SHEFA EDUCATION
"QUEST FOR EXCELLENCE"
"Quête pour l'excellence"
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Central School

Home School Package

Year: 5

Ministry of Education and Training/Ministère de l'Education et de la Formation
Republic of Vanuatu/République du Vanuatu

HOME SCHOOL PACKAGE CONTENT

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LESSON Plan

Teacher	Name : Nambong & Bule Subject : English
Date	Monday 8th June 2020
	Topic : Unit 14 Australia - Sound Waves Lesson number :1
Learning outcomes	By the end of the lesson the children should be able to know more about Australia, share experiences and understand the different styles, animals, food, clothes and ways of living in Australia.
Introduction	• Discussion about Australia/Map • Discussion of animals • Discussion of products manufactured in Australia • Discussion of names and states of Australia • Discussion of food/clothes and way of living
	Catch phrase for the lesson “ Say hello to my little friend”

 Learners notes	Summary Holiday Imagine your class has been asked to go to Sydney for two weeks' holidays. - Catch Air Vanuatu flight NF51 from Port Vila to Sydney airport. The flight leaves at 4pm. - As you fly over Sydney you look out the window and saw two interesting things. [What are they ?] - You take a taxi from the airport to Circular Quay. You get out of the bus and catch a train. It takes you across the harbour to Hunters Hill. - Your host family picks you up from the wharf and takes you home for tea. - [what will you be eating?] - What language will you be speaking? - The next day you explore Sydney with your host family. [Where will you go?] [What will you see?] - At night time it is a little bit cold. - [What do you put on your bed to keep you warm?] - [What do you watch before you go to bed?] - The next day you go to a farm - [What animals do you see?] - [What crops will be growing there?] - It's Sunday, what will you wear to church? - [What hymns will you be singing?] - Soon it will be time to come back home. What will you buy for your mother, father, brothers and sisters? You are back home and write a letter thanking your host family and say what you liked most about your visit.

Visual aids	<u>Australian Map</u> Study the map and names of places in Australia.
Exercises	A] Sound Waves -Unit 17[m mm mb] - Act : 1-4 B] Letter writing Explain and help your child to write a letter to thank his/her host family back in Australia and what he/she likes most about Australia. C] Fill in the table. 1.Make a list of different animals you saw in the farm or zoo.

<table>
<tr><td></td><td>2. Make a list of different types of food
3. Make a list of different types of crops grown in the farm.

<table><tr><th>Animals</th><th>Food</th><th>Crops</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>
Assignment</td><td>1.If you do not know about Australia, please ask your family member or friends who have been to Australia to give you all the information you needed.
2. Find a book or magazines about Australia and get information from there.
3. Use internet.</td></tr>
<tr><td>
Assessment</td><td></td></tr>
<tr><td>
References</td><td>1. English Language year 5
2. SoundWaves Unit 17 pg 40</td></tr>
</table>

 Teacher	Name : Nambong & Bule Subject :Language
 Date	Tuesday 9th June 2020
	Topic : Unit 14 Australia -SoundWaves -SpellingMatrix Lesson number :2
 Learning outcomes	1. Recall important information about Australia 2. Understand the heritage of the aboriginal people, the important stories they tell their children, and the difficulties that they face in living on their lands.
 Introduction	1. Story Reading – [Forty Days In The Desert] Read the story with your child explaining difficult words and help the child to understand the story. 2. You can ask the child to read while you listen to him/her read.
	Catch phrase for the lesson

 Learners notes	Summary Forty Days In the Desert ‘Helicopter to base…..helicopter to base…Man spotted. Landing to investicate.’ With those words, robert Bogucki was found after surviving 40 days in the great sandy Desert of Northern Australia. ‘I ran out of food after a few days,’ said Robert, speaking from hospital after his rescue.’ I kept myself alive by eating plants and flowers.’ Robert was not aware that people were searching for him. Aboriginal trackers had found his tent and bicycle earlier, but then lost the trail. ‘For most of the time I was walking barefoot. I drank muddy water whenever I could find some,’ said Robert. ‘ Some planes flew overhead, but I didn’t know they were looking for me.’ Robert was walking along a dry creek bed when he heard the sound of the rescue helicopter. He had travelled 250 miles from his last campsite. During the time he lost 44pounds in weight. The helicopter was paid for by Robert’s parents and was making a last search for him. ‘I don’t know how I became lost,’ said Robert. ‘But the time in the desert has enable me to make peace with God.’

	The child should understand all these words below. A helicopter, a base, to spot someone, to land, to investigate, to survive, a desert, to run out of something, a hospital, a rescue, to keep oneself alive by doing something, a tracker, an Aborigine, a tent, to lose, a trail, barefoot, muddy water, overhead, a dry creek bed, a campsite, a search, to enable you to do something, peace the police, on average,to travel a water hole.
Visual aids	
Exercises	A] SoundWaves Unit 17 Act : 5-7 pg 40 B] Comprehension Activities Explain the activities and ask your child to do the activities. 1. What is a desert ? 2. Robert has travelled 250 miles on barefoot. How many kilometres is that ?

3. What is a dry creek bed ?

4. Why do you think he thought of that person in particular ?

5. How could he have protected his feet ?

6. Why do you think he could onlyfind muddy water ?

7. Why was the helicopter the last attempt to find Robert ?

C] Multiple Choice Questions.
Read and circle the correct answer only.

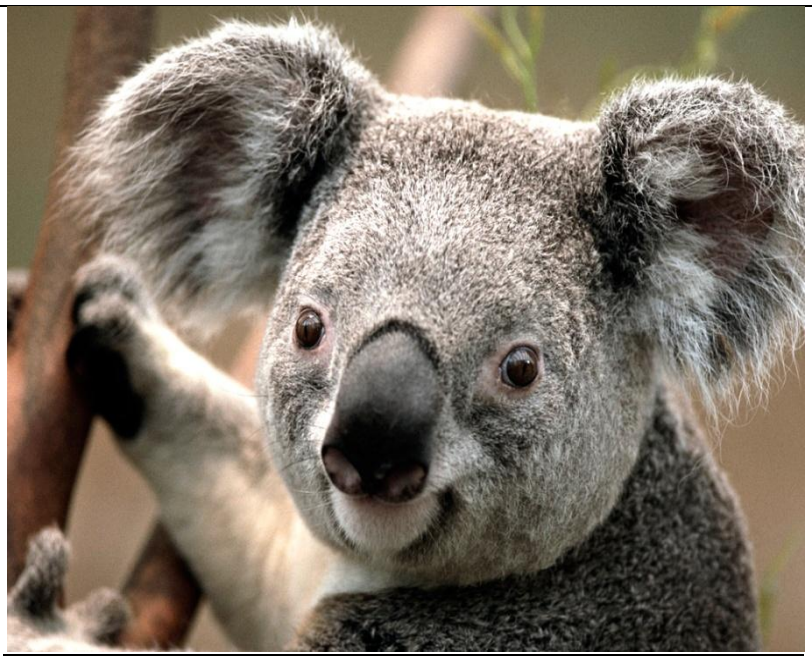
1. Robert Bogucki was lost in the desert for
   a. 30 days
   b. 40days
   c. 50days
2. During the time Robert travelled 250 miles barefoot. On average, how many miles a day did he travel ?
   a. About 3 miles
   b. About 6 miles
   c. About 12 miles
3. Why did he walk along dry creek beds ?
   a. It was easier to walk on river stones
   b. So that he could find water holes
   c. Many different flowers grew there
4. Who did Robert think of in particular during the 40 days he spent in the desert ?
   a. His parents
   b. His friends
   c. God
5. Robert walked most of the time barefoot. Would that cause him problems ?

	a. Probably b. Probably not c. I don't know 6. How did he survive for 40 days in the desert ? a. He drank muddy water b. He ate plants and flowers c. He prayed to God 7. The rescue helicopter was paid for by a. His friends b. His parents c. The Australian Government
Assignment	If your child does not understand the questions, please make sure he/she refers back to the story.
Assessment	
References	English Language, Pupils book, Year 5

 Teacher	Name :Nambong & Bule Subject :Language
 Date	Wednesday 10th June 2020
	Topic :Unit 14 Australia -SoundWaves -Spelling Matrix - Project Lesson number : 3
 Learning outcomes	1. By the end of this lesson your child should know how to write/prepare a project. 2. To help the child to get more informations about Australia 3. Project work should encourage imagination, creativity, responsibility, research and study skills.
 Introduction	1. Explain what is a project. A project is an extended task that integrates - Listening - Speaking - Reading, writing and - Thinking There is usually a goal to reach[A talk, a display & an information booklet] which will include a. Planning b. Gathering information c. Problem solving

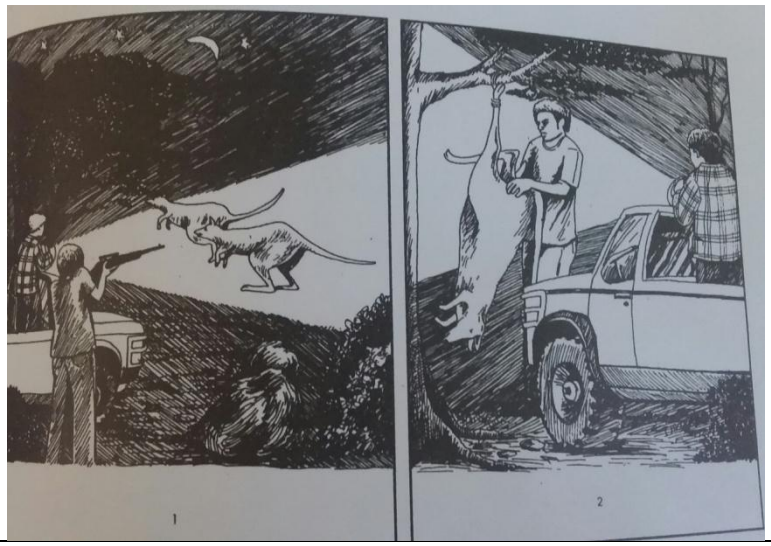
	d. A spoken report e. A written report f. A display 2. Let your child choose from the list of his/her choice of what he/she wanted to write about and make sure it is easy for him/her to present in class 3. Choose a topic of your choice and find informations about it and put it on a chart/book for presentation in class.
	Catch phrase for the lesson 'Be fabulous when you exit our door'
 Learners notes	Summary Projects 1. Choose an animal that is destinctive to Australia. Find information about the animal. Present the information as a fact sheet, or as an information book. Examples of animals that you might like to research are : - The kangaroo - The koala bear - The platypus - The wallaby - The dingo - The saltwater crocodile - 2. What is the outback of Australia ? Wh olives

	there ? what is the land used for ? How do children go to school ? 3. Choose one kind of farm that you find in Australia. Prepare a fact sheet on that type of farm. 4. Mining is important to the Australian economy. Choose one kind of miningand explain how it is done. Draw charts and present facts sheets. 5. What are some important events that have occurred in the history of Australia. Make a time line that compares recent time with the 'dream time' of the Aboriginal people. 6. Find another custom story told by the Aboriginal people. Retell the story in a picture book. 7. What are Aboriginal land rights ? How is the Australian government approaching this problem ? 8. What sports are played in Australia ? Choose one of the famous sports person and tell about his/her achievements.

Visual aids	
Exercises	A] SoundWaves unit 17 pg 40 Act : 8-9 B] Project 1. Choose your topic for your project from above 2. Collect, research and find informations 3. Prepare your project on a chart or a book and then get it ready for presentation in class C] Grammar Activities Punctuation Put in the question [?] marks where they are needed. 1. ‘Is Bangkok the next stop ’ asked Rachel. 2. ‘Will you fastened your seat belts ’ asked the flight attendant. 3. ‘Do you have any other luggage ’asked the customs officer. 4. ‘How long will you be staying ’asked the

	immigration officer. 5. ‘Have you anything to declare ’asked the officer as she opened my bag. 6. ‘Will the flight be on time ’I questioned the airline clerk. 7. Would you like tea or coffee ’asked the flight attentant. 8. ‘Is that really how cold it is outside the plane ’ I asked dad.
Assignment	1. If you do not understand. Seek information on how to write a project from a teacher, friend or find resources. 2. Practice your notes ready before presenting in class
Assessment	
References	1. Internet 2. Write well 5 3. Library books 4. Story books 5. Information pamphlets

 Teacher	Name : Nambong/Bule Subject :Language
 Date	Thursday 11th June 2020
	Topic : Unit 14 Australia Picture writing Cap Filling Jumpled Activity Lesson number : 4
 Learning outcomes	1. The child should understand the influences that shape the identity of Australian boys and girls. 2. The child should be able to improve his/her learning skills in reading/writing 3. Recall important information about Australia.
 Introduction	1. Explain what is happening in the picture and get the child to form an imaginary story by telling the story in his/her own words. 2. Discuss with the child to have a clear understanding of the picture which helps to develop their thinking skills.
	Catch phrase for the lesson ‘Go ahead into the world and make good decisions’

 Learners notes	Summary Writing from pictures Philip was visiting his uncle who was working on a sheep farm in the outback of Australia. One night his uncle took him kangaroo hunting. Information 1. You will need a licence from the government to hunt kangaroos. 2. You hunt kangaroos at night. The light dazzles kangaroos and they stay still long enough to get a good shot at them. 3. It's hard to catch a kangaroo during the day because they run too fast. 4. You do not usually shoot young kangaroos[called Joeys] nor do you shoot females. Only old males get the bullet.
 Visual aids	

Exercises

A] Picture Writing
Study the picture above and discuss with your child. The summary will help you with your story.

- Write the story

B] Cap Filling Activity
Fill in the spaces using your own words.

Golden Curls

Gather_____ and listen well. To this tale I'll tell you about a girl who wondered _____. She came to meet an angry bear. This little lass with _____ curls was naughtier than most other girls, she thought to borrow _____ or that was quite ok. When in the forest, all alone she found a _____ little home. This home was built with patient and care. And on this _____ no one was there. To make this story not long, but _____. The naughty girl this time was caught, _____ porridge and breaking chairs, and using the bed of baby bear's. The angry bear rang straight _____ to tell her folks she could not stay. And so this Goldie girl was made to _____ For her thoughtless raid. From that day, young Goldilocks was made to _____ the woollen socks that fitted all the three bears feet. Now don't you _____ that's rather neat ?

	Jumpled Words Study the words and unjumpled them and write the correct words. a. emoh _____ b. lgir _____ c. yabb _____ d. sicarh _____ e. tnea _____ f. goyun_____ g. ythguan_____ h. yrgna_____ i. skcos_____ j. netsil_____
Assignment	Always ask for help if you are stuck. Make sure you complete your work.
Assessment	

References	1. Everyday comprehension skills book 2. English Language year 5
Teacher	Name :Nambong/ Bule Subject :Language
Date	Friday12 June 2020
	Topic : Unit 14 Australia SoundWaves Cloze passage Comprehension questions Lesson number : 5
Learning outcomes	1. Recall about Australia 2. The child should be able to improve their skills to understand questions and how to answer them.
Introduction	
	Catch phrase for the lesson 'Practise Makes Perfect'

 Learners notes	Summary
 Visual aids	
 Exercises	A] SoundWaves unit 17 pg 41 Act : 10 & Challenge B] Complete the story The Cat Show Cassie had to sit alone and _____ for her auntie

Sue. Auntie Sue was late because she had to buy a new collar for that spoilt cat of hers. Cassie had to _____ after the orange monster.

Auntie Sue seemed to have been gone for hours. Cassie _____ around the busy hall. There were cats everywhere. This was the biggest cat _____ of the year. There was such a _____ of people and cats.

There were thin cats, _____ cats, black cats, white cats, grey cats, orange cats and cats with a mix of _____ colours. There were furry cats. There were cats with hardly any fur at all. Some cats sat quietly, others _____ at the top of their voices.

The more Cassie looked, the more she began to think that some of the owners _____ just like their cats.

One lady had white fluffy hair with pink ribbons in it. Her cat was white and _____ and had pink _____ in its hair too. There was a tall, thin man standing near his cat. His siamese cat looked just as _____ and thin and snobby as its owner. There was another _____ man wearing fluffy slippers. His cat was just as scruffy and its _____ were covered with thick fur.

Cassie nearly _____ off her chair when auntie Sue arrived. She had a bright sparkly collar for the spoilt _____, but auntie Sue also wore a necklace and bangle that looked just the same as her cat's. But the big shock came when auntie Sue took the scarf off her head. Cassie saw why she had been so _____. She was wearing a wig. Her wig was dyed orange.

C] Comprehension Questions

Answer the questions below.

1. Why did Cassie think her aunt's cat was a monster ?

	2. How did the unhappy cats behave ? 3. What was similar between the tall, thin man and his cat ? 4. Why had Cassie's aunt been so long ? 5. What is the title of the story ?
Assignment	
Assessment	
References	1. Book 5 comprehension Skills with Cloze 2. English Language Year 5

 Teacher	Name :Nambong/Bule Subject : Language
 Date	Monday 15th June 2020
	Topic : Unit 14 Australia -Soundwaves - Comprehension Lesson no : 6
 Learning outcomes	1. To be able to help the child's skills of accurate spoken and written English 2. To reinforce the skills and their use with a variety of interesting activities.
 Introduction	1. Explain and discuss with the child the activities to be done. 2. Read and understand before doing the activities 3. Provide examples to help the child.

	Catch phrase for the lesson ‘ It’s nice to be important, but it’s important to be nice.’
 Learners notes	Summary Survival In The Desert Did you know that ? 1. You are supposed to tell the police before you go into the Australian desert. Do you think Robert Bogucki told anyone before he left for his trip into the Great Sandy Desert ? 2. Water is more important than foodif you are lost in the desert. 3. You can survive for only five or six days without water or food. 4. The temperature in the Australian desert rises to 40 degrees during the day, but drops to 4or 5 degrees during the night. 5. You can live longer without water, if you can find shades during the day.
 Visual aids	
 Exercises	A] SoundWaves Unit 18 pg 42 Act : 1-4

A] Comprehension [Did You Know]

Test yourself on the facts
Answer these questions

1. You want to go into the Australian desert to see what it is like. What must you do first ?
2. What must you take with you ?

3. What is the important thing to have ?

4. What should you do if your water runs low ?

B] Punctuation Activity

Add question marks, commas, and full stops where they are needed.

1. ‘Is everyone going to London ’ I asked
2. ‘Would you let me out ’the man beside me asked politely.
3. ‘Could I have a drink of water ’I asked.
4. ‘How many miles ’she questioned ‘Is it from Sydney or Bangkok ’
5. ‘Can I get you a magazine to read ’asked the flight attendant
6. Can I have a can of coke a can of lemon for my sister some water for mum and some peanuts for dad ’I asked.
7. ‘Is that the captain ?’ I asked
8. ‘That’s the first officer isn’t it ’ Sally asked.

B] Confused words.
Circle the correct word in brackets to form a true sentences.

	1. That is a beautiful piece of [cloth, clothe]. 2. He was out of [breath,breathe] half way through the race. 3. I recieved a [complement, compliment] from my music teacher 4. I keep a daily [diary, diary]. 5. I took the [devise, device] out of the box 6. Theo and Poppy [emigrated, immigrated] to Sydney to be with their children. 7. She's the [eldest, oldest] student in our class. 8. It is very important to [breath,breathe] properly when you are swimming. 9. I have a [cloth, clothe] cap fron Scotland. 10. This book will[compliment, complement] your understanding of Aboriginal culture. -
Assignment	
Assessment	
References	1. English Language Year 5 2. The Primary Grammar Hand Book

 Teacher	Name :Nambong/Bule Subject :Language
 Date	Tuesday 16th June 2020
	Topic : Unit 14 Australia - SoundWaves - Text Types - Acrostics Lesson number :7
 Learning outcomes	1.The child should be able to know different types of writing. [eg..Narrative, etc….] 2. The child should demonstrate an understanding that stories are written for many purposes and maybe interpreted in many ways.
 Introduction	1. Explain to the child that there are different types of writing and today the child will be doing a narrative writing 2. Explain the steps of the structures before

	writing the story.
	Catch phrase for the lesson 'Mistakes are just proof that you are trying'
 Learners notes	Summary An old story with a new ending [Structure of the story- Title, Orientation, Complication, Sequence of events, Resolution] Title - Goldilocks <u>Orientation</u> - [who ? when ? why ?] Remember the story of Goldilocks - the girl who one day walked into the forest and found the three bears' House ? She tasted the three bowls of porridge cooling on the table, and one was just right so she ate it all up. Then she tested the three chairs and <u>Complication</u> accidently smashed the smallest one ! <u>Sequence of the event</u> Soon baby bear returned home and noticed the porridge and chairs had been disturbed. 'Someone's been sitting on my chair and they've broken it,' cried baby bear. Baby bear was so upset, it sobbed and sobbed. Just then Goldilocks burst into the room, waving a Do-it-yourself-instant-fix-it carpentry set.

	Resolution ‘ Sorry about the chair – I had to go home to get this kit. Stop crying, baby, and pass the nails !’ goldilocks fixed the chair just before mother bear and father bear arrived home.
 Visual aids	
 Exercises	A]SoundWaves unit 18 pg 42 Act : 8-9 B] Your turn - Write a narative about an old story with a new ending. [Little Red Riding Hood] C] Poetic Text - Acrostic Write an acrostic about Australia. A- U- S- T- R- A- L- I- A-

References	1. Text types for Primary Schools. Book five 2. English Language Year 5

Teacher	Name : Nambong/Bule Subject :Language
Date	Wednesday 17th June 2020
	Topic : Unit 14 Australia SoundWaves – spelling Matrix Grammar Activities - Irregular Verbs - Lesson number : 8
Learning outcomes	1. Learn and know Irregular verbs and their sounds and words alike.. 2. The child should be able to improve his/her skills in reading, writing and spelling.
Introduction	1. Explain and get the child to understand the irregular verbs. 2. Discuss the Acrostic with the child and show examples.

	Catch phrase for the lesson 'Animal sounds in different languages: Bonjour Fifi!'
 Learners notes	Summary Irregular verbs IRREGULAR VERBS HOMONYMS The past tenses of some irregular verbs sound like, other words. They spelled differently, though. Sometimes words that look as if they should rhyme don't. It can be confusing. For example : 1. The past tense of 'say' is 'said' and it rhymes with 'red' 2. The past tense of 'pay' is 'paid' and it rhymes with 'raid' Tip - Remember to read each clue. Directions - See if you can figure out what the verbs and their sound – alikes are.

Visual aids	
Exercises	A] SoundWaves/ Spelling Matrix Unit 18 pg 43 Act : 9-10 B] Grammar Activity Read and understand before you fill in the table below : [The first one has been done for you]

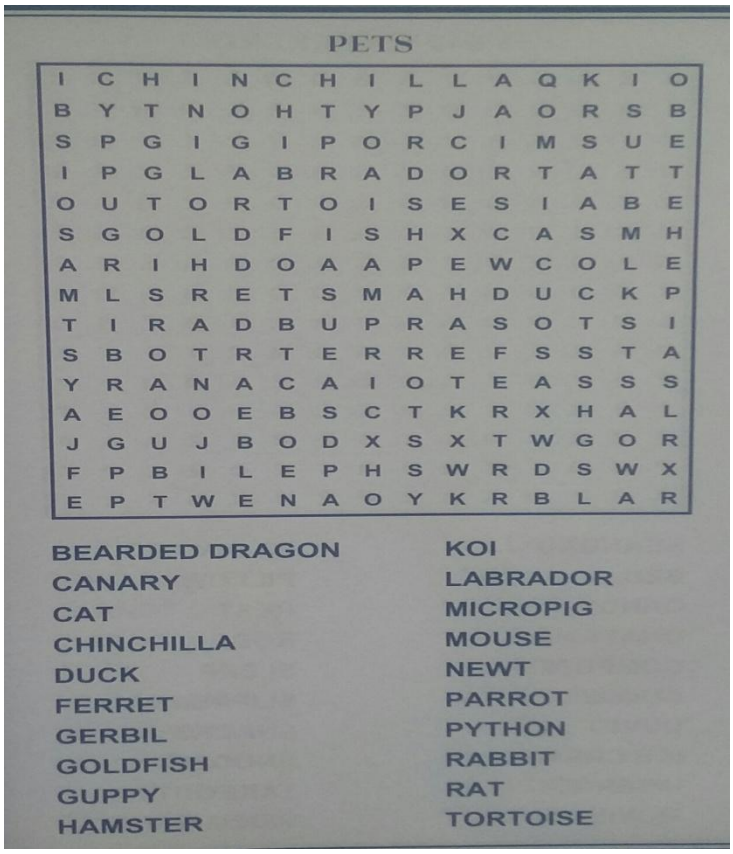
Irregular Verbs	Past Tense	Sound-Alikes
Eat	ate	Eight
Blow		
Fly		
Know		
Read		
Ride		
Ring		
Tell		
Throw		
Write		

Assignment	
Assessment	
	1. The Ultimate Grammar usage book 5 2. English Language Year 5 3. SoundWaves Unit 18

References	

Teacher	Name : Nambong/Bule Subject :Language
Date	Thursday 18th June 2020
	Topic : Unit 14 Australia - Spelling Matrix - Word Search - Dictionary Activity Lesson number : 9
Learning	1. This will help the child to improve his/her vocabulary and general knowledge. 2. The child should be able to have fun with learning where our words come from.

outcomes	
 Introduction	1. Explain to the child on how to use a dictionary and that it is great fun and be helpful. 2. Discuss the word search with the child and help the child find the words.
	Catch phrase for the lesson ‘ What a state you’re in’
 Learners notes	Summary Word Search 1. The word search puzzle is the perfect accessory to keep your brain active and fit during your free time, on holiday or when you’re on the move in your daily life. 2. Testing your spelling and word-spotting expertize with puzzles covering a variety of themes, featuring words facing up, down, diagonally, and backwards. Dictionary How do I find what I want ? 1. The words in the dictionary are arranged in alphabetical order 2. The outer top corners of each double page are two words 3. Some words are spelt differently from the way you expect in different parts of English speaking world. 4. The dictionary gives both spellings, with the one that is used more commonly.

Visual aids	
Exercises	A] Word Search Activity Find the words in the table and circle them.  PETS I C H I N C H I L L A Q K I O B Y T N O H T Y P J A O R S B S P G I G I P O R C I M S U E I P G L A B R A D O R T A T T O U T O R T O I S E S I A B E S G O L D F I S H X C A S M H A R I H D O A A P E W C O L E M L S R E T S M A H D U C K P T I R A D B U P R A S O T S I S B O T R T E R R E F S S T A Y R A N A C A I O T E A S S S A E O O E B S C T K R X H A L J G U J B O D X S X T W G O R F P B I L E P H S W R D S W X E P T W E N A O Y K R B L A R BEARDED DRAGON CANARY CAT CHINCHILLA DUCK FERRET GERBIL GOLDFISH GUPPY HAMSTER KOI LABRADOR MICROPIG MOUSE NEWT PARROT PYTHON RABBIT RAT TORTOISE B] Dictionary Activity Find the meanings to these words in your dictionary. 1. Investigate-

	2. Trackers- 3. Enable- 4. Rescue- 5. Dazzle- 6. Desert- 7. Approach- 8. Achieve- 9. Recent- 10. Economy-
 Assignment	
 Assessment	
 References	1. Classic Puzzles of Word Search 2. Dictionary [Any dictionaries will help] 3. SoundWaves/ Spelling Matrix

Teacher	Name :Nambong/Bule Subject : Language
Date	Friday 19th June 2020
	Topic : Unit 14 Australia SoundWaves Cap filling Act Lesson number : 10
Learning outcomes	

 Introduction	
	Catch phrase for the lesson 'Welcome to the fix anything store'
 Learners notes	Summary
 Visual aids	
 Exercises	A] SoundWaves Unit 18 pg 43 Act : challenge B] Cap Filling Exercises

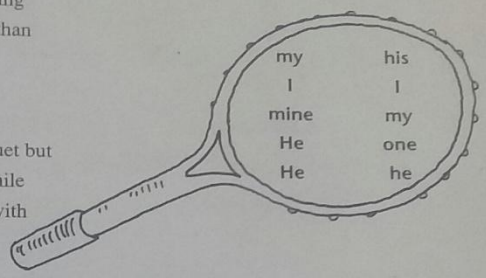
31 UNIT

INTO SPACE

COHESION: USING LINKING WORDS

1 Fill in the spaces with linking words. Choose from the tennis racquet.

My brother has gone to the tennis camp during these holidays. _____ is a better player than _____ am so _____ wasn't selected to go. _____ borrowed _____ new racquet, the _____ I was given for _____ birthday. He has a good racquet but _____ prefers _____ . While my brother is at the camp I'll have to play with _____ old racquet.



2 Fill in these spaces, too. Choose from these words:
it, faster, ours, same, bigger, Ours, That, less, Otherwise, different.

_____ is a great car. When did your dad buy _____ ? And it's really big; much _____ than ours. I'm sure it would go _____ than ours, too. _____ is a real snail!

I think_____ would use _____ fuel, though; it is a very economical car to run. It's because the engine is the size of a pea, I suppose.

Both cars are the _____ colour, just about identical in that way. _____ they are as _____ as chalk and cheese.

3 Cross out the incorrect examples in these sentences.

a. There were (fewer, less) people on the bus.
b. He has (less, fewer) lunch than I have.
c. John is the (bigger, biggest) of the three boys.
d. Kim is the (brightest, brighter) of the two girls.
e. My dog was the (more intelligent, most intelligent) of all the dogs at the show.

66

References

1. Soundwaves Unit 18 pg 43
2. English Language Year 5

 Teacher	Name :Nambong/Bule Subject :Language
 Date	Monday 22nd June 2020
	Topic : Unit 15 Mystery - SoundWaves - Spelling Matrix - Comprehension Question Lesson number :11
 Learning outcomes	To help the child's reading and comprehension skills.
 Introduction	1. Explain what a Mystery is. 2. Help the child to understand about a Mystery.
	Catch phrase for the lesson 'Butterfly flutters by'
	Summary

Learners notes	**Story reading** **Frightening the Eagles Away** Our father was very angry when he came back from the garden. "The eagles have eaten our bananas again," he said. "We will have to stop them." So we marched to the garden, Dad in front carrying a bush knife and some old clothes. We walked behind. I carried some empty tins and a large coconut shell. My sister carried some paint. We stopped by a small tree in the middle of the garden and Dad began to cut off the branches. He made two legs and two arms and put his old clothes on the sticks. Then he lifted me up and I put the coconut shell on the end of the stick. "Hang some tins on his arms," my father said. "And paint an angry face on the coconut shell." A large eagle was sitting on top of a coconut tree close by us. I noticed that it flew away when the tins rattled in the breeze.
 Exercises	A] SoundWaves Unit 19 pg 44 Act :1-4 B]Comprehension questions Read and answer the questions.

Comprehension

Choose the best answer.

1 Why was the children's father angry when he came back from the garden?

a There were no beans in the garden.
b There were no bananas.
c There were no yams.

2 What did the father say?

a We will have to catch the eagles.
b We will have to stop the eagles.
c We will have to frighten the eagles away.

3 Did the father say how he was going to stop the eagles?

a Yes
b No
c Probably, but we are not sure

4 What did the father make with the help of the children?

a An eagle
b A man
c A scarecrow

5 What made the eagles fly away?

a The ugly face
b The long arms
c The tins rattling in the breeze

Questions

Who had taken the bananas?

What is an eagle?

Would it be easy to guess the father's plan if he didn't tell his children?

What is a scarecrow?

How else could you stop eagles taking bananas from your garden?

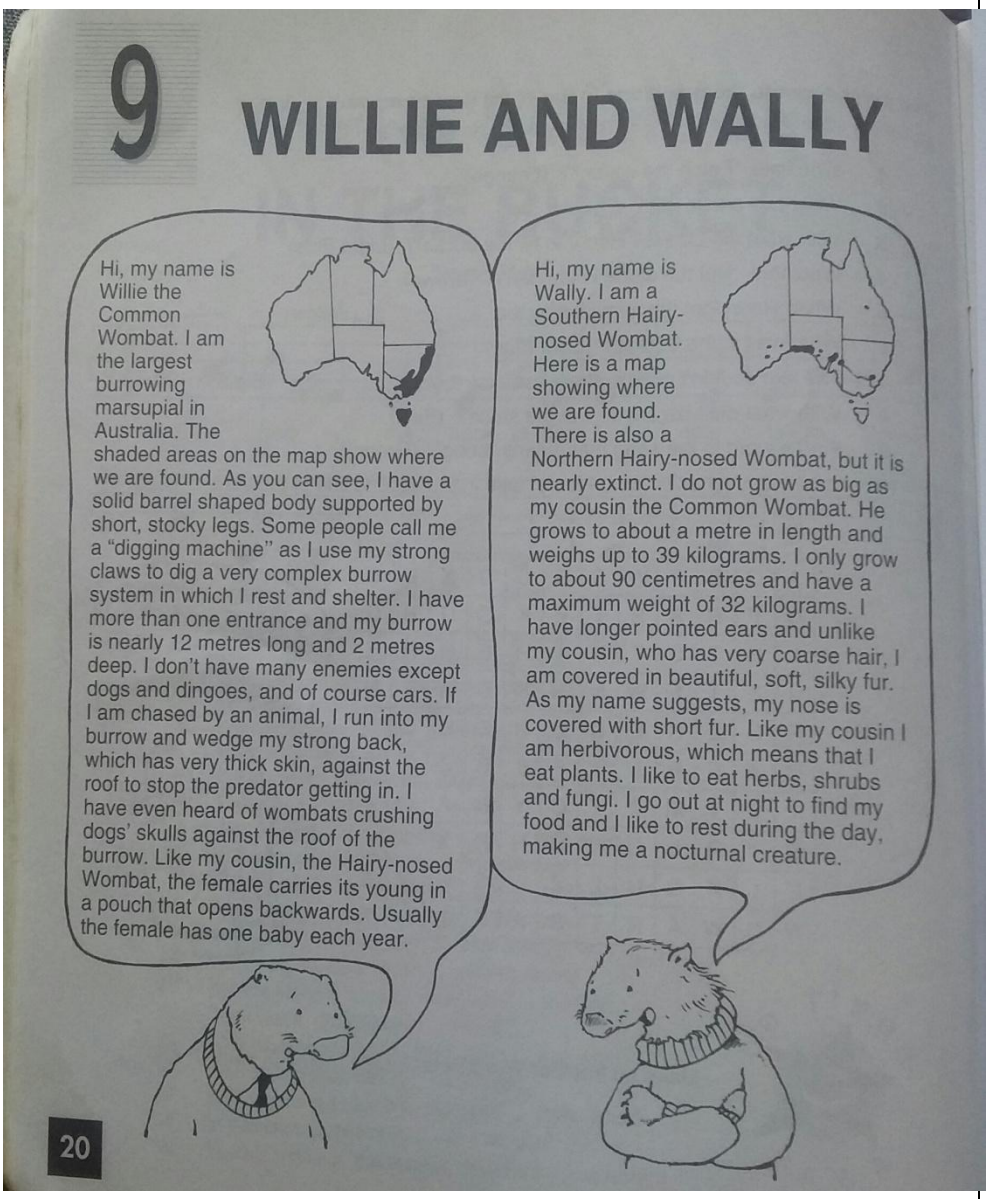
References

1. English Language Year 5

Teacher	Name :Nambong/Bule Subject :Language
Date	Tuesday 23rd June 2020
	Topic : Unit 15 Mystery SoundWaves Spelling Matrix Lesson number :12
Learning outcomes	The child should have more ideas and skills in his/her writing
Introduction	Explain the activities and help your child with it.
	Catch phrase for the lesson ‘ you can’t hide from me’

Learners notes

Summary



9 WILLIE AND WALLY

Hi, my name is Willie the Common Wombat. I am the largest burrowing marsupial in Australia. The shaded areas on the map show where we are found. As you can see, I have a solid barrel shaped body supported by short, stocky legs. Some people call me a "digging machine" as I use my strong claws to dig a very complex burrow system in which I rest and shelter. I have more than one entrance and my burrow is nearly 12 metres long and 2 metres deep. I don't have many enemies except dogs and dingoes, and of course cars. If I am chased by an animal, I run into my burrow and wedge my strong back, which has very thick skin, against the roof to stop the predator getting in. I have even heard of wombats crushing dogs' skulls against the roof of the burrow. Like my cousin, the Hairy-nosed Wombat, the female carries its young in a pouch that opens backwards. Usually the female has one baby each year.

Hi, my name is Wally. I am a Southern Hairy-nosed Wombat. Here is a map showing where we are found. There is also a Northern Hairy-nosed Wombat, but it is nearly extinct. I do not grow as big as my cousin the Common Wombat. He grows to about a metre in length and weighs up to 39 kilograms. I only grow to about 90 centimetres and have a maximum weight of 32 kilograms. I have longer pointed ears and unlike my cousin, who has very coarse hair, I am covered in beautiful, soft, silky fur. As my name suggests, my nose is covered with short fur. Like my cousin I am herbivorous, which means that I eat plants. I like to eat herbs, shrubs and fungi. I go out at night to find my food and I like to rest during the day, making me a nocturnal creature.

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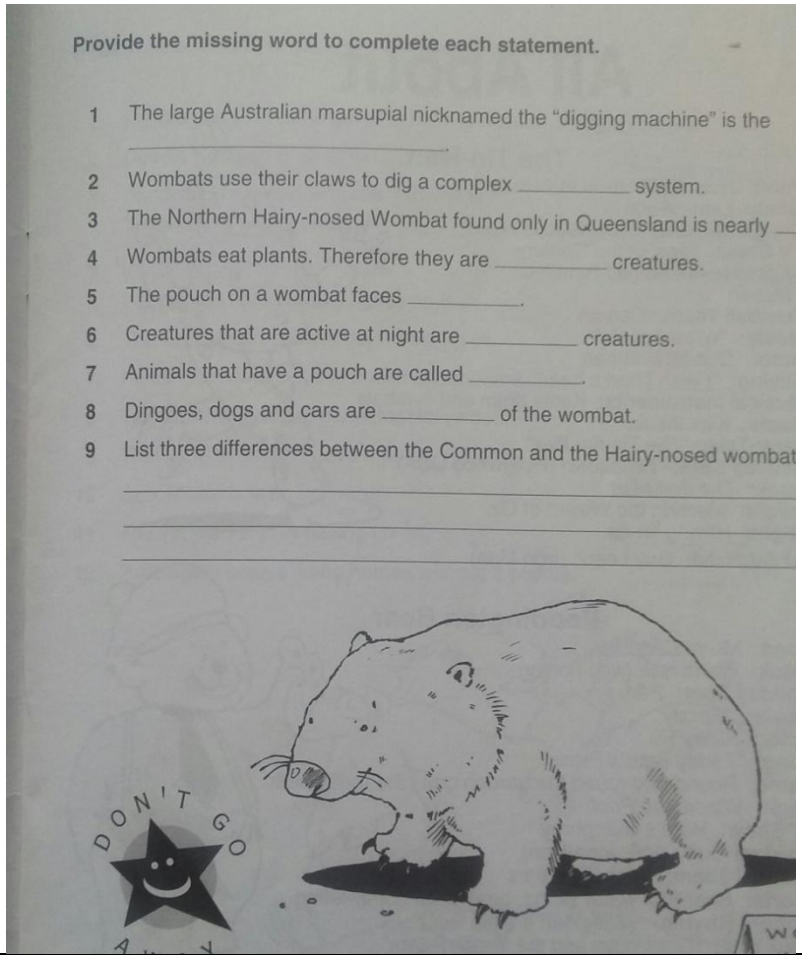
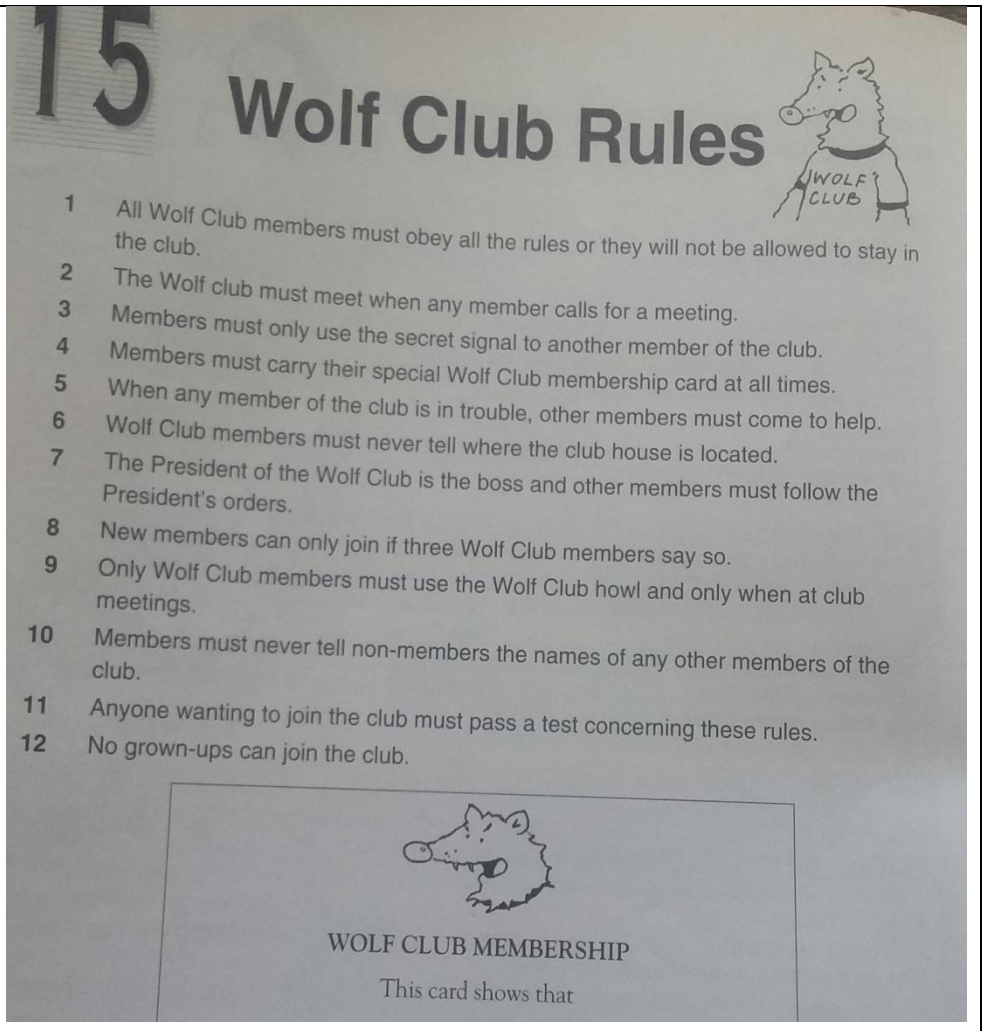
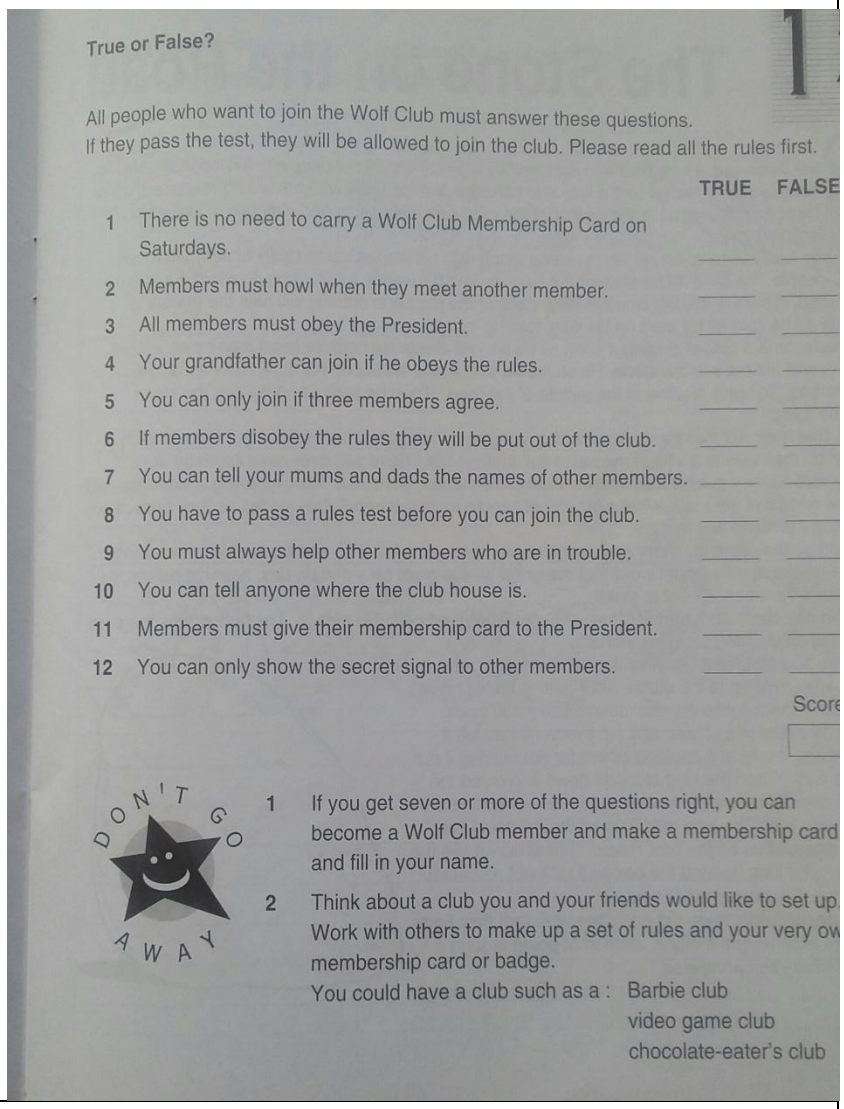
Exercises	A] SoundWaves Unit 19 pg44 Act : 5-7 B] Use the story above to answer these questions  Provide the missing word to complete each statement. 1 The large Australian marsupial nicknamed the "digging machine" is the _____. 2 Wombats use their claws to dig a complex _____ system. 3 The Northern Hairy-nosed Wombat found only in Queensland is nearly _____ 4 Wombats eat plants. Therefore they are _____ creatures. 5 The pouch on a wombat faces _____. 6 Creatures that are active at night are _____ creatures. 7 Animals that have a pouch are called _____. 8 Dingoes, dogs and cars are _____ of the wombat. 9 List three differences between the Common and the Hairy-nosed wombat _____ _____ _____
References	1. Comprehension book 5 2. SoundWaves unit 19 pg 44

Teacher	Name :Nambong/Bule Subject :Language
Date	Wednesday 24th June 2020
	Topic :Unit 15 Mystery -SoundWaves Lesson number :13
Learning outcomes	To improve the child's skills in reading and writing.
Introduction	1. Read the story with the child 2. Explain the activity and ask him/her to do it.
	Catch phrase for the lesson ' Say anything but 'Say'
	Summary 1. Read the Wolf Club Rules and answer True or False in the Activity below.

Learners notes	 15 Wolf Club Rules 1 All Wolf Club members must obey all the rules or they will not be allowed to stay in the club. 2 The Wolf club must meet when any member calls for a meeting. 3 Members must only use the secret signal to another member of the club. 4 Members must carry their special Wolf Club membership card at all times. 5 When any member of the club is in trouble, other members must come to help. 6 Wolf Club members must never tell where the club house is located. 7 The President of the Wolf Club is the boss and other members must follow the President's orders. 8 New members can only join if three Wolf Club members say so. 9 Only Wolf Club members must use the Wolf Club howl and only when at club meetings. 10 Members must never tell non-members the names of any other members of the club. 11 Anyone wanting to join the club must pass a test concerning these rules. 12 No grown-ups can join the club. WOLF CLUB MEMBERSHIP This card shows that
Visual aids	
Exercises	A] SoundWaves Unit 19 Act : 1-4 pg45 B] Continue with your Spelling Matrix C] True or False activity Read the story above in the Summary and do the

activities 1-12 below. Leave out 1&2 right at the bottom of worksheet.



True or False?

All people who want to join the Wolf Club must answer these questions.
If they pass the test, they will be allowed to join the club. Please read all the rules first.

		TRUE	FALSE
1	There is no need to carry a Wolf Club Membership Card on Saturdays.		
2	Members must howl when they meet another member.		
3	All members must obey the President.		
4	Your grandfather can join if he obeys the rules.		
5	You can only join if three members agree.		
6	If members disobey the rules they will be put out of the club.		
7	You can tell your mums and dads the names of other members.		
8	You have to pass a rules test before you can join the club.		
9	You must always help other members who are in trouble.		
10	You can tell anyone where the club house is.		
11	Members must give their membership card to the President.		
12	You can only show the secret signal to other members.		

Score

DON'T GO AWAY

1 If you get seven or more of the questions right, you can become a Wolf Club member and make a membership card and fill in your name.

2 Think about a club you and your friends would like to set up. Work with others to make up a set of rules and your very ow membership card or badge.
You could have a club such as a : Barbie club
video game club
chocolate-eater's club

References

1. Comprehension book 5
2. SoundWaves Unit 19 pg45

Teacher	Name :Nambong/Bule Subject :Language
Date	Thursday 25th June 2020
	Topic : Unit 15 Mystery - SoundWaves - Story Writing Lesson number : 14
Learning outcomes	The child should be able to write a Mystery story.
Introduction	1. Discuss more about a Mystery to the child 2. Explain the activity to be done 3. Help the child with the Mystery story.
	Catch phrase for the lesson ‘ Come out wherever you are’

Learners notes

Summary

Story writing

Here is a mystery story. Can you solve the mystery?

No-one Answered

"Who left the door open last night?" asked Dad, while we were having breakfast.

No-one answered.

"Who took the fish out of the food safe?" said Mother, who was getting ready to go to the market.

No-one answered her either.

"Who took my shoes?" said Grandfather, looking under his bed.

"Well, that is a mystery," I replied.

Just then a long, black nose poked through the door.

"I wonder ...," I said to myself. "Come here, Bingo."

He jumped on me, licking my face furiously. I smelt fish on his lick. Then he barked and ran outside, expecting me to follow him. Bingo is very good at catching balls and chasing sticks. But this time he was waiting for me with a shoe in his mouth.

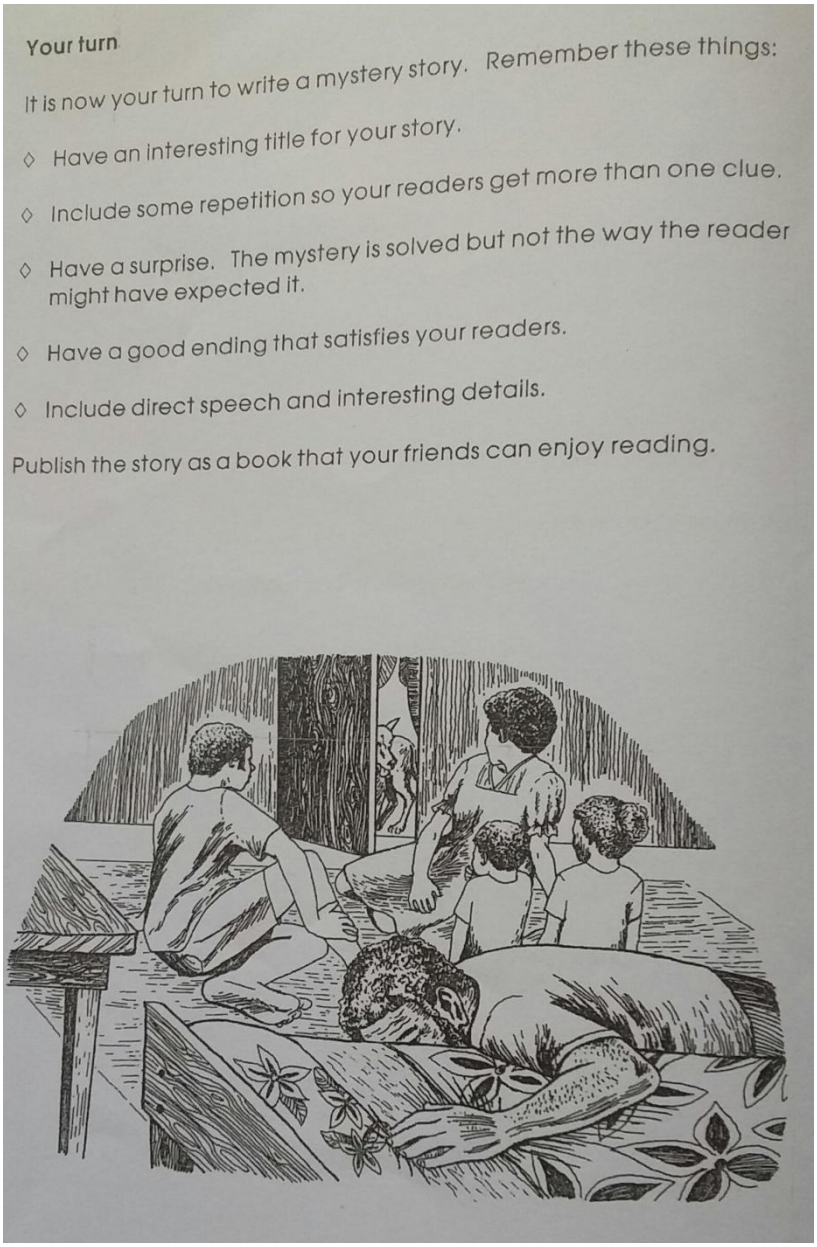
- ◊ Who opened the door?
- ◊ Who ate the fish?
- ◊ Who took Grandfather's shoe?

Bingo was his name.

Exercises

A] SoundWaves
Unit 19 pg45
Act : 5-6

B] Write a Mystery story and follow the structue below.



Your turn

It is now your turn to write a mystery story. Remember these things:

- ◊ Have an interesting title for your story.
- ◊ Include some repetition so your readers get more than one clue.
- ◊ Have a surprise. The mystery is solved but not the way the reader might have expected it.
- ◊ Have a good ending that satisfies your readers.
- ◊ Include direct speech and interesting details.

Publish the story as a book that your friends can enjoy reading.

B] Do activities below

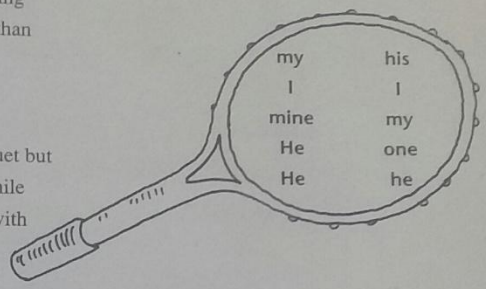
31 UNIT

INTO SPACE

COHESION: USING LINKING WORDS

1 Fill in the spaces with linking words. Choose from the tennis racquet.

My brother has gone to the tennis camp during these holidays. _____ is a better player than _____ am so _____ wasn't selected to go. _____ borrowed _____ new racquet, the _____ I was given for _____ birthday. He has a good racquet but _____ prefers _____ . While my brother is at the camp I'll have to play with _____ old racquet.



2 Fill in these spaces, too. Choose from these words:
it, faster, ours, same, bigger, Ours, That, less, Otherwise, different.

_____ is a great car. When did your dad buy _____ ? And it's really big; much _____ than ours. I'm sure it would go _____ than ours, too. _____ is a real snail!

I think_____ would use _____ fuel, though; it is a very economical car to run. It's because the engine is the size of a pea, I suppose.

Both cars are the _____ colour, just about identical in that way. _____ they are as _____ as chalk and cheese.

3 Cross out the incorrect examples in these sentences.

a. There were (fewer, less) people on the bus.
b. He has (less, fewer) lunch than I have.
c. John is the (bigger, biggest) of the three boys.
d. Kim is the (brightest, brighter) of the two girls.
e. My dog was the (more intelligent, most intelligent) of all the dogs at the show.

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References

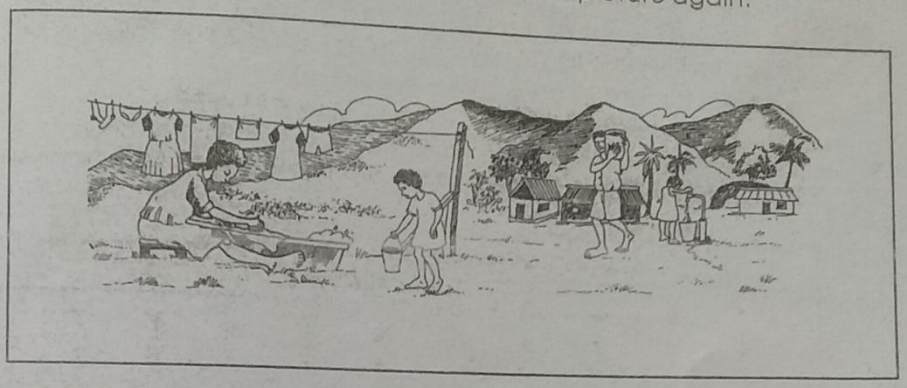
1. English Language Year 5

Teacher	Name :Nambong/Bule Subject :Language
Date	Friday 26th June 2020
	Topic : Unit 15 Mystery SoundWaves Lesson number : 15
Learning outcomes	This helps the child to become more confident writers readers.
Introduction	1.Discuss the picutre with your child 2. Explain the activities to be done and make sure you help your child.
	Catch phrase for the lesson ‘ Described an Octopus that hugged you’
	Summary

Learners notes	
Visual aids	
Exercises	A] SoundWaves Unit 19 pg 45 Act : 7- Challenge B] Memory test questions. Study the picture and answer the questions.

Memory test

Look at the picture for two minutes. Then cover the picture. Try to answer the questions without looking at the picture again.



Memory test questions

Try and answer the questions without looking back at the picture.

1 What is mother doing? _____

2 How many children are helping her? _____

3 How is the father carrying the water? _____

4 How many dresses are hanging on the clothes line? _____

5 There is a girl at the tap. What is she doing? _____

_____

What is the other girl carrying? _____

6 Can you name all the clothes hanging on the line?

_____

_____

_____

7 What is the woman sitting on? _____

8 How many houses can you see in the picture? _____

205

C] Read and do the Language Practice activity.

Language practice

Choose the best answer for each question.

		Questions
1	My sister _____ her hair every day. a comb b combing c combed d combs	What does the sister do every day?
2	While my mother _____ our food, I washed my uniform. a was cooking b cook c is cooking d cooks	What was the longer activity?
3	If I had a lot of money, I _____ a new radio for our family. a brought b would buy c will buy d buy	What would you do?
4	The children were _____ to write about their experiences on the school picnic. a asks b asked c asking d ask	What were the children asked to do?
5	I'll see you when I _____ to Port Vila next week. a will come b came c would come d come	When will you meet your friend? Where?
6	We have just _____ our lunch. a eaten b eat c ate d eating	What have you just done?
7	Yesterday our dog _____ the hens around the garden. a chase b chases c chased d chasing	What happened yesterday?
8	My father is _____ fishing tomorrow with my brother. a go b goes c going d went	What is your father doing tomorrow?

References

1. English Language Year 5
2. SoundWaves Unit 19 pg 45

Teacher	Name :Nambong/Bule Subject :Language
Date	Monday 29th June 2020
	Topic : Unit 15 Mystery - SoundWaves - Poem Writing Lesson number :16
Learning outcomes	The child should be able to hone essential grammar usage and mechanic skills in English.
Introduction	1. Explain the activity 2. Ask and help the child to do the activity.
	Catch phrase for the lesson ‘ No boring practice, Please’
	Summary

Learners notes	A poem **Wondering** *by Hellen Avia* I wonder and wonder As I lie snug in my bed, I wonder and wonder As I smell the scents in the air, I wonder and wonder As I feel the breeze against my skin, I wonder and wonder As I hear the chirping of the birds, I wonder and wonder As I hear the splashing of waves on the rocks, I wonder and wonder As the sun smiles cheerfully through my window, I wonder and wonder As the rainbow shines through the rain, I wonder and wonder As I hear the rain showers on the roof ... With all these things around me I marvel at my God. **Some jobs** 1 Read the poem to a friend. Ask a friend to read the poem to you. Which line do you like best? Why? 2 Make a list of things that you wonder about. Turn the list into a poem. Publish the poem on a poem card for others to read.
 Exercises	A] SoundWaves Unit 20 pg 46 Act : 1-4 B] Write a Poem about 'Wondering' C] Do the activities below.

NOUNS

Names of fruit and vegetables are nouns. These nouns do not need capital letters.

1. We eat the leaves of some vegetables. Can you name three of these? _____
_____
_____
2. Sometimes we eat the seeds. Can you name three of those?
_____
_____
3. Which vegetables do we eat the stalks of?
_____
_____
4. We eat lots of roots of vegetables. Try naming three.
_____
_____
_____

USING YOUR DICTIONARY

Look up the underlined words in your dictionary and then tick the yes or no box.

	YES	NO
1. Could you eat an okra?	☐	☐
2. Is there a nutmeg tree?	☐	☐
3. Could you make prunes from plums?	☐	☐
4. Do we get molasses from donkeys?	☐	☐
5. Would you use rosemary to flavour your cooking?	☐	☐

PLURALS

Many words that end in *y* change the *y* to *i* and add *es* to make the plural.

berry becomes *berries*

1. strawberry _____
2. raspberry _____
3. blueberry _____
4. gooseberry _____
5. blackberry _____

PUNCTUATION

In each of these exercises there are two sentences. Can you find them? Remember to put in the full stops and capital letters.

1. anna likes grapes she brings a bunch to school every day
2. grapes grow on vines wine is made from grapes
3. sometimes green grapes are dried these become sultanas

PUZZLE TIME

Can you find ten vegetables?

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

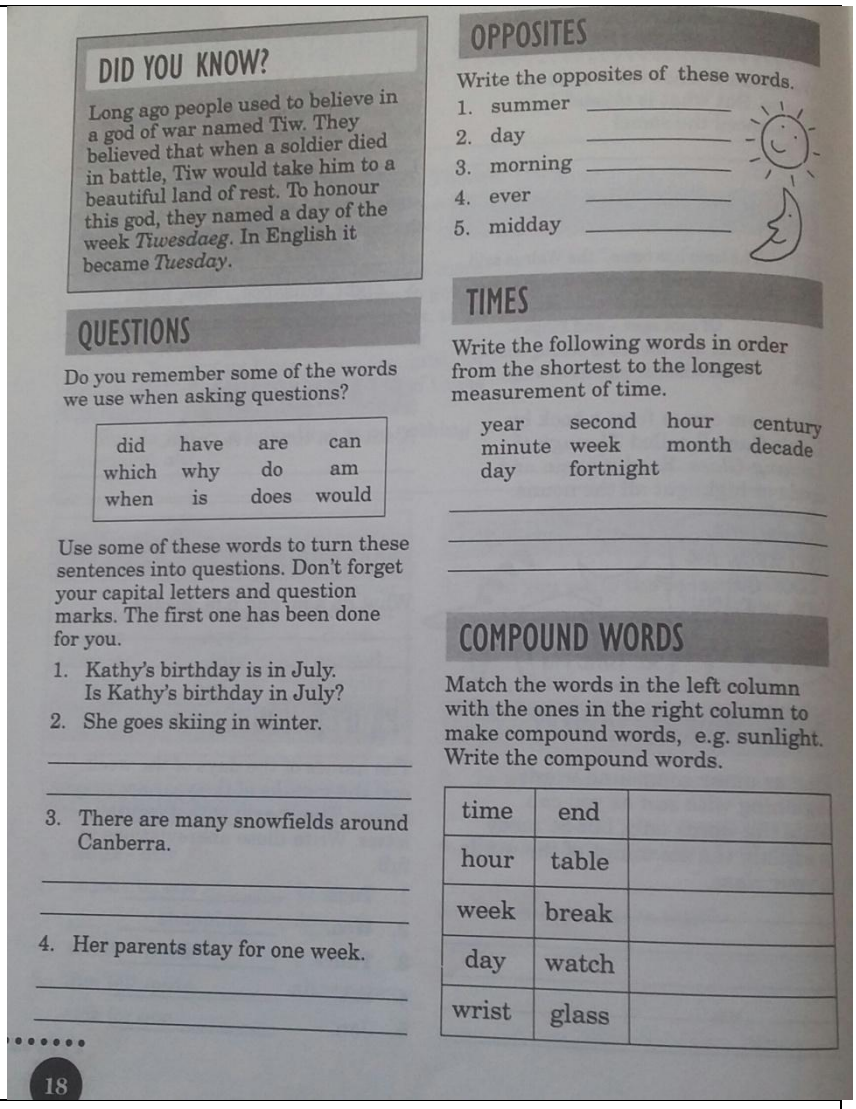
12

References

1. English Language Year 5
2. English Matters
3. SoundWaves Unit 20 pg 46

Teacher	Name :Nambong Subject :Language
Date	Tuesday 30 th June 2020
	Topic :Unit 15 Mystery - SoundWaves - Spelling Matrix Lesson number : 17
Learning outcomes	The child should master the basic skills of grammar, and usage.
Introduction	1.Discuss with the child and explain the activity. 2. Help your child with the activities.
	Catch phrase for the lesson ‘ The bigger, the better’
	Summary

Learners notes	
Visual aids	
Exercises	A] SoundWaves Unit 20 pg 46 Act : 5-6 B] Continue with your Spelling Matrix C] Read and understand the questions before you do the activities.



DID YOU KNOW?

Long ago people used to believe in a god of war named Tiw. They believed that when a soldier died in battle, Tiw would take him to a beautiful land of rest. To honour this god, they named a day of the week *Tiwesdaeg*. In English it became *Tuesday*.

QUESTIONS

Do you remember some of the words we use when asking questions?

did	have	are	can
which	why	do	am
when	is	does	would

Use some of these words to turn these sentences into questions. Don't forget your capital letters and question marks. The first one has been done for you.

1. Kathy's birthday is in July.
   Is Kathy's birthday in July?
2. She goes skiing in winter.

_____

_____

3. There are many snowfields around Canberra.

_____

_____

4. Her parents stay for one week.

_____

_____

OPPOSITES

Write the opposites of these words.

1. summer _____
2. day _____
3. morning _____
4. ever _____
5. midday _____

TIMES

Write the following words in order from the shortest to the longest measurement of time.

year, second, hour, century, minute, week, month, decade, day, fortnight

_____

_____

_____

COMPOUND WORDS

Match the words in the left column with the ones in the right column to make compound words, e.g. sunlight. Write the compound words.

time	end	
hour	table	
week	break	
day	watch	
wrist	glass	

18

Assignment	
Assessment	
References	1. English Matters 2. SoundWaves Unit 20 pg 46

Teacher	Name : Nambong/Bule Subject :Language
Date	Wednesday 1st July 2020
	Topic : Unit 15 Mystery SoundWaves Spelling Matrix Lesson number : 18
Learning outcomes	The child should be able to engage in stimulating activities in language.
Introduction	Explain and let the child do the activities.
	Catch phrase for the lesson ‘ Stand up tall! Big and proud’
Visual aids	

Exercises

A]SoundWaves
Unit 20 pg 47
Act : 7-8

B] Spelling Matrix continue

QUESTIONS

Think of the words you used when asking questions.

did, are, who, which, have

Here are some muddled questions. If you start with the right word you will make a question which makes sense. Don't forget the capital letters and question marks.

1. your invitation my party to you did receive

_____

_____

2. to you are allowed come

_____

_____

3. you new bring your will roller blades

_____

_____

PLEASE EXPLAIN

1. What is party ice?

_____

2. What is a party pooper?

_____

ABBREVIATIONS

On party invitations you often see the letters RSVP, followed by a date. What does RSVP mean?

_____

PARTS OF SPEECH

When you go to a party you do lots of fun things. You eat, talk, laugh, play, drink and, sometimes, you swim. All these words are doing words. We call them **verbs**. Finish these sentences by writing verbs in the spaces. Use a different one each time!

1. The children _____ all the party food.
2. They _____ while they finished all the lollies.
3. They _____ football for two hours.
4. Dad _____ when the football went into the pool.
5. Ben _____ in even though the weather was cool.

PLURALS

When we talk about more than one party, we say *parties*. We change the *y* to *i* and add *es*.

Write the plurals of these words.

1. lolly _____
2. lady _____
3. baby _____
4. pony _____

Now write the singular of these.

1. _____ ferries
2. _____ fairies
3. _____ armies
4. _____ flies

23

References

1. English Matters book 5
2. SoundWaves Unit 20 pg47

Teacher	Name :Nambong/Bule Subject :Language
Date	Thursday 2nd July 2020
	Topic : Unit 15 Mystery SoundWaves Spelling Matrix Lesson number : 19
Learning outcomes	
Introduction	
	Catch phrase for the lesson
	Summary

Learners notes	
Visual aids	
Exercises	A] SoundWaves Unit 20 pg 47 Act : 9 B] Read and do the activities.

Palindromes

HELLO, PAL!

A palindrome is a word that is the same read backward or forward.

DIRECTIONS

From the list below, choose words to write on the blank lines. The words are all palindromes. They go backward and forward.

bib	dad	deed	did	eye	ewe	kayak
level	ma'am	madam	mom	noon	nun	

1. A father is a _____ .
2. A mother is a _____ .
3. The organ that you see with is your _____ .
4. An Eskimo canoe is a _____ .
5. Twelve o'clock in the daytime is _____ .
6. A noble or brave act is a good _____ .
7. What keeps a baby's clothes clean when it eats is a _____ .
8. A short way of saying "Madam" is _____ .
9. Something flat, even, and horizontal is _____ .
10. The past tense of the verb "to do" is _____ .
11. A woman who is a member of a religious community is a _____ .
12. A female sheep is a _____ .
13. A way to address a woman politely and respectfully is _____ .

References

1. SoundWaves Unit 20 pg 47

Teacher	Name :Nambong/Bule Subject : Language
Date	Thursday 3rd July 2020
	Topic :Unit 15 Mystery SoundWaves Lesson number : 20
Learning outcomes	
Introduction	
	Catch phrase for the lesson ‘ Say what you see’

Exercises	A] SoundWaves Unit 20 pg 47 Act : Challenge
References	1. The Ultimate Grammar book 5 2. SoundWaves Unit 20 pg 47

Onomatopoeia: Animal Sounds

MOO! GOBBLE! AND HONK!

Onomatopoeia is the use of words that imitate sounds. Animals make a lot of sounds.

DIRECTIONS
From the list of words below, choose the sounds that best complete the story.

baaing	barking	bleating	braying	buzzing	chattering	chirping
clucking	croaking	gobbling	honking	hooting	howling	meowing
mooing	neighing	oinking	quacking	roaring	squeaking	trumpeting

Listen to the Animals Talking

After taking a course in animal sounds in college, my older brother could identify sounds I wasn't even aware of. One day he took me for a walk to demonstrate his new skills.

"Can you hear the _____ of that **bee**?" he asked. "If you hear it before you see it, you can get out of its way before it stings you."

Then he pointed up to a tree. "Isn't the _____ of those **birds** lovely? It's very different from the _____ of the **owl** in the next tree."

As we passed a farm he pointed out the _____ of the **cows**, the _____ of a **donkey**, the _____ of the **pigs**, the _____ of a **goat**, and the _____ of some **sheep**.

"I hear the _____ of the **chickens**, the _____ of a **turkey**, and the _____ of a **horse**," I shouted.

Near a little pond, I called out, "Listen to the _____ of the **ducks**, the _____ of the **frogs**, and the _____ of the **geese**."

"You're getting to be an animal sound expert," my brother said to me.

We entered the zoo, and immediately my ears were bombarded by all the sounds around me: the _____ of the **elephants**, the _____ of the **lions**, the _____ of the **wolves**, and the _____ of the **monkeys**.

Back home, the _____ of my **cat** and the _____ of the neighbor's **dog** sounded beautiful. Even the _____ of my pet **mouse** was music to my ears.

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 Teacher	Name :Nambong Subject :Language
 Date	Monday 6th July 2020
	Topic : Unit 21 Soundwaves - Spelling Matrix - Homophones Lesson number : 21
 Learning outcomes	Develop strategies for the child's success in reading and spelling.
 Introduction	Explain the activity to the child and ask him/her to do it.
	Catch phrase for the lesson ' Little friends tend to tap the places they are..'
	Summary Being a good Sound Waves Explorer means that you do these things 1. Know all the sounds 2. Break words into sounds 3. Break words into graphemes

Learners notes	4. Look for letter patterns
Visual aids	
Exercises	A] Unit 21- Soundwaves [p pp pig slipper] - Do Act- 1-4 pg 48 B] Spelling Matrix [According to your number of spelling words] -Words and meanings - Use words into sentences C] Homophones

HOMOPHONES

There are many words which sound the same but have different spelling and different meanings. These words are called homophones. For example, blue and blew are homophones.

blue: The sky is blue.
blew: The wind blew.

Draw a line between the pairs of homophones. Then write the meaning of the words in the second column.

road	weight _____
hoarse	who's _____
bored	mail _____
whose	rein _____
pair	horse _____
male	rode _____
wait	we'll _____
red	paws _____
rain	pear _____
pause	board _____
wheel	read _____

Cross out the wrong word or words in each sentence.

1. History is the study of the passed / past.
2. We learn about history so/sew that we can understand ourselves, and our world.
3. History is based on the principle/principal that events in the past affect the present.
4. We investigate people and events in the past by looking at primary sources/sauces.
5. Then we try to/two/too make an informed judgement, two/too/to understand some/sum of the influences on people at that time.
6. In this weigh/way, we can apply knowledge of the past to the present.
7. For example, in trying to bring piece/peace to the world, it is important to examine the causes of conflict.
8. When we understand the whole/hole picture, we can try to prevent the same situation occurring here/hear in the present.
9. When we learn about a feat/feet of bravery by a person who lived long ago, we can be inspired by they're/there/their courage and determination.

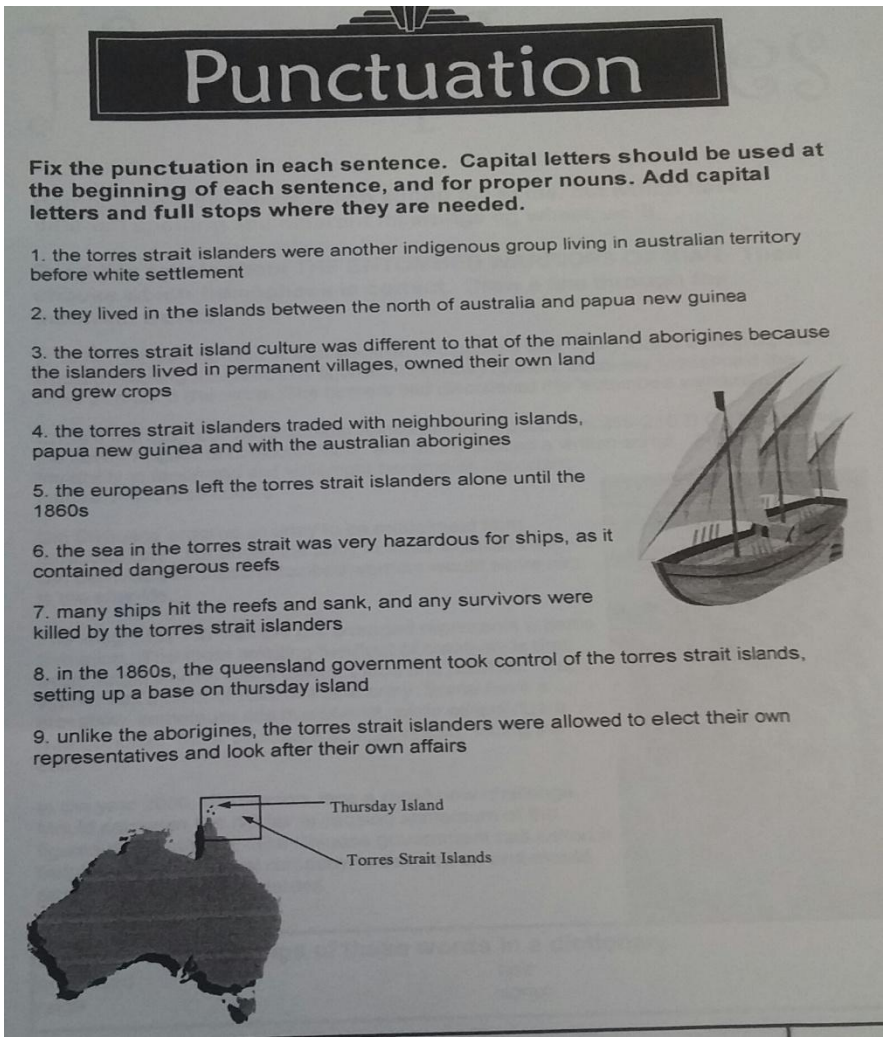
References

1. Sound Waves Unit 21 pg 48.
2. Literacy history book 4

 Teacher	Name :Nambong/Bule Subject :Language
 Date	Tuesday 7th July 2020
	Topic : SoundWaves - Spelling Matrix - Factual Description Text Lesson number : 22
 Learning outcomes	1. The child should be able to become an explorer in the amazing world of sounds we speak and letters we write.
 Introduction	1. Explain the SoundWaves activities. 2. Explain the other activities for the child to do.
	Catch phrase for the lesson 'Just remember to have fun'
 Learners notes	Summary Factual Description Text Katrina is 11 and she is blind. She been blind since birth. As the eldest sister of the family of three girls, Katrina likes to prove that she can run and play as well as any sighted child.

	Because Katrina lacks one sense, her other senses are sharper and more highly developed to compensate. To move about quickly she has developed her own'sonar'. She clicks with her tongue and listens for the echo of the clicks with her know where she is in relation to walls and objects. If someone claps or calls to her, Katrina can run towards the sound fearlessly and almost as fast as her friends.
 Exercises	A] SoundWaves Unit 21 - Do Act : 5-7 pg 48 B] Continue with Spelling Matrix C] Refer to the Summary [Factual Description Text] before you write the correct Nouns. 1. From the text find one of these types of nouns. a. A proper noun_____ b. A plural noun_____ c. A common noun_____ d. An abstract noun_____ e. A pronoun_____ f. A singular noun_____
 Assignment	Make sure you complete your activities
 References	1. Sound Waves Unit 21pg 48 2. English 2001

 Teacher	Name : Nambong/Bule Subject :Language
 Date	Wednesday 8th July 2020
	Topic :Sound Waves - Spelling Matrix - Grammar[Punctuations] Lesson number : 23
 Learning outcomes	1.The child should be able to understand where to use punctuations if needed. 2. The child should also be familiar with new spelling words.
 Introduction	
	Catch phrase for the lesson ‘ Don’t miss these- never- to- be-repeated’

Exercises	A] SoundWaves Unit 21 pg 48/49 Act : 8-9 B] Continue with Spelling Matrix C] Punctuation Act. Read and add in the Punctuations in the sentences.  Punctuation Fix the punctuation in each sentence. Capital letters should be used at the beginning of each sentence, and for proper nouns. Add capital letters and full stops where they are needed. 1. the torres strait islanders were another indigenous group living in australian territory before white settlement 2. they lived in the islands between the north of australia and papua new guinea 3. the torres strait island culture was different to that of the mainland aborigines because the islanders lived in permanent villages, owned their own land and grew crops 4. the torres strait islanders traded with neighbouring islands, papua new guinea and with the australian aborigines 5. the europeans left the torres strait islanders alone until the 1860s 6. the sea in the torres strait was very hazardous for ships, as it contained dangerous reefs 7. many ships hit the reefs and sank, and any survivors were killed by the torres strait islanders 8. in the 1860s, the queensland government took control of the torres strait islands, setting up a base on thursday island 9. unlike the aborigines, the torres strait islanders were allowed to elect their own representatives and look after their own affairs Thursday Island Torres Strait Islands
References	1. SoundWaves pg 48/49 2. Literacy book

 Teacher	Name :Nambong/Bule Subject :Language
 Date	Thursday 9th July 2020
	Topic :SoundWaves -Spelling Matrix - Lesson number : 24
 Learning outcomes	1.The child should be able to use the list of personal pronouns to complete a cloze story exercise. 2. The child should be able to improve his/her skills in spelling activities.
 Introduction	Discuss and explain activities to be done.
	Catch phrase for the lesson ‘Follow your dreams’
 Learners notes	Summary

Visual aids	
Exercises	A] SoundWaves - Unit 21 - Act : 10-11 pg 49 B] Spelling Matrix continue if not completed C] Cloze Act.. Pick words in the box to fill in caps in the story. She we they them us you <u>My Friends</u> Tim and I are best friends. _____ always walk to school at the same time each day. Sometimes Tim brings his sister, Kate, to my place after school. Kate likes to play with my pet, the rabbit. _____ always gives _____ some lettuce to eat. _____ munch it up quickly and then lick their lips. _____ should see them ! They make _____ laugh.

	D] Draw this exercise. Draw friends playing with the rabbit.
 References	1. Sound Waves Unit 21 pg 49 2. Understanding English

Teacher	Name :Nambong/Bule Subject :Language
Date	Friday 10th July 2020
	Topic : Sound Waves - Spelling Matrix - Cap Filling Act.. - Verbs/ Adverbs Lesson number : 25
Learning outcomes	The child should be able to choose the correct words to complete a sentence.
Introduction	Discussions and explanations done with the child. Help child with the activities.
	Catch phrase for the lesson ‘ I’m ready for some Blessings’
	Summary Verbs are words which expresses an action or a state of being. It changes depending on the time, past or present.

Learners notes	Adverbs are words that describes a verb. It often provides information about How ? When ? Where ? and Why ? In many sentences, the best place for an adverb is next to verb. Often an adverb ends in 'ly'
Visual aids	
Exercises	A] SoundWaves Unit 21 - Act : Challenges - Spelling Matrix B] Cap filling Excercise Read and choose the correct word to make a true statement.

Onomatopoeia: Animal Sounds

MOO! GOBBLE! AND HONK!

Onomatopoeia is the use of words that imitate sounds. Animals make a lot of sounds.

DIRECTIONS
From the list of words below, choose the sounds that best complete the story.

baaing	barking	bleating	braying	buzzing	chattering	chirping
clucking	croaking	gobbling	honking	hooting	howling	meowing
mooing	neighing	oinking	quacking	roaring	squeaking	trumpeting

Listen to the Animals Talking

After taking a course in animal sounds in college, my older brother could identify sounds I wasn't even aware of. One day he took me for a walk to demonstrate his new skills.

"Can you hear the _____ of that **bee**?" he asked. "If you hear it before you see it, you can get out of its way before it stings you."

Then he pointed up to a tree. "Isn't the _____ of those **birds** lovely? It's very different from the _____ of the **owl** in the next tree."

As we passed a farm he pointed out the _____ of the **cows**, the _____ of a **donkey**, the _____ of the **pigs**, the _____ of a **goat**, and the _____ of some **sheep**.

"I hear the _____ of the **chickens**, the _____ of a **turkey**, and the _____ of a **horse**," I shouted.

Near a little pond, I called out, "Listen to the _____ of the **ducks**, the _____ of the **frogs**, and the _____ of the **geese**."

"You're getting to be an animal sound expert," my brother said to me.

We entered the zoo, and immediately my ears were bombarded by all the sounds around me: the _____ of the **elephants**, the _____ of the **lions**, the _____ of the **wolves**, and the _____ of the **monkeys**.

Back home, the _____ of my **cat** and the _____ of the neighbor's **dog** sounded beautiful. Even the _____ of my pet **mouse** was music to my ears.

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C] Change these verbs to past tense

1. Sketch-
2. Evaluate-
3. Think-
4. Wonder-
5. Show-
6. Design-
7. Learn-
8. Hope-
9. Consider-
10. Ask-

D] Circle the Adverbs in the list below

	Well purple slowly disappointed sore Cheaply calmly easily culture appreciate Hopeless sleepy history naughty quietly Difficult indigenous painfully wrongly
Assignment	
Assessment	
References	1. SoundWaves pg 49 2. Literacy works

WEEKLY CHECKLIST For Parents:

Term: 2 Week number 6 Date..... to..... Month: .....

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 7 Date..... to..... Month: .....

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 8 Date..... to..... Month: .....

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				