming his fingernails, cut his finger through to the bone. His fourth son, Ivar, swore to avenge his father ... and he did.

Ivar viciously and continuously attacked the Saxons until eventually the Vikings overran the whole country, except for Wessex. He captured King Edmund, tied him to a tree, had him shot by many archers, then beheaded him.

But he may have exacted an even more brutal revenge on King Aella. Norse legends say Aella was tortured before being killed by Ragnar's sons in a very bloody manner. However, Anglo-Saxon history records that Aella was killed in battle against the Vikings at York, in England, on 21 March 867 AD.



My learning log

When I read this legend, I could read:



all of it.



most of it.



parts of it.

The legend of Hairy Breeches – 2

1. Legends are usually told to:

give instructions. amuse people. tell a story from the past.

2. (a) Did the Saxons think Hairy Breeches was a hero or a villain? _____

(b) Give reasons for your answer.

3. Why did the French give Hairy Breeches so much silver?

4. Explain why King Aella was able to capture Hairy Breeches.

5. (a) Who ordered Hairy Breeches' execution? _____

(b) How was he executed? _____

(c) Why was he executed? _____

6. When Hairy Breeches was dying, he said:

'How the little pigs would grunt if they knew the situation of the old boar'.

(a) Who were the 'little pigs' he was talking about? _____

(b) Who was the 'old boar'? _____

(c) What did he really mean when he said that they would 'grunt'?

(d) Did his prediction happen? Yes/No

7. (a) Which horrible death do you think was worse, the one King Aella ordered for Hairy Breeches or the one suffered by King Edmund?

(b) Explain your choice. _____

| | | | |
|------------------------|-------------------------------|------------------------------|------------------------------|
| My learning log | While doing these activities: | | |
| | I found Q _____ easy. | I found Q _____ challenging. | I found Q _____ interesting. |

The legend of Hairy Breeches – 3

Word knowledge

1. Find each of these words from the first paragraph. Read the sentence it is in and try to work out its meaning. Write your answer. Then use a dictionary to check it. Write a better answer if you can.

- (a) plundered _____ • _____
- (b) raids _____ • _____
- (c) scourge _____ • _____
- (d) warriors _____ • _____
- (e) countless _____ • _____

2. Complete the table by writing the base word, prefix and suffix in each word.

| Word | Base word | Prefix | Suffix |
|-------------|-----------|--------|--------|
| beheaded | | | |
| removed | | | |
| inescapable | | | |

3. Breaking a word into morphemes, or the smallest units of meaning in a word, can help to work out its meaning and pronunciation. Circle the morphemes in each word. The number in brackets will help you.

- (a) longboats (3)
- (b) fingernails (3)
- (c) boneless (2)
- (d) shipwrecked (3)
- (e) poisonous (2)
- (f) continuously (3)

4. Breaking words into syllables can help with pronunciation and spelling. Show, count and write the syllables in each word. For example: pris/on/er (3).

- (a) punishment _____
- (b) impression _____
- (c) fearsome _____
- (d) furious _____
- (e) eventually _____
- (f) brutal _____

5. There are often many different ways an author refers to a character. This is done to avoid repeating their name and to make the text more interesting. For example, Hairy Breeches is called 'a heroic figure', 'he' and 'this fearsome fighter'. Read the text and record some other ways the author has referred to him.

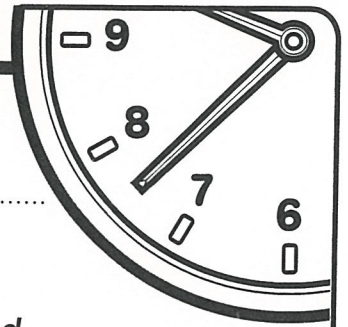
| | |
|------------------------|---|
| My learning log | <p>I <input type="checkbox"/> can / <input type="checkbox"/> can't use a dictionary to find word definitions.</p> <p>Colour: I <input type="checkbox"/> can recognise / <input type="checkbox"/> can't recognise the bases of words, prefixes and suffixes.</p> <p>I <input type="checkbox"/> understand / <input type="checkbox"/> need more practice on breaking words into syllables.</p> |
|------------------------|---|



Thursday

Minute 81

Homographs



Name: Date:

For Questions 1–6, circle the correct meaning for the underlined homograph in each sentence.

(Hint: Homographs are words that are spelt the same—and sometimes sound the same—but have different meanings.)

1. Everyone bow when the curtain rises.
a. to bend down from the waist b. a knotted ribbon
2. My mum plants fresh flowers every spring.
a. puts something in the ground b. living things with leaves
3. The fierce wind blew the roof off the house.
a. to turn b. a strong current of air
4. The principal will present me with my award.
a. a gift b. to give
5. One huge tear ran down the little girl's cheek.
a. liquid from the eye b. to rip
6. The car shop is close to the freeway exit.
a. to shut b. near

For Questions 7–10, match the underlined homograph in each sentence with its correct meaning.

- | | |
|--|------------------|
| 7. We take two <u>breaks</u> during the day. | • jumped |
| 8. He always <u>breaks</u> something when he visits. | • a small pigeon |
| 9. The magician made a <u>dove</u> appear. | • rests |
| 10. Mark <u>dove</u> into the water. | • damages |

My score:

10

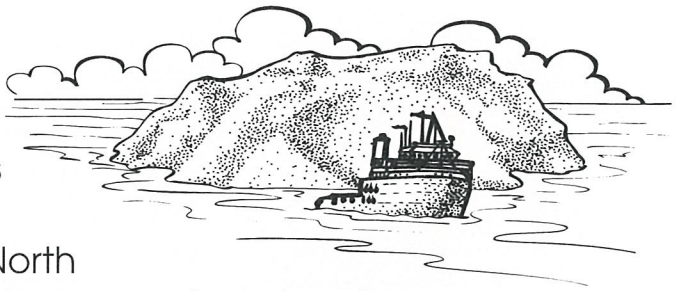
My time:

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minutes

.....
seconds

Icebergs

Icebergs are huge masses of ice made from fresh water that have broken off the areas of ice near the North or South Pole. Icebergs from the South Pole can be many times larger than those near the North Pole. When we see pictures of icebergs we do not really see their true size. Only about one-seventh of any iceberg is above the water. This is the only part we see.



Icebergs can be very dangerous to ships. At night or during a heavy fog, ships can easily run into them and be sunk. One of the greatest sea disasters was caused by an iceberg. The largest ship of the time, the *Titanic*, ran into an iceberg on her first voyage on 14 April 1912. More than 1 500 people died.

People can do little to control icebergs because of their size. They are hard to destroy by blasting and, because the ice beneath the surface of the water can easily tear the bottom of a boat open, attempting to tow them away is very dangerous.

Write key notes below about icebergs. Use these questions to help you with your notetaking.

1. What are icebergs?
2. How much of an iceberg can we see?
3. Why can icebergs be dangerous to ships?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Icebergs

Icebergs are huge masses of ice made from fresh

_____ ¹ that have broken off the areas of ice near

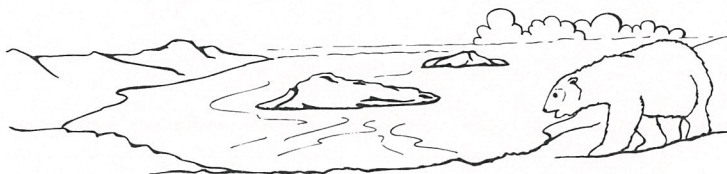
_____ ² North or South Pole. Icebergs from the South

Pole _____ ³ be many times larger than those near the

North _____ ⁴. When we see pictures of icebergs we do

not _____ ⁵

see their true size. Only about



one-seventh of any _____ ⁶ is above the water. This is the

only part _____ ⁷ see.

Icebergs can be very dangerous to ships. At _____ ⁸ or

during a heavy fog, ships can easily run _____ ⁹ them

and be sunk. One of the greatest sea _____ ¹⁰ was

caused by an iceberg. The largest ship of _____ ¹¹ time,

the *Titanic*, ran into an iceberg on her _____ ¹² voyage

on 14 April 1912. More than 1 500 people _____ ¹³.

People can do little to control icebergs because of



_____ ¹⁴ size. They are hard to

destroy by blasting and, _____ ¹⁵

the ice beneath the surface of the water can

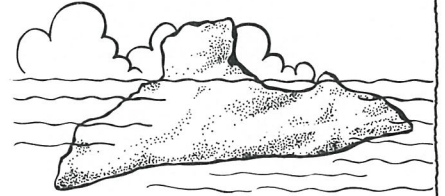
_____ ¹⁶ tear the bottom of a boat open, attempting to

_____ ¹⁷ them away is very dangerous.

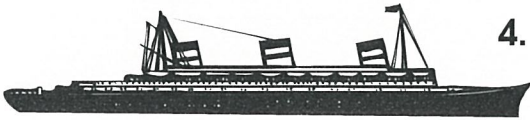
Icebergs

1. From what are icebergs made? _____

2. Where do icebergs come from?



3. How much of an iceberg is below the water?



4. When can icebergs be dangerous to ships?

5. What was the name of the ship that was sunk by an iceberg in 1912?

6. Why do you think icebergs can be bigger near the South Pole?

7. Find these words in the word search.

iceberg

April

fresh

first

water

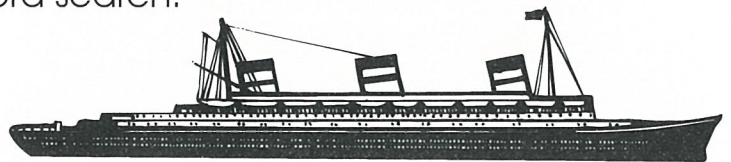
ships

Titanic

sunk

voyage

fog



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| W | A | T | E | R | F | E | V | F |
| T | I | T | A | N | I | C | O | R |
| S | U | N | K | A | R | F | Y | E |
| O | S | H | I | P | S | O | A | S |
| A | P | R | I | L | T | G | G | H |
| I | C | E | B | E | R | G | E | U |

Large empty rectangular box for writing.

Writing Checklist

2+ Paragraphs

Mix of simple, compound and complex sentences

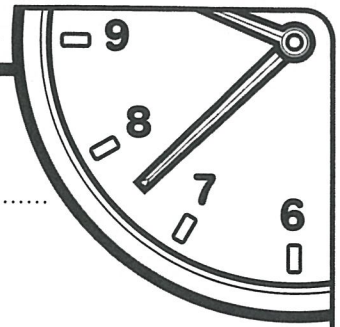
Higher Order Punctuation



Friday

Minute 82

Articles



Name: Date:

Write the article (a, an or the) that best completes each sentence.

(*Hint: Use **a** before words that begin with a consonant sound, and use **an** before words that begin with a vowel sound. You can use **the** before a word that begins with a consonant sound or a vowel sound. Use **the** before a word that stands for a specific person, place or thing.*)

1. We saw same elephant last time we came to the zoo.
2. book for our report is *Ramona the Brave*.
3. I asked my mother for dollar for lunch.
4. Drew and Nick are nicest boys in my class.
5. emu is an animal with good eyesight:
6. We might give the teacher gift when school ends.
7. The kids sold lamingtons to earn money to go to circus.
8. Peter ate orange and a banana during lunch.
9. children were excited that it was the last day of school.
10. They bought skipping-rope and a new ball at the store.

My score:

10

My time:

..... minutes seconds

Whuppity Stoorie – 1

Text

Read this Scottish version of the fairytale.

There once was a woman, the goodwife of Kittlerumpit, who was facing some hard times. She was all alone with her infant child as her husband had gone out one day and never returned. To make matters even worse, her only hope of making a living, the pregnant sow she had in the yard, was sick and close to death.

The goodwife became distraught as she worried for her future and the future of her baby. She sat by her cottage with the child in her arms and began to cry and wail in despair.

Looking up for just a moment, the goodwife noticed a strange figure approaching. The figure came closer and the goodwife could make out that it was a small and crooked old woman, very smartly dressed in a green velvet frock and a crisp white apron. The goodwife also took note of the large staff the woman used to help her walk. As she approached, the woman spoke to the goodwife.

'Now save your tales of woe. I know all about your husband and your sow and I'm here to tell you I can heal her. Would you like that?'

'Oh yes, please!' replied the goodwife gratefully. 'It'll mean so much to me and the wee one.'

'Aye, very well then. But tell me, what'll you give me in return, I ask?'

'Oh anything, anything at all', the foolish woman responded.

With a quick chant and a sprinkle of magic, the pig was up and eating in no time.

The goodwife felt so relieved and asked the woman, 'How will I ever repay you?'

'Well, there's just one thing I'll ask for, your wee bairn.' At the goodwife's cries of protest the woman explained. 'Under the law I live by, I cannot take him until the third day, and not then, if by chance you can tell me my right name.' And off she went with a smug smile.

The goodwife held her baby so tightly and wept the entire first day. On the second day she decided to walk with the wee one in the woods. On and on she walked in a daze until she heard a voice. She spotted the very woman through the trees, spinning away on her wheel and babbling to herself.

'Ah, a new baby old Whuppity Stoorie'll have at sun up tomorrow!' she said, full of delight.

At that the woman rushed home with a much lighter heart, to rest up before the spiteful fairy returned to claim her beloved son.

The goodwife was a lighthearted woman normally and she decided to play a trick on the ugly old fairy. When she came to collect the baby, the goodwife kept up her crying and wailing and only at the very last moment did she speak the name 'Whuppity Stoorie'. At that, the shocked fairy jumped a mile into the air and when she landed she whirled around and ran off screaming with furious rage. The goodwife laughed and hugged and kissed her baby joyously.

My learning log

When I read this fairy tale, I could read:

all of it.

most of it.

parts of it.

Whuppity Stoorie – 2

1. What do you think happened to the goodwife after this story?

2. What do you think happened to Whuppity Stoorie?

3. Use a dictionary to define the word 'distraught'.

4. Explain why the woman was so worried about the future for her and her baby.

5. Explain how these phrases can help the reader predict what might happen in the story.

(a) ... anything at all', the foolish woman responded.

(b) ... and not then, if by chance you can tell me my right name.

6. Write a chant the fairy might have said to make the sow well again.

7. Explain the meanings of the phrases.

(a) facing hard times _____

(b) tales of woe _____

(c) lighter heart _____

| | | | |
|------------------------|-------------------------------|------------------------------|------------------------------|
| My learning log | While doing these activities: | | |
| | I found Q _____ easy. | I found Q _____ challenging. | I found Q _____ interesting. |

Whuppity Stoorie – 3

1. The fairy had a 'smug' smile. This means:

- (a) uncertain (b) superior (c) lopsided



2. Use a dictionary to write the meanings of these words as they are used in the text.

- (a) staff _____
(b) figure _____
(c) wail _____

3. (a) Circle the words ending with the suffix '-ly'.

normally tightly only gratefully smartly ugly

(b) Find and write one more word from the text with the suffix '-ly'.

(c) Write a sentence using two of these '-ly' words.

4. Write homophones from the text.

- (a) whale _____ (b) herd _____ (c) write _____
(d) sun _____ (e) their _____ (f) sum _____
(g) heel _____ (h) threw _____ (i) four _____

5. Find four compound words in the text. The first letter is given.

- (a) g_____ (b) a_____
(c) m_____ (d) l_____

6. Write antonyms from the text for the words below.

- (a) easy _____ (b) pretty _____ (c) heavier _____
(d) past _____ (e) young _____ (f) scruffily _____
(g) slow _____ (h) wife _____ (i) better _____

My learning log

Colour:

I can / can't use a dictionary to write word definitions.

I can / can't recognise compound words.

I understand / need more practice on antonyms.

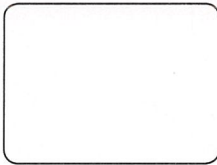
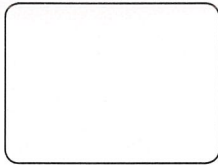
Collective and abstract nouns



Abstract nouns are words that name things we can not touch, smell, see, taste or hear. They are often the names of feelings, events and ideas.

John's **friendship** with the alien brought new **information**, **technology** and **knowledge** to the people of Earth. In return, the alien had, for the first **time**, experienced **humour** and **happiness**. It was John's **belief** that their **friendship** would create **peace** between the two planets.

1. Write any two abstract nouns from the paragraph above and draw a symbol to represent each.

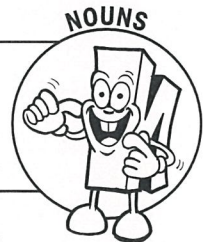
_____  _____ 

2. For each of the concrete nouns below, write an abstract noun (idea or feeling) to show what each means to you or what feelings it gives you;

e.g. My teacher's **smile** means **approval** to me.

- (a) A puppy **dog** means _____
- (b) A good **joke** means _____
- (c) A shiny **trophy** means _____
- (d) A million **dollars** means _____

Collective nouns are words that name groups of people, places and things. For example, 'team' is the collective noun for a group of people doing something (usually playing a game) together.



3. Rearrange the boxes with pairs of letters to find the collective nouns. Don't change the order of the letters inside the boxes.

- (a) a

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| st |
|----|

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|----|
| ho |
|----|

 of angels _____
- (b) an

| |
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| ch |
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|----|
| or |
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| est |
|-----|

 of musicians _____
- (c) a

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| ng |
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| ri |
|----|

| |
|----|
| st |
|----|

 of ponies _____
- (d) a

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| er |
|----|

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| qu |
|----|

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|----|
| iv |
|----|

 of arrows _____
- (e) a

| |
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| le |
|----|

| |
|----|
| ga |
|----|

| |
|----|
| gg |
|----|

 of geese _____