

**LEARN FROM HOME
WORKBOOK 4**

FOR PARENTS

**NOTES
AND
ANSWERS**

PRIM-ED PUBLISHING

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The pages in the *Learn from Home Workbook* series have been taken from a variety of Prim-Ed Publishing's teacher copymasters. These copymasters are hugely popular with teachers and contain a lot of extra material and pages for a teacher's use. This extra material is not needed for the purposes of this workbook series. Therefore, there may be page number references on the workbook pages which do not correspond to the pages within the workbook. Owing to the tight timeline in which we had to get this book to print, we did not have the opportunity to edit these page numbers. Rest assured that these page number references do not affect the activities that your child has to do.

Suggestions for Parents – Week 1

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, narrative writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a myth and a fairy tale. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about standard English, root words, suffixes, synonyms, antonyms, homophones and compound words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on common, proper, collective and abstract nouns. Examples are given on each page, though you should encourage your child to find other examples of these types of nouns for objects and people.

Writing

The genre (style) of writing that the three pages focus on is narrative writing. The three pages here will guide your child step-by-step in writing their own narrative passage. The first page is a text written in the narrative style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining narrative', so that your child understands that they are now going to look at the way the text is written. There are five parts to analyse here: Title; Orientation; Complication and Events; Resolution; and Conclusion. By discussing and answering the questions on each of the five parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own narrative. Your child is then taken through the five parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 1

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on counting in sixes, sevens and nines; multiples; and expanded column addition. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or 100 square (easily found using an online image search). Your child could check their answers to the addition activity using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on length. The focus is on length and decimals, and equivalent lengths. For the challenge activities, a measuring tape or ruler will be needed. A lot of practical activity can be done on this around the home, using objects that your child can measure and convert. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on tessellation and tangrams is covered here. Again, use real-world examples, both in the home and in the local environment; for example, your child could hunt for tessellating patterns in their home.

SCIENCE

The theme for this week's science activities is magnetism and electricity. For the first activity, your child will need a magnet; for example, a fridge magnet, and various easy-to-find household items. The second activity needs a magnet, paper clip, paper plate, small metal object and a jar of water. The third activity is about static electricity and includes fun activities for your child to do with a pen, cloth, sheet of paper, woollen jumper, balloon and comb. The final activity asks your child to look at electrical appliances in their home. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 2

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, recount writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a historical timeline and a recipe. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about root words, definitions, syllables, verbs, command verbs, prefixes, suffixes and homophones. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on verbs and command verbs. Examples are given on each page, though you should encourage your child to think of other verbs they can do with their body; for example, stroll, jump, sprint, squeal and dance.

Writing

The genre (style) of writing that the three pages focus on is recount writing. The three pages here will guide your child step-by-step in writing their own recount passage. The first page is a text written in the recount style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining recount', so that your child understands that they are now going to look at the way the text is written. There are four parts to analyse here: Title; Orientation; Events; and Conclusion. By discussing and answering the questions on each of the four parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own recount. Your child is then taken through the four parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 2

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on multiples, 1000 more or less, adding and subtracting. You can help your child with these by providing them with concrete materials to count or take away. Some children benefit from having a physical number strip or 100 square (both easily found using an online image search). Your child could check their answers using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on length, mass and capacity. The length activity requires your child to convert metres to kilometres and use the four operations to solve length word problems. The second activity looks at equivalent mass and capacity measurements. The challenge activity needs your child to use kitchen or bathroom scales. A lot of practical activity can be done on this around the home, using objects that your child can measure or weigh. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on 2-D shape is covered here. The first activity asks your child to name 2-D shapes and know the difference between the different types of triangle. The second activity extends the first, as your child will need to sort and draw 2-D shapes according to the number and size of sides and corners. Again, use real-world examples, both in the home and in the local environment; for example, how many types of triangle can your child find?

SCIENCE

The theme for this week's science activities is forces. Your child will need to look at objects to decide if they move with a push or pull force, test objects to see if they slide or roll down a ramp, and predict and test whether objects float or sink. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 3

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, procedure writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a folk tale and a legend. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about definitions, standard English, synonyms, antonyms, homophones, prefixes, suffixes and sounds in words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on adjectives. Examples are given on each page, though you should encourage your child to think of other adjectives to describe household objects or family members.

Writing

The genre (style) of writing that the three pages focus on is procedure writing. The three pages here will guide your child step-by-step in writing their own procedure passage. The first page is a text written in the procedure style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining procedure', so that your child understands that they are now going to look at the way the text is written. There are five parts to analyse here: Title; Goal; Materials; Method; and Test. By discussing and answering the questions on each of the five parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own procedure. Your child is then taken through the five parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 3

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on place value, expanded notation, inverses and checking calculations. You can help your child with these by providing them with concrete materials to count or take away. Some children benefit from having a physical number strip or 100 square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on time and perimeter. The time activity requires your child to match equivalent time measurements, convert times and answer time word problems. The second activity asks your child to work out the perimeters of squares and rectangles. A lot of practical activity can be done on time around the home; for example, working out the length of favourite TV programmes in minutes and hours. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on angles is covered here. The first activity asks your child to identify right angles in drawings and everyday objects. The second activity extends this by asking your child to identify 45° , 90° and 180° angles in a picture and everyday objects. Again, use real-world examples, both in the home and in the local environment.

SCIENCE

The theme for this week's science activities is materials. Your child will need to decide what given objects are made of and why these materials were chosen, test materials for absorbency, learn about natural and manufactured materials to build a home, and change food by heating, for which parental assistance will be needed. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 4

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, report writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – an explanation and a flow chart. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about definitions, prefixes, suffixes, root words, occupations, synonyms, antonyms and compound words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on adjectives and adverbs. Examples are given on each page, though you should encourage your child to think of adverbs to describe actions; for example, singing – tunefully, beautifully, awfully; running – speedily, competitively, slowly, etc.

Writing

The genre (style) of writing that the three pages focus on is report writing. The three pages here will guide your child step-by-step in writing their own report passage. The first page is a text written in the report style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining report', so that your child understands that they are now going to look at the way the text is written. There are four parts to analyse here: Title; Classification; Description; and Conclusion. By discussing and answering the questions on each of the four parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own report. Your child is then taken through the four parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 4

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on rounding numbers and addition word problems. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or 100 square (both easily found using an online image search). Your child could check their answers to the activities using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on area and perimeter. The first activity is about the square centimetre and asks your child to calculate the area of shapes by counting the squares. The second activity asks your child to calculate both the area and perimeter of shapes by counting. If 1-cm grid paper is available, a lot of practical activity can be done on this around the home. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on angles is covered here. The activities ask your child to recognise different types of angles, order angles by size and recognise angles in shapes. Again, use real-world examples, both in the home and in the local environment; for example, look for different angles in the home.

SCIENCE

The theme for this week's science activities is caring for my locality. Your child will need to go on a minibeast hunt and record their findings, and complete activities about saving water and recycling. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

The Myth of the Giant's Causeway

Comprehension

- (b) explain a natural feature
- Scotland and Northern Ireland
- Possible answer: When Finn saw how big Benandonner really was up close he became worried and afraid.
- Possible answer: Finn and Oonagh pretended Finn was their baby so Benandonner would be worried about how big Finn was compared to himself.
- Possible answer: No, because giants aren't real and there is a geographical explanation for how the columns came to be there.
- Possible answers:
 - brave, cocky, cheeky, strong, large
 - huge, aggressive, dim, red hair
 - clever, quick-witted, kind
- Possible answer: Finn saw his greatest enemy Benandonner.

Word Reading

- (a) small (b) boy (c) oh no
- (a) thunder (b) approach (c) reluctant
(d) realise (e) suck (f) quick
- (a) column (b) wife (c) journey
- (a) enormous, thunderous
(b) Teacher check
- Teacher check
- (a) sea (b) tired (c) blanket
(d) stone (e) hurled/heaved (f) run
(g) bonnet (h) drink (i) mistake

Whuppity Stoorie

Comprehension

- Teacher check - answers will vary.
- Teacher check - answers will vary.
- Very worried and upset
- Possible answer: Because the pig was sick, and it was her only hope of making any money to support her family.
- (a) Possible answer: the word 'foolish' implies that the woman will have to pay a great price to the fairy.
(b) Possible answer: if the woman can guess the fairy's name, she may not lose her son.
- Teacher check - answers will vary.
- (a) Possible answer: having difficulties in the future.
(b) Possible answer: sad stories.
(c) Possible answer: feeling relieved and unburdened.

Word Reading

- (b) superior
- (a) a long stick used as support when walking
(b) a person's body shape
(c) a prolonged, high-pitched cry of pain
- (a) normally, tightly, gratefully, smartly
(b) joyously (c) Teacher check
- (a) wail (b) heard (c) right
(d) son (e) there (f) some
(g) heal (h) through (i) for
- (a) goodwife (b) anything
(c) myself (d) lighthearted
- (a) hard (b) ugly (c) lighter
(d) future (e) old (f) smartly
(g) quick (h) husband (i) worse

Week 1

Common and Proper Nouns

2. Proper nouns: Fluffy the Dragon, Cinderella, Princess, Hapland, Three Blind Mice.

Common nouns: disaster, police, sheep, resuscitation, newt, idea, gate, king, slipper, finger, shoes

3. idea, newt, king, gate

k	i	n	g
i	d	e	a
n	e	w	t
g	a	t	e

Collective and Abstract Nouns

1.–2. Teacher check

3. (a) a host of angels
- (b) an orchestra of musicians
- (c) a string of ponies
- (d) a quiver of arrows
- (e) a gaggle of geese

Narrative

1. Trefin
2. (a) (wild, rugged mountains of) North Wales
- (b) past
- (c) Ceridwen, the witch
- (d) To give her son great powers of wisdom, so people would no longer laugh at him.
3. (a) Gwyn accidentally took the potion that was meant for Avagon.
- (b) Teacher check
4. (a) By chasing Gwyn, hoping to kill him.
- (b) She cast him adrift in a small boat.
5. He was rescued by Prince Ethen and became the greatest poet in Wales.

The Beach

Glorious, white sand covered the ground like a jewel-studded carpet. The hot sun slowly moving towards the horizon caused each grain to sparkle like a diamond. The ocean lay like a vast expanse of shiny turquoise cloth glittering in the early evening sun. The surf was active but not angry. The next breaker rose like a curved wall as it travelled towards the shore.

1. (a) Missing punctuation is in **bold type**.
- (b) The 5 commas are circled.
2. Spelling errors are in *italic type*.
- (a) cloth, sun, shore
- (b) carpet, moving, angry, towards
3. (a) (i) glorious, white (ii) glittering (iii) active, (not) angry
- (iv) curved (v) early
4. (a) Similes are underlined
- ... like a jewel-studded carpet.
- ... like a diamond.
- ... like a vast expanse of shiny, turquoise cloth.
- ... like a curved wall.
5. (a) Teacher check

Week 1

Elephants Can Fly!

This morning London's **H**eathrow **A**irport was the centre of a massive operation. **Two** fully grown Indian elephants were flown in from **Mumbai**, India as part of a worldwide breeding programme.

The elephants, a young female named **Trisha** and **Rajah**, a ten-year-old *male*, will be housed in specially constructed compounds at **London Zoo**. They will join **Misha**, a long-time resident and a favourite with the zoo's *many* visitors.

Martin Jones, the coordinator of the ambitious project, told reporters that the elephants, *which* travelled in specially designed crates, *flew* very well.

- (a) Missing punctuation is in **bold type**.
(b) The 10 commas are circled.
(c) Words with apostrophes are underlined.
London's, zoo's
(d) To show ownership
- (a) Spelling errors are in *italic type*.
Two, male, many, which, flew
- (a) (i) the elephants' tails (ii) the children's visit (iii) Trisha's compound
(b) past tense: was, were flown, told, travelled, flew
future tense: will be housed, will join
(c) the past tense
- (a) 3
(b) Teacher check. Paragraph 1 explains what happened at Heathrow Airport.

How a Thermometer Works

A thermometer is *an* instrument used to measure heat.

an

Thermometers are *made* from a glass tube with a scale on the outside, and filled with a liquid, *usually* mercury.

made

usually

Mercury is the liquid which is most *often* used, because it always changes in the same way, when the same *temperature* is applied. It fills a glass bulb *which* is connected to a thin sealed tube, also partially *filled* with mercury. **When** the glass tube is warmed, the mercury expands and rises to the same *point* in the tube whenever the same *amount* of heat is applied.

often

temperature

which

filled

point

amount

Thermometers are used for *many* purposes, including medicine, science and in cooking. They play *an* important *role* in our lives.

many

an

role

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
an, made, usually, often, temperature, which, filled, point, amount, many, an, role
- (a) Plural nouns are underlined.
Thermometers, purposes, lives
(b) a: thermometer, glass, scale, liquid, thin
an: instrument, important
(c) Teacher check. It is difficult to say two consecutive vowel sounds.

Week 1

Counting in 6s, 7s and 9s

- (a) sixes (b) sevens (c) nines
- (a) 24, 30, 36, 42, 48, 54, 60
(b) 28, 35, 42, 49, 56, 63, 70
(c) 36, 45, 54, 63, 72, 81, 90
(d) 54, 45, 36, 27, 18, 9, 0
(e) 36, 30, 24, 18, 12, 6, 0
(f) 42, 35, 28, 21, 14, 7, 0

Challenge: (a) 42
(b) 63
(c) 18, 36, 54

Multiples

- (a) $\times 2$ (b) $\times 6$
(c) $\times 3$ (d) $\times 5$
(e) $\times 6$ (f) $\times 10$
(g) $\times 4$ (h) $\times 25$
(i) $\times 9$ (j) $\times 7$

Challenge: Teacher check

Expanded Column Addition

- (a) 61 (b) 65 (c) 94 (d) 96
(e) 127 (f) 129
- (a) 597 (b) 691 (c) 818 (d) 894
(e) 921 (f) 1442

Challenge: (a) 99 (b) 161
(c) 985 (d) 781

Lengths and Decimals

- (a) 1.25 m (b) 2.13 m (c) 4.3 m (d) 2.78 m
(e) 3.42 m (f) 5.99 m
- (a) 3 m 10 cm (b) 1 m 80 cm
(c) 2 m 20 cm (d) 5 m 4 cm
(e) 7 m 20 cm (f) 4 m 10 cm
- (a) 1.18 m (b) 1.15 m (c) 1.2 m (d) 1.16 m
(e) 1.22 m (f) 1.12 m (g) 1.25 m (h) 1.19 m
- (a) 1.5 cm (b) 1.9 cm (c) 3.2 cm (d) 4.8 cm
(e) 6.5 cm (f) 9.6 cm (g) 11.2 cm (h) 13.4 cm

Challenge: Teacher check

Equivalent Lengths

- (a) mm (b) cm (c) m (d) km
- (a) 10 (b) 100 (c) 1000
- (a) millimetres, centimetres, metres, kilometres
(b) millimetres, centimetres, metres, kilometres, miles
- $\frac{1}{10}$ of 1 km = 100 m, $\frac{1}{4}$ of 1 km = 250 m,
 $\frac{1}{2}$ of 1 km = 500 m, $\frac{3}{4}$ of 1 km = 750 m,
 $\frac{1}{10}$ of 1 m = 10 cm, $\frac{1}{4}$ of 1 m = 25 cm,
 $\frac{1}{2}$ of 1 m = 50 cm, $\frac{3}{4}$ of 1 m = 75 cm
- (a) 1.8 m (b) 2.37 m (c) 5.04 m
(d) 9.2 m (e) 105 cm (f) 659 cm
(g) 840 cm (h) 75 cm (i) 350 cm

Challenge: Teacher check

Tessellation

- The following shapes should be coloured: triangles, rectangles, diamonds and squares.
- Teacher check

Challenge: Teacher check

Tangrams

- Teacher check
- Teacher check

Challenge: Teacher check

Magnetic Attraction

Answers will vary depending on objects tested, but generally metal objects are attracted. Materials like aluminium, paper, plastic, wood or rocks neither attract nor repel.

Magnetic Problems

Answers will vary.

Static Electricity

- (a) The pieces of paper are attracted to the pen.
(b) The stream of water moves towards the comb.
(c) The person's hair lifts towards the balloon.
- (a) The balloons pull apart.
(b) Teacher check

Electricity

- Teacher check.
- 3. Answers will vary.
4. The sign means that electricity is near (usually high voltage). Pupils should stay right away from areas where the signs are. The signs may be warning of high voltage electricity in mains boxes or on electric fences.

Week 2

The History of the Olympics

Comprehension

1. Athens
2. They were considered to be Pagan.
3. Teacher check
4. Teacher check
5. Teacher check
6. It was the first Olympic building and it was built specifically for fencing competitions.
7. Teacher check

Word Reading

1. (a) donation – a contribution; gift
(b) revival – restoration to use or health
(c) sponsored – gave help or money to carry out a task
(d) pagan – an irreligious person
2. (a) consider (b) offer
(c) excavate (d) Greece
(e) Rome (f) revive
3. stadium, spectator, archery, marathon
4. (a) No (b) Yes
(c) No (d) No
5. (a) recorded (b) used
(c) held (d) competed
(e) loaned (f) banned

Make Toad-in-the-Hole

Comprehension

1. (e) the first paragraph
2. ... give instructions for making toad-in-the-hole.
(Pupils may also add: to give some background information about the recipe.)
3. Answers will vary.
4. Seasoned flour is flour flavoured with salt and pepper.
5. 65 minutes approximately
6. Answers may suggest that the sausages and batter will burn or stick to the casserole dish.
7. Answers may state that it is easy to read them when they are in a list or it separates what is required from the steps in the 'Method' that show how to make the dish.
8. (a) sausage—minced pork or other meat in a skin that is cylindrical shaped
(b) recipe—a set of instructions for preparing a dish that includes the ingredients required
(c) gravy—a sauce made by mixing fat and meat juices with stock and other ingredients
(d) equipment—the necessary items for a particular purpose
(e) utensil—a tool, container or other article, especially for household use
9. Cooks may use other containers of a similar size.

Word Reading

1. approximate, -ly, beat, -en, brown, -ed, season, -ed, main, -ly
2. (a) evaluate (b) poke (c) main
(d) mash (e) prepare (f) tradition
3. (a) casserole (b) recipe (c) pepper
4. (a) pre- (b) previous to, before
5. (a) delicious (b) mainly, approximately
(c) preparation, evaluation
6. (a) read (b) hole (c) some
(d) plain (e) flour (f) pour
7. whisk, make, pour, cover, coat, place, preheat, heat, add, place, cook, serve

Week 2

Verbs

- (a) Teacher check
(b) **being** verbs include **are, are found, is**;
having verbs include **have**
(c) hunt, live, dig, kill, dodge, strikes, tires, seize,
crush, eat
- 2.–4. Teacher check

Command Verbs

- (b) Mix, Add, Stir, Add, Refrigerate
- (a) Hold (b) Step, slide
(c) Brush, tie (d) Hand
(e) Put
3. Teacher check

Recount

1. Teacher check
- (a) Capital cities tour
(b) Europe
(c) Dad, Mum, Sally
(d) By train
- (a) (i) 3 (ii) 6 (iii) 2 (iv) 5 (v) 4 (vi) 1
(b) Answers may include: after dinner, after lunch, later on,
in the morning, at midday
4. She is writing a book about her holiday and wants to travel
the world when she's older.

Using a Washing Machine

Requirements:

- water
- washing machine
- electricity supply
- items *to* be washed
- detergent

Method:

- **Separate** light and dark coloured items.
- **Place** a load in machine without overloading.
- **Add** correct amount *of* detergent.
- **Close** machine.
- **Set** load size.
- **Choose** correct water temperature.
- **Select** washing programme.
- **Check** water is turned on.
- **Insert** machine plug into socket.
- **Turn on** electricity supply.
- **Start** machine.

Evaluation:

- **Was your** washing clean?

- (a) Missing punctuation is in **bold type**, colons are circled.
- (a) Spelling errors are in *italic type*.
to, Separate, of, your
- (a) Command verbs are underlined.
Separate, Place, Add, Close, Set,
Choose, Select, Check, Insert,
Turn on, Start
(b) 11 command verbs
(c) play, sleep, drink
(d) Teacher check
- (a) without, overload(ing)

Week 2

My Siamese Cat

When **I** went to look at a *litter* of five kittens, **they** all looked so cute that **I** cuddled them all. **One** *kept* coming back to **me**. **The** owners said that **he** had obviously chosen **me** and that **he was** the *one* **I** should *buy*, so **I** did.

His full name is **Kwanlee Cheong Hoi**, but **we** call **him** **Cheong**. **He** is *white* with chocolate-brown ears, face and *tail* and *bright* blue eyes. Like all **Siamese** cats, **he** is sleek and elegant and **he** walks in a *proud* and aloof *manner*.

Cheong chose **me** and **he** makes it very clear that **he** is in charge. **He** has trained **me** well, issuing **his** orders for food or attention in a very *loud* voice which is hard to ignore, especially *when* **I** am speaking on the *telephone*.

When **Mum** picks up **her** keys, **he** races to the car and stretches out along the back window ledge *ready to enjoy* the drive.

Cheong is a wonderful pet and an important part of **my** life.

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
litter, kept, was, one, buy, white, tail, bright, proud, manner, loud, when, telephone, ready, enjoy
- (a) Pronouns are in **bold italic** type.
(b) he – his
she – hers
we – ours
they – theirs
it – its
(c) Adjectives may include: cute, white, chocolate-brown, bright, blue, sleek, elegant, proud, aloof, loud, wonderful, important
(d) Teacher check
- (a) Paragraph 2.

Wonderwings

Imagine soaring high in the sky, experiencing the thrill of *flight* ...

Have you ever wished you had the *ability* to fly like a bird? To just flap your arms and take off into the open sky? **Well**, with **WONDERWINGS**, now you can!

Aerodynamically designed, non-polluting, fully tested **WONDERWINGS** can help you take to the skies. **Simply** strap them onto your back, and you're up, up and away! **So** simple, anyone can try it. **It's** easy!

100% *feather*-lined **WONDERWINGS** sold out in other *countries* within days of being advertised—don't miss out!

With **WONDERWINGS**, you can *soar* like an *eagle*. **Order** your pair today!

- Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
flight, ability, feather, countries, soar, eagle
- (a) a bird, an eagle
(b) (i) a penguin (ii) an owl
(iii) an ant (iv) a kitten
- (a) Teacher check

Week 2

More Multiples

- (a) 1000, 4000, 5000
(b) 125, 50, 25
(c) 12, 18, 36, 48
(d) 72, 63, 54, 36
(e) 28, 49, 63, 70
- (a) 27, 36, 45, 54, 63
(b) 28, 35, 42, 49, 56
(c) 18, 24, 30, 36, 42
(d) 125, 150, 175, 200, 225
(e) 7000, 6000, 5000, 4000, 30
(f) 99, 90, 81, 72, 63
(g) 77, 70, 63, 56, 49

Challenge: Teacher check

1000 More or Less

- (a) 4651, 2651 (b) 6250, 4250
(c) 9463, 7463 (d) 5024, 3024
(e) 3981, 1981 (f) 8509, 6509
(g) 2569, 569 (h) 7360, 5360
(i) 10 547, 8547 (j) 3880, 1880
(k) 2090, 90 (l) 10 543, 8543
- (a) 1567, 2567, 3567, 4567, 5567
(b) 9924, 10 924, 11 924, 12 924, 13 924
(c) 7320, 8320, 9320, 10 320, 11 320
(d) 10 663, 11 663, 12 663, 13 663, 14 663
(e) 7421, 6421, 5421, 4421, 3421
(f) 5057, 4057, 3057, 2057, 1057
(g) 14 212, 13 212, 12 212, 11 212, 10 212
(h) 11 604, 10 604, 9604, 8604, 7604
- 1265, 10 265, 11 265, 20 265, 25 265, 30 265
- 21, 621, 1921, 14 021, 19 021, 28 021

Challenge: 140 000, 110 000, 100 000, 80 000,
70 000, 50 000, 30 000, 10 000

Adding with Trading

- (a) 51 (b) 44 (c) 72 (d) 72
(e) 757 (f) 391 (g) 884 (h) 983
(i) 993 (j) 776 (k) 605 (l) 630
(m) 900 (n) 805 (o) 861 (p) 954
- Teacher check

Challenge: (a) 114 (b) 97 (c) 721 (d) 932

Subtraction with Trading

- (a) 18 (b) 7 (c) 26 (d) 17
(e) 428 (f) 733 (g) 728 (h) 326
(i) 445 (j) 256 (k) 119 (l) 127
(m) 521 (n) 303 (o) 127 (p) 118
- Teacher check

Challenge: Teacher check

Length Problems

- (a) 1 km (b) 1.25 km (c) 2.5 km (d) 2.75 km
(e) 4.6 km (f) 5.84 km (g) 7.2 km (h) 12.38 km
(i) 15.899 km
- (a) 2.3 m (b) 125 cm (c) 625 cm (d) 205 km
(e) 5000 m

Challenge: Teacher check

Equivalent Masses and Capacities

- (a) g (b) kg (c) mL (d) L
- (a) 1000 (b) 1000
- millilitre, pint, litre
- $\frac{1}{10}$ of 1 kg = 100 g, $\frac{1}{4}$ of 1 kg = 250 g,
 $\frac{1}{2}$ of 1 kg = 500 g, $\frac{3}{4}$ of 1 kg = 750 g,
 $\frac{1}{10}$ of 1 L = 100 mL, $\frac{1}{4}$ of 1 L = 250 mL,
 $\frac{1}{2}$ of 1 L = 500 mL, $\frac{3}{4}$ of 1 L = 750 mL
- (a) 4 kg (b) 7.5 kg (c) 8.75 kg (d) 2500 g
(e) 5800 g (f) 6100 g (g) 7400 g
- (a) 3 L (b) 4.25 L (c) 9.5 L (d) 6700 mL
(e) 7500 mL (f) 4200 mL (g) 6600 mL

Challenge: Teacher check

2-D Shapes

- heptagon, triangle, octagon, square, pentagon, circle, hexagon, rectangle
- All shapes, apart from the circle and oval should be coloured
- (a) isosceles triangle: A triangle with two sides the same length and two angles the same size.
(b) equilateral triangle: A triangle with three sides the same length and three angles the same size.

Challenge: Teacher check

Week 2

Describing 2-D Shapes

- | | |
|---------------------|--------------------|
| (a) hexagon, 6, 6 | (b) square, 4, 4 |
| (c) circle, 1, 0 | (d) pentagon, 5, 5 |
| (e) triangle, 3, 3 | (f) heptagon, 7, 7 |
| (g) rectangle, 4, 4 | (h) octagon, 8, 8 |
- | | |
|--------------------------|------------------------|
| (a) equilateral triangle | (b) square |
| (c) heptagon | (d) isosceles triangle |
| (e) pentagon | (f) rectangle |

Challenge: Teacher check

Push or Pull?

Teacher check.

Down the Ramp

- 1.-3. Teacher check
4. The higher, steeper ramp will make the marble roll further

Float or Sink?

Teacher check.

The Legends of King Arthur's Swords

Mr Miacca

Comprehension

- (c) warn children of danger.
- Possible answer: Mr and Mrs Miacca don't pronounce the letter 'h' and they cut some words. Their speech is informal.
- Possible answer: so the reader can get a sense of the characters' accents.
- Possible answers:
 - brave, cheeky, clever, confident, fast
 - frightening, big, dangerous, rough
 - trusting, obedient, naive
- Possible answers:
 - Tommy's mother would have felt very worried and concerned for her son's safety. She may have reported him missing to the police and/or sent out search parties to look for him.
 - Mrs Miacca would have felt surprised and then tricked and disappointed when Tommy didn't return with the pudding. She might have tried to lie to Mr Miacca so she didn't have to admit that she let Tommy go.
 - Mr Miacca would have felt angry, hungry and frustrated to find Tommy gone not once but twice. He may have been angry with his wife the first time, and he might have gone looking for Tommy both times.

Word Reading

- (b) lifted
- (a) herbs (b) them (c) husband
- (a) tough (b) relieved (c) thoughtful
(d) bad (e) clever (f) huge
- (a) street (b) frightening (c) huge
(d) scarcely (e) pudding (f) wise/clever
- (a) boy (b) dear (c) course
(d) pause (e) right (f) meat
(g) sure (h) some (i) him
(j) ate (k) not
- ly: scarcely, usually, quickly, promptly
-ed: turned, snapped, dropped, hoisted, pulled, pinched, compared, commented, bothered, exclaimed, called, appeared, answered, asked, explained, tired, relieved, escaped, boiled, ordered, chopped, added, bolted

Comprehension

- To relate two legends; To entertain the reader.
- Answers will vary.
- Sword 1: in an anvil mounted on a rock;
Sword 2: in a woman's hand in the middle of a great lake
- Basically honest, but tried to take advantage of a situation and Arthur's ignorance; Respectful of his father etc.
- puzzled
- Answers will vary.
- Answers may include: to add interest; to break up the narrative; to tell more about the characters etc.
- There are two titles.
- (a) with fear, anxiety or other emotion; anxiously
(b) a heavy iron block on which metals are hammered and shaped
(c) weeping, wailing; expressing grief

Word Reading

- (a) frantically, excitedly, suspiciously, kindly, promptly
(b) frantically
- Possible answers include:
 - led (b) unkindly, refused
- (a) confused/perplexed
(b) cross/annoyed/irritated/irate
(c) fetch/get
(d) emerged
- (a) re-
(b) Teacher check; again, back
(c) Teacher check
- young, trouble, country
- (a) sent (b) way (c) him (d) which

Week 3

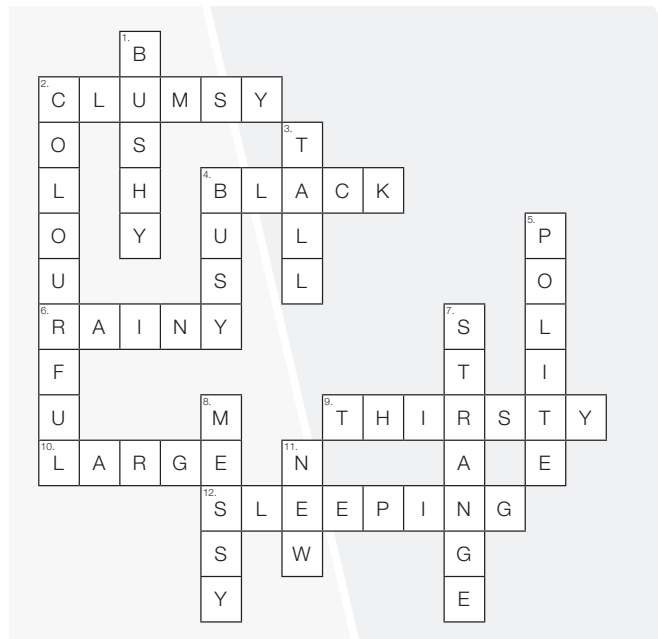
Adjectives

1. Adjectives are in bold print.

A dragonfly is a **flying** insect. It gets its **scary** name because it looks like a **tiny** dragon. However, a dragonfly is a **gentle** creature and does not bite or sting people. It can have a **blue, red** or **green** body and **white, yellow** or **black** markings. A dragonfly has **compound** eyes, **large** wings, and **strong** jaws and **sharp** teeth for crunching up other insects. It is most likely to be found near **damp** places.

2. (a) flying
 (b) scary
 (c) blue, red, green
 (d) white, yellow, black
 (e) strong, sharp
 (f) damp
3. (a) (i) long (ii) warm
 (iii) local (iv) icy
 (v) lazy (vi) chilly
- (b) (i) lazy, long, local
 (ii) chilly/icy, chilly/icy, warm

Adjectives



Procedure

- Banana and choc chip muffins
- The goal of the recipe is to make 12 banana choc chip muffins.
- Teacher check
- (a) (i) 9 (ii) 4 (iii) 15 (iv) 11 (v) 1 (vi) 13
 (b) Answers will vary. Possible answer: It is important that the steps are followed in order otherwise the recipe will not work. For example, the oven needs to be turned on before the mixture is placed in it etc.
 (c) capital letter, full stop
- The muffins will taste good.

Volcanoes

Volcanoes are places on the **E**arth's surface *through which* molten rock, called magma, and gas from far below the surface erupt.

Volcanic eruptions can be violent, spilling hot lava, ash, dust, gas and cinders over large areas.

They can trigger tsunamis, earthquakes, floods, rockfalls and mudflows.

Eruptions have caused *some* of the worst disasters in *history*, *killing* thousands of people.

Categories of volcanoes include: active, dormant (sleeping) and extinct (no longer active).

Every time a volcano erupts it becomes bigger, because as the lava cools it forms a *new* layer of rock.

Although our understanding of volcanoes has increased, predicting *when* they will erupt and limiting the damage they *cause* is still difficult.

1. (a) Missing punctuation is in **bold type**.
(b) The colon is circled.
2. (a) Spelling errors are in *italic type*.
through, which, some, history, killing, new, when, cause
(b) (i) volcanoes (or volcanos)
(ii) disasters
(iii) eruptions
3. (a) (i) erupted
(ii) included
(iii) caused
(iv) triggered
(v) were
(vi) became
(b) (i) will cause
(ii) will cool
(iii) will form
(iv) will be

Week 3

Place Value

- (a) 4813 (b) 2569 (c) 4127 (d) 1480
- (a) 5 thousands (b) 7 tens
(c) 6 ones (d) 3 tens
(e) 4 hundreds (f) 8 ones
(g) 5 hundreds (h) 0 hundreds
(i) 6 thousands (j) 4 thousands

Challenge: Teacher check

Expanded Notation

- (a) 4 thousands, 5 hundreds, 2 tens, 7 ones
(b) 3 hundreds, 1 ten, 9 ones
(c) 5 thousands, 2 hundreds, 1 one
(d) 9 thousands, 7 hundreds, 4 tens, 6 ones
(e) 3 thousands, 8 tens, 1 one
(f) 1 thousand, 4 hundreds, 5 tens, 2 ones
- (a) $700 + 10 + 2$ (b) $1000 + 600 + 30 + 7$
(c) $6000 + 500 + 70 + 2$ (d) $2000 + 300 + 90 + 8$
(e) $8000 + 90 + 3$ (f) $3000 + 200 + 10 + 4$
(g) $5000 + 800 + 5$ (h) $7000 + 600 + 30 + 5$
- (a) $4 \times 1000 + 7 \times 100 + 1 \times 10 + 2 \times 1$
(b) $7 \times 1000 + 9 \times 100 + 0 \times 10 + 3 \times 1$
(c) $1 \times 1000 + 2 \times 100 + 7 \times 10 + 4 \times 1$
(d) $9 \times 1000 + 6 \times 100 + 8 \times 10 + 5 \times 1$
(e) $5 \times 1000 + 0 \times 100 + 6 \times 10 + 1 \times 1$
- (a) 400, 7 (b) 6000, 40
(c) 8000, 500, 9 (d) 3000, 900, 20

Challenge: (a) 63 467 (b) 24 839

Inverses

- (a) 7 (b) $12, 5 + 7 = 12$
(c) $15, 6 + 9 = 15$ (d) $12, 4 + 8 = 12$
(e) $13, 6 + 7 = 13$ (f) $16, 5 + 11 = 16$
(g) $12, 3 + 9 = 12$ (h) $16, 2 + 14 = 16$
(i) $38, 15 + 23 = 38$ (j) $48, 16 + 32 = 48$
- (a) 14, 8 (b) 9, Teacher check
(c) 11, Teacher check (d) 15, Teacher check
(e) 26, Teacher check (f) 39, Teacher check
(g) 11, 18 (h) 4, Teacher check
(i) 7, Teacher check (j) 12, Teacher check
(k) 16, Teacher check (l) 25, Teacher check
- (a) See example
(b) $2 + 7 = 9, 9 - 2 = 7, 7 + 2 = 9, 9 - 7 = 2$
(c) $15 - 3 = 12, 12 + 3 = 15, 15 - 12 = 3, 3 + 12 = 15$
(d) $9 - 8 = 1, 9 - 1 = 8, 1 + 8 = 9, 8 + 1 = 9$
(e) $12 + 24 = 36, 24 + 12 = 36, 36 - 24 = 12,$
 $36 - 12 = 24$

(f) $19 - 6 = 13, 19 - 13 = 6, 13 + 6 = 19, 6 + 13 = 19$

Challenge: $4 + 5 = 9, 5 + 4 = 9, 9 - 4 = 5, 9 - 5 = 4$

Checking Calculations

- (a) 16 (b) 18 (c) 23 (d) 24
- (a) 15, $5 + 5 + 5 = 15$ (b) 20, $35 - 15 = 20$
(c) 17, $17 - 8 = 9$ (d) 12, $20 - 8 = 12$
(e) 8, Double 4 = 8 (f) 16, $16 + 7 = 23$
- (a) 40 (b) $30 - 10 = 20$
(c) $50 + 40 = 90$
- (a) 800 (b) $800 - 400 = 400$
(c) $900 + 300 = 1200$
- (a) $5000 + 2000 = 7000$ (b) $6000 - 2000 = 4000$
(c) $3000 + 7000 = 10\ 000$

Challenge: Teacher check

Equivalent Units of Time

- (a) 60 (b) 60 (c) 24 (d) 7
(e) 28 and 31 (f) 365 and 366
(g) 52 (h) 12
- year, month, week, day, hour, minute, second
- $\frac{1}{2}$ day = 12 hours, 2 minutes = 120 seconds,
 $\frac{1}{2}$ hour = 30 minutes, 26 weeks = $\frac{1}{2}$ year,
30 seconds = $\frac{1}{2}$ minute, 2 hours = 120 minutes
- (a) 180 (b) 120 (c) 120 (d) 30
(e) 48 (f) 72 (g) 4 (h) 3
(i) 104 (j) 156 (k) 48 (l) 24

Challenge: (a) Casey, 4 days

(b)

Name	Time
Ben	1500 seconds
Tina	0.5 hours
Priya	34 minutes

Perimeter Formal Units

- (a) 16 cm (b) 18 cm (c) 14 cm
 - (a) 12 cm (b) 14 cm (c) 20 cm
(d) 14 m (e) 12 m (f) 20 m
- Challenge: (a) 3 cm, 3 cm, 12 cm
(b) 2 cm, 4 cm, 12 cm
(c) 3 cm, 4 cm, 14 cm

Week 3

Angles

1. Teacher check
2. Right angles (*red*) = a, c, d and g
Straight line angles (*yellow*) = b and h
Half right angles (*blue*) = e, f and i

Challenge: Square or rectangle.

Identifying Angles

1. Teacher check
2. The following shapes should be coloured red:
a, c, e, g and h.

Challenge: Teacher check

Choosing Materials

1. Possible answers
 - Soft drink bottle – plastic – transparent to see drink, flexible and will not break if dropped.
 - Window – glass and wood, nails, plastic – transparent, the light comes in, we can see in and out, hard.
 - Shirt – cloth and plastic buttons – light, flexible, dries quickly when washed, soft to touch (feels nice).
- 2.– 4.

Teacher check. (Pupils should come to the conclusion that good absorbent paper has open weave material and is light and dry.)

Materials to Make a Home

1. (a) hermit crab – shell
(b) beaver – lodge
(c) bee – hive
(d) squirrel – nest
(e) mole – burrow
2. Teacher check.
3. (a) bricks, cement, plaster, timber, ceramic tiles.
(b) Answers will vary.
4. Teacher check.

Changing by Heating

- (a) hard-boiled (b) toast (c) chip (d) melted

World Climatic Zones

Comprehension

1. The following should be ticked: an opening paragraph, paragraphs of information, maps and images
2. latitude, altitude, winds, distance from the sea, ocean currents
3. (a) vegetation (b) animals
(c) thinner (d) rain
(e) invisible lines running horizontally across the earth's surface
(f) height above sea level
4. spread over a wide area
5. The air is thinner and cannot hold heat as easily.
6. Coastal regions get more rain because moisture from the sea forms clouds and falls as rain or evaporates before it reaches the inland regions.
7. Answers will vary.
8. Polar regions would get hotter because the sun's rays would have a shorter distance to travel.

Word Reading

1. (a) affected—influenced or touched by something; effected—caused to happen; bring about
(b) current—a body of water or air moving in a different direction;
currant—a small dried fruit made from a grape
2. (a) Latin—trans (across), portare (carry); transport—carry across
(b) Answers may include: transfer, transit, translate, transplant
3. evaporates, colder, dispersed, climatic, precipitation, thinner, temperatures, territories, hotter
4. (a) -ly (b) easily, easy
5. (a) equator (b) horizon/horizontal
(c) add/addition/additional
(d) pole
6. (a) moisture (b) Teacher check

Great British Artists

Comprehension

1. ... give brief biographies of three landscape painters.
2. Answers may include six of the following: name, date of birth and death, birthplace, when and where studied, painting style, notable achievements, famous paintings.
3. Gainsborough—merged human figures with landscapes; used observations of nature to paint, not formal rules.
Constable—brilliant colour and lively brushwork to show light and movement in clouds and sky.
Turner—'painter of light'—emphasised light and colour in paintings.
4. (a) inspired—filled with the urge to do something creative
(b) notorious—famous or well-known for some bad quality or deed
(c) preliminary—preceding or done in preparation for something
(d) topographical—relating to the arrangement or accurate representation of the physical features of an area
5. To become well-known (or make a name for himself) so that he could continue to work as an artist.
6. Many brief points of information can be included.
7. Gainsborough and Turner

Word Reading

1. Answers may include any from the following list: landscape, portrait(s), artists, engraving, painted, painter, figure, painting, oil, watercolour, techniques, colour, brushwork, light, sketches, water colourist, sketched, pencil, exhibit.
2. Answers will include eight from the following list: landscape painter, portrait painter, weaver, merchant, water colourist, printmaker, barber, wig maker, architect, topographical draughtsman.
3. (a) favourite—best-liked
(b) lively—energetic
(c) observations—ideas
4. good fortune
5. watercolour, brushwork, printmaker, draughtsmen, fishermen, shipwrecks, sunlight
6. (a) techniques
(b) Answers could include: antique, boutique, unique.
7. notorious, famous
8. Latin 'prae' meaning 'before' and 'limen' meaning 'threshold'; 'pre-' means 'before'.

Week 4

Comparing Things

1. wavy, cheeky, wavier, cheekier, waviest, cheekiest
2. (a) tidy, tidier, tidiest
(b) famous, more famous, most famous
(c) narrow, narrower, narrowest
(d) horrible, more horrible, most horrible
(e) wonderful, more wonderful, most wonderful
3. Teacher check

Adverbs

1. The following adverbs should be underlined:
beautifully, woefully, enthusiastically, reluctantly,
swiftly, easily, slowly, awkwardly, neatly, carelessly,
patiently, perfectly, quickly, messily
2. (b) woefully (c) enthusiastically (d) carelessly
(e) patiently (f) messily
3. Answers may include:
(a) earlier ⇨ later
(b) After ⇨ Before
(c) always ⇨ never

Report

1. Fairview Hockey Club
2. (a) True
(b) False
(c) True
3. (a) 5
(b) (i) Paragraph 2
(ii) Teacher check
(c) (i) plays
(ii) attends, is
(d) (i) Elise positions herself well during short corners.
(e) Teacher check
4. (a) Elise's hockey coach
(b) Teacher check

The Trojan Horse

Queen **Helen** of **Greece** was kidnapped by **Prince Paris** who took her back to his home in **Troy**. The **Greek** people were very *upset* and sent **Ulysses** and his warriors to **Troy** to get their queen back.

Athena, the goddess of war, told **Ulysses** to build a huge wooden horse and to leave it outside the gates of **Troy**. The **Greeks** *pretended* to leave **Troy** but *instead* they hid inside the huge horse.

The **Trojans** discovered the horse and *brought* it into their city. Believing the war was over, they had a huge celebration. *Afterwards*, when everyone was tired, they all fell asleep.

When all was *quiet*, the **Greeks** opened the wooden horse and attacked the **Trojans**. They rescued Queen **Helen** and set *sail* for their home in **Greece**.

1. Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
upset, pretended, instead, brought, Afterwards, quiet, sail
3. (a) The past tense of each verb is underlined.
to send – sent, to tell – told, to bring – brought,
to discover – discovered, to open – opened, to rescue – rescued
(b) The first 3 are irregular, complete word changes. The last 3 are regular, add -ed.
(c) (i) huge, wooden
(ii) home, people, warriors, queen
(iii) Possible answers: people, warriors, gates, Greeks, Trojans
4. (a) Teacher check, possible answers include: enormous, gigantic, immense

Week 4

Pottery Houses

Materials:

- pencil
- scissors
- paper
- rolling pin
- string
- a ball of clay
- skewer
- carving tools
- knife
- 2 flat, thin pieces of wood

Instructions:

1. **R**oll the clay between the *pieces* of wood until it is an even *thickness*.
2. **U**se paper about the same size as the clay to draw a house shape.
3. **C**ut out the house, place it on the clay and *trace* around it with the *knife*. **R**emove the extra clay.
4. **U**se the tools or excess clay to add detail to the house shape.
5. **P**oke a hole near the top with the skewer.
6. **A**llow to dry and hang by the string to display.

1. (a) Missing punctuation is in **bold type**.
(b) The colons are circled.
2. (a) Spelling errors are in *italic type*.
pencil, scissors, skewer,
pieces, thickness, trace, knife
(b) knife
(c) Teacher check
3. (a) Teacher check
(b) (i) girl: she, her, hers
(ii) boy: he, him, his
(iii) parents: they, them, theirs
(iv) toy: it, its
4. Teacher check

Monkeynaut

Gordo, the squirrel monkey, was *launched* into space by the **U**nited **S**tates Army on 13 **D**ecember 1958 inside the nose-cone of a spacecraft called Jupiter AM-13. **S**cientists wanted to see if a human being could survive a flight into space.

Gordo wore a *special* helmet and was strapped into a chair. **H**e had buttons and levers to press during the flight to see if he could perform jobs as well as survive the *flight*.

Gordo survived the flight but, when the spacecraft touched down in the **A**tlantic **O**cean he *drowned*, because the device that was supposed to keep him *afloat* did not work and sank.

1. (a) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
launched, Scientists, special, flight, drowned, afloat
3. (a) Answers may include:
(i) is launching, launches
(ii) is strapped, straps, is strapping
(iii) survives, survive, is surviving, are surviving
(iv) is supposed to
4. (a) Answers may include: nose-cone, spacecraft, because, afloat
(b) Teacher check
(c) (i) December (ii) United States
(d) (i) Rd (ii) km

Week 4

Rounding Numbers to 10

- (a) 10 (b) 10 (c) 30 (d) 50
(e) 30 (f) 70 (g) 20 (h) 100
(i) 40 (j) 30 (k) 80 (l) 50
- (a) 0 (b) 30 (c) 50 (d) 50
(e) 80 (f) 100
- (a) $10 + 10 = 20$ (b) $20 + 10 = 30$
(c) $20 + 20 = 40$ (d) $20 + 30 = 50$
(e) $30 - 10 = 20$ (f) $40 - 20 = 20$
(g) $60 - 30 = 30$ (h) $80 - 30 = 50$

Challenge: (a) 17 (b) 25 (c) 34 (d) 55
(e) 18 (f) 14 (g) 35 (h) 41

Rounding Numbers to 100

- (a) 0 (b) 100 (c) 400 (d) 300
(e) 400 (f) 700 (g) 200 (h) 1000
(i) 700 (j) 800 (k) 600 (l) 600
- (a) 0 (b) 300 (c) 700 (d) 400
(e) 1000 (f) 800
- (a) $300 + 100 = 400$ (b) $200 + 100 = 300$
(c) $400 + 300 = 700$ (d) $300 + 500 = 800$
(e) $900 - 400 = 500$ (f) $700 - 700 = 0$
(g) $800 - 300 = 500$ (h) $800 - 500 = 300$

Challenge: (a) 464 (b) 247 (c) 669 (d) 837
(e) 511 (f) 48 (g) 425 (h) 336

Addition Word Problems

- (a) 53 birds (b) 71 oranges
(c) 53 km (d) 71 books
(e) 58 pencils (f) 18 pups
- (a) 41, Teacher check (b) 126, Teacher check

Challenge: Teacher check

Measuring in Square Centimetres

- (a) 4 cm^2 (b) 7 cm^2 (c) 8 cm^2 (d) 10 cm^2
(e) 9 cm^2 (f) 6 cm^2 (g) 5 cm^2 (h) 12 cm^2
- a, g, f, b, c, e, d, h
- Teacher check

Challenge: Teacher check

Area and Perimeter

- (a) $A = 8 \text{ cm}^2$, $P = 12 \text{ cm}$
(b) $A = 9 \text{ cm}^2$, $P = 12 \text{ cm}$
(c) $A = 12 \text{ cm}^2$, $P = 16 \text{ cm}$
(d) $A = 12 \text{ cm}^2$, $P = 16 \text{ cm}$
- Teacher check

Challenge: Teacher check

Ordering Angles

- (a) 45° (b) 90° (c) 180°
- (a) 1 (b) 4 (c) 3 (d) 2
- (a) 4 (b) 1 (c) 2 (d) 3

Challenge: Teacher check

Classifying Angles

- 90° angles: (a), (c) and (e),
less than 90° angles: (d) and (f),
more than 90° angles: (b), (g), (h) and (i)
- (a) Red: rectangle and square
(b) Yellow: triangle and trapezium
(c) Blue: octagon and trapezium
- Teacher check

Challenge: Teacher check

Minibeast Hunt

Teacher check

Looking at Minibeasts

Teacher check

Saving Water

Teacher check

All About Recycling

- (a) new (b) shredded (c) cans
(d) Empty (e) worms
- Teacher check