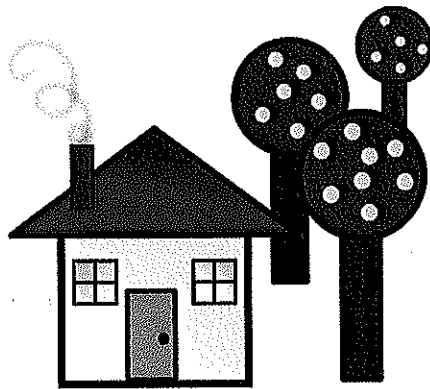
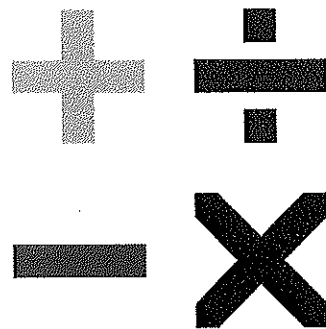
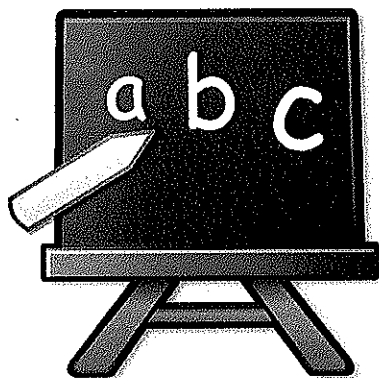


St. Aidan's Primary School



Second Level Home Learning Pack



Multiplying 3-Digit Numbers by 1-Digit Numbers

$$\begin{array}{r} 725 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 973 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 344 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 226 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 575 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 897 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 919 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 843 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 427 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 784 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 148 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 991 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 328 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 684 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 143 \\ \times 2 \\ \hline \end{array}$$

Multiplying 3-Digit Numbers by 1-Digit Numbers

$$\begin{array}{r} 281 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 696 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 416 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 275 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 643 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 867 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 891 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 849 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 585 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 744 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 263 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 588 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 166 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 975 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 798 \\ \times 6 \\ \hline \end{array}$$

Multiplying 3-Digit Numbers by 1-Digit Numbers

$$\begin{array}{r} 222 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 597 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 585 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 773 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 743 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 607 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 719 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 857 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 841 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 912 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 584 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 141 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 234 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 573 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 578 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 765 \\ \times 9 \\ \hline \end{array}$$

Multiplying 3-Digit Numbers by 1-Digit Numbers **Answers**

$$\begin{array}{r} 725 \\ \times 3 \\ \hline 2175 \end{array}$$

$$\begin{array}{r} 973 \\ \times 2 \\ \hline 1946 \end{array}$$

$$\begin{array}{r} 344 \\ \times 4 \\ \hline 1376 \end{array}$$

$$\begin{array}{r} 226 \\ \times 3 \\ \hline 678 \end{array}$$

$$\begin{array}{r} 575 \\ \times 2 \\ \hline 1150 \end{array}$$

$$\begin{array}{r} 897 \\ \times 4 \\ \hline 3588 \end{array}$$

$$\begin{array}{r} 919 \\ \times 3 \\ \hline 2757 \end{array}$$

$$\begin{array}{r} 843 \\ \times 5 \\ \hline 4215 \end{array}$$

$$\begin{array}{r} 427 \\ \times 4 \\ \hline 1708 \end{array}$$

$$\begin{array}{r} 784 \\ \times 5 \\ \hline 3920 \end{array}$$

$$\begin{array}{r} 148 \\ \times 3 \\ \hline 444 \end{array}$$

$$\begin{array}{r} 991 \\ \times 4 \\ \hline 3964 \end{array}$$

$$\begin{array}{r} 987 \\ \times 3 \\ \hline 2961 \end{array}$$

$$\begin{array}{r} 328 \\ \times 5 \\ \hline 1640 \end{array}$$

$$\begin{array}{r} 684 \\ \times 3 \\ \hline 2052 \end{array}$$

$$\begin{array}{r} 143 \\ \times 2 \\ \hline 286 \end{array}$$

Multiplying 3-Digit Numbers by 1-Digit Numbers **Answers**

$$\begin{array}{r} 281 \\ \times 5 \\ \hline 1405 \end{array}$$

$$\begin{array}{r} 463 \\ \times 4 \\ \hline 1852 \end{array}$$

$$\begin{array}{r} 696 \\ \times 4 \\ \hline 2784 \end{array}$$

$$\begin{array}{r} 416 \\ \times 4 \\ \hline 1664 \end{array}$$

$$\begin{array}{r} 275 \\ \times 6 \\ \hline 1650 \end{array}$$

$$\begin{array}{r} 643 \\ \times 6 \\ \hline 3858 \end{array}$$

$$\begin{array}{r} 867 \\ \times 5 \\ \hline 4335 \end{array}$$

$$\begin{array}{r} 891 \\ \times 4 \\ \hline 3564 \end{array}$$

$$\begin{array}{r} 849 \\ \times 5 \\ \hline 4245 \end{array}$$

$$\begin{array}{r} 585 \\ \times 5 \\ \hline 2925 \end{array}$$

$$\begin{array}{r} 744 \\ \times 4 \\ \hline 2976 \end{array}$$

$$\begin{array}{r} 263 \\ \times 5 \\ \hline 1315 \end{array}$$

$$\begin{array}{r} 588 \\ \times 4 \\ \hline 2352 \end{array}$$

$$\begin{array}{r} 166 \\ \times 5 \\ \hline 830 \end{array}$$

$$\begin{array}{r} 975 \\ \times 6 \\ \hline 5850 \end{array}$$

$$\begin{array}{r} 798 \\ \times 6 \\ \hline 4788 \end{array}$$



Internet Hack

I can use rounding.



Dear Agent,

There has been a breach in Internet security, and we need you to help protect the data before it is stolen!

The IP numbers attached to this document have fallen into the hands of despicable criminals. Soon, they will have worked out the patterns to unlock the codes and steal important and secretive information.

Can you help us find the codes to lock the files before they access them?

To find the code to lock the files, you must round the IP number to the nearest 10, 100 and 1000.

Good Luck Agent!

Round each IP number to the nearest 10, 100 and 1000 to find the code.

<p>For example: Mr Amadi Owoh IP Number: 4239 Code: 4240, 4200, 4000</p>	<p>Mr Nigel Mikkelsso IP Number: 6902 Code: _____ _____</p>	<p>Mrs Rita Clarence IP Number: 7264 Code: _____ _____</p>	<p>Mr Thomas Matthews IP Number: 7619 Code: _____ _____</p>
<p>Mr Matt Richards IP Number: 3759 Code: _____ _____</p>	<p>Mr Grayson Tull IP Number: 74 929 Code: _____ _____</p>	<p>Miss Jacqui Kneel IP Number: 15 575 Code: _____ _____</p>	<p>Mrs Sarah White IP Number: 9493 Code: _____ _____</p>
<p>Mr Arif Dawar IP Number: 3724 Code: _____ _____</p>	<p>Miss Rachel Knit IP Number: 4957 Code: _____ _____</p>	<p>Mr James Ramone IP Number: 27 845 Code: _____ _____</p>	<p>Mr Antony Truddard IP Number: 4827 Code: _____ _____</p>
<p>Mrs Gita Patel IP Number: 41 487 Code: _____ _____</p>	<p>Miss Emma Prigg IP Number: 21 306 Code: _____ _____</p>	<p>Miss Ruby Pritchard IP Number: 29 849 Code: _____ _____</p>	<p>Mr Ji Cheng IP Number: 8705 Code: _____ _____</p>



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Round each account number to the nearest 10, 100, 1000 and 10 000 to find the codes.

<p>For example: Mr Amadi Owoh IP Number: 42 239 Code: 42 240, 42 200, 42 000, 40 000</p>	<p>Mr Nigel Mikkelsso IP Number: 28 948 Code: _____ _____</p>	<p>Mrs Rita Clarence IP Number: 42 498 Code: _____ _____</p>	<p>Mr Thomas Matthews IP Number: 19 398 Code: _____ _____</p>
<p>Mr Matt Richards IP Number: 38 204 Code: _____ _____</p>	<p>Mr Grayson Tull IP Number: 413 933 Code: _____ _____</p>	<p>Miss Jacqui Kneel IP Number: 145 575 Code: _____ _____</p>	<p>Mrs Sarah White IP Number: 94 493 Code: _____ _____</p>
<p>Mr Arif Dawar IP Number: 37 254 Code: _____ _____</p>	<p>Miss Rachel Knit IP Number: 244 957 Code: _____ _____</p>	<p>Mr James Ramone IP Number: 257 845 Code: _____ _____</p>	<p>Mr Antony Truddard IP Number: 44 827 Code: _____ _____</p>
<p>Mrs Gita Patel IP Number: 451 487 Code: _____ _____</p>	<p>Miss Emma Prigg IP Number: 251 306 Code: _____ _____</p>	<p>Miss Ruby Pritchard IP Number: 129 849 Code: _____ _____</p>	<p>Mr Ji Cheng IP Number: 284 705 Code: _____ _____</p>



Internet Hack

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<p>For example: Mr Amadi Owoh IP Number: 42 239 Code: 42 200, 42 000, 40 000, 0</p>	<p>Mr Nigel Mikkelsen IP Number: 288 948 Code: _____ _____</p>	<p>Mrs Rita Clarence IP Number: 432 458 Code: _____ _____</p>	<p>Mr Thomas Matthews IP Number: 293 392 Code: _____ _____</p>
<p>Mr Matt Richards IP Number: 198 375 Code: _____ _____</p>	<p>Mr Grayson Tull IP Number: 498 232 Code: _____ _____</p>	<p>Miss Jacqui Kneel IP Number: 593 484 Code: _____ _____</p>	<p>Mrs Sarah White IP Number: 944 493 Code: _____ _____</p>
<p>Mr Arif Dawar IP Number: 337 554 Code: _____ _____</p>	<p>Miss Rachel Knit IP Number: 2 344 957 Code: _____ _____</p>	<p>Mr James Ramoné IP Number: 74 538 Code: _____ _____</p>	<p>Mr Antony Truddard IP Number: 387 386 Code: _____ _____</p>
<p>Mrs Gita Patel IP Number: 371 486 Code: _____ _____</p>	<p>Miss Emma Prigg IP Number: 172 384 Code: _____ _____</p>	<p>Miss Ruby Pritchard IP Number: 854 583 Code: _____ _____</p>	<p>Mr Ji Cheng IP Number: 918 492 Code: _____ _____</p>

Find the Factors

Find all the factors for the numbers below. The first one has been started for you.

30	1	15	10	30				
----	---	----	----	----	--	--	--	--

12							
----	--	--	--	--	--	--	--

9							
---	--	--	--	--	--	--	--

22							
----	--	--	--	--	--	--	--

16							
----	--	--	--	--	--	--	--

13							
----	--	--	--	--	--	--	--

7							
---	--	--	--	--	--	--	--

50							
----	--	--	--	--	--	--	--

14							
----	--	--	--	--	--	--	--

33							
----	--	--	--	--	--	--	--

18							
----	--	--	--	--	--	--	--

1	$1016 - 200 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	----------------	----------------------	---------------------------------

4	$6,237 + 6,959 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	-------------------	----------------------	---------------------------------

2	423×2	<input type="text"/>	<input type="checkbox"/> 1 mark
---	----------------	----------------------	---------------------------------

5	$43.2 - 7.85 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	-----------------	----------------------	---------------------------------

3	$84 \div 6 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	---------------	----------------------	---------------------------------

6	$\begin{array}{r} 36 \\ \times 25 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method		

1	$7.4 + 0.3 =$	<input type="text"/> 1 mark
---	---------------	--------------------------------

4	$4,048 + 11 =$	<input type="text"/> 1 mark
---	----------------	--------------------------------

2	73×3	<input type="text"/> 1 mark
---	---------------	--------------------------------


5	$21 \times 59 =$	<input type="text"/> 1 mark
---	------------------	--------------------------------

3	$\square = 375 - 9$	<input type="text"/> 1 mark
---	---------------------	--------------------------------

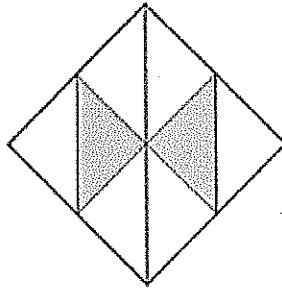
6	$8.7 - 5.92 =$	<input type="text"/> 1 mark
---	----------------	--------------------------------

Week 2 Reasoning

1 Write the correct sign $>$, $<$ or $=$ in each of the following.

-  $(10 + 5) - 9$ $(10 + 9) - 5$
 $3 \times (4 + 5)$ $(3 \times 4) + 5$
 $(10 \times 4) + 2$ $10 \times (4 + 2)$

2 Here is a square.



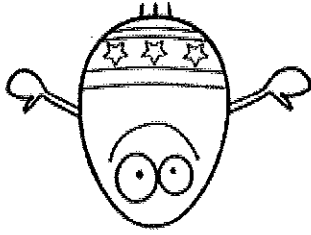
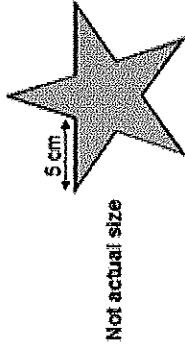
What fraction of the square is shaded?

3 Write in the missing numbers in this multiplication grid.

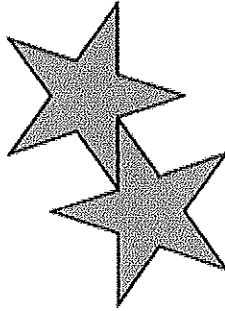
\times	5	<input type="text"/>	<input type="text"/>
4	20	36	32
<input type="text"/>	35	63	56
<input type="text"/>	30	54	48

4 Millie has some star-shaped tiles.

Each edge of a tile is 5 centimetres long.



She puts two tiles together to make this shape.



Work out the perimeter of Millie's shape.




5 Here is a repeating pattern of shapes.

Each shape is numbered.



The pattern continues in the same way.
Write the numbers of the next two stars in the pattern.

 and

Week 3

Arithmetic

1

$$1086 + 294 =$$

1 mark

2

$$63 \div 9 =$$

1 mark

3

$$4.9 + 9.003 =$$

1 mark

4

$$283,998 - 55,704 =$$

1 mark

5

$$1.205 \times 100 =$$

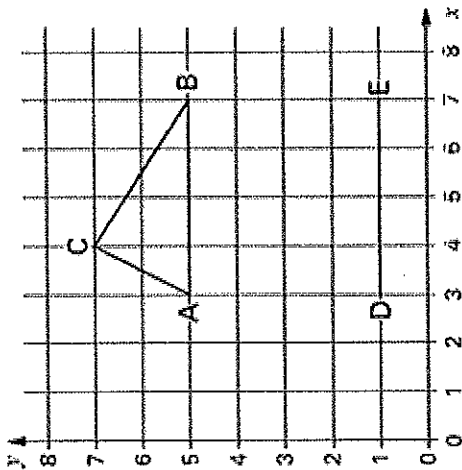
1 mark

6

$$50 + 7 \times 5 =$$

1 mark

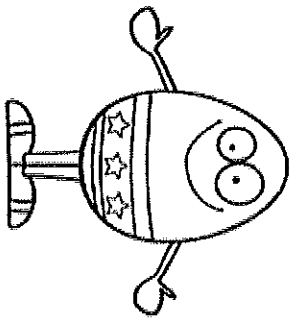
1 Kyle has drawn triangle ABC on this grid.



Holly has started to draw an identical triangle DEF.

What will be the coordinates of point F?

(,)



3 Here are four digit cards.



Choose two cards each time to make the following two-digit numbers.

The first one is done for you.

an even number

5 2

a multiple of 9

□ □

a square number

□ □

a factor of 96

□ □

2 Use each number card once to make

the answer to each calculation an even number.

$5 \times \square$

3 4 5

$12 \div \square$

$9 + \square$

4 The first two numbers in this sequence are 2.1 and 2.2

The sequence then follows the rule

'to get the next number, add the two previous numbers'

Write in the next two numbers in the sequence.

2.1 2.2 4.3 6.5 □ □

Week 4 Arithmetic

1

$666 - 8 =$

1 mark

2

$3.7 + 4.008 =$

1 mark

3

$5 \times 6 \times 9 =$

1 mark

4

$1,170 + 13 =$

1 mark

5

$40 \times 500 =$

1 mark

6

$3 \times 9 \times 5 =$

1 mark

Week 4 Reasoning

1 Alan has 45 beans.

He plants 3 beans in each of his pots.

How many pots does he need?



pots

Leila puts 4 seeds in each of her pots.

She uses 6 pots and has 1 seed left over.

How many seeds did she start with?



2

3 8 9 1

Choose three of these number cards to make an even number that is greater than 400



3

Write in the missing numbers.

$$55 + \square = 120$$

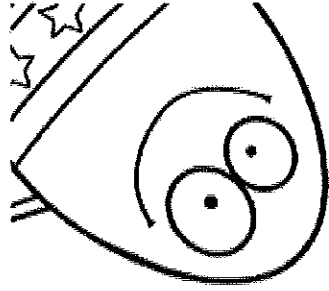
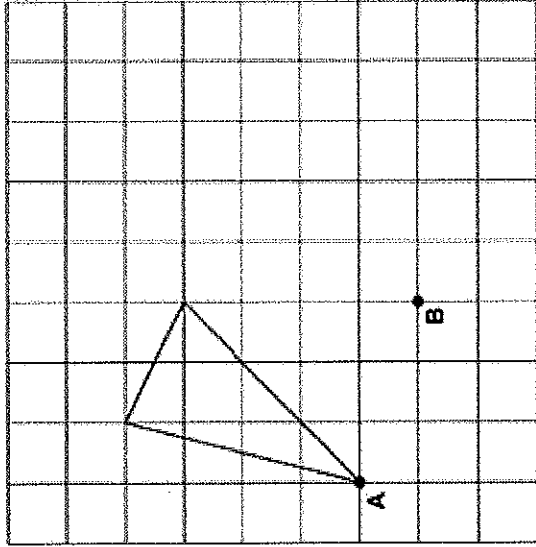
$$600 \times 4 = \square$$

4 Here is a triangle on a square grid.

The triangle is translated so that point A moves to point B.

Draw the triangle in its new position.

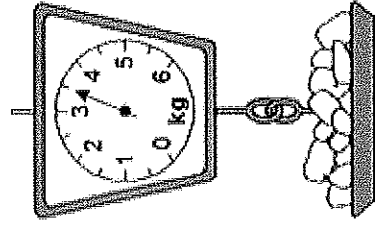
Use a ruler.



5 This table shows the weight of some fruits and vegetables.

Complete the table.

	grams	kilograms
potatoes	3500	3.5
apples		1.2
grapes	250	
ginger		0.03



Week 5 Arithmetic

1	$5 \times 8 \times 9 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	-------------------------	----------------------	---------------------------------

2	$\frac{4}{6} + \frac{2}{6} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	-------------------------------	----------------------	---------------------------------

3	$8^2 + 16 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	--------------	----------------------	---------------------------------

4	40% of 2,800 =	<input type="text"/>	<input type="checkbox"/> 1 mark
---	----------------	----------------------	---------------------------------

5	$38 \times 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
---	-----------------	----------------------	---------------------------------

6	$\begin{array}{r} 322 \\ \times \quad 53 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
Show your method			

1 Write in the missing numbers.

 $(3 \times 4) + \square = 19$

 $(5 \times 5) - \square = 23$



2 Write in the missing digits to make this correct.

$$\begin{array}{r} \square \\ \times 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 2052 \\ \times 6 \\ \hline \end{array}$$

Lewis makes a call from a telephone box.

3 He has £2 in coins.

He uses these five coins to make the call.



How much money has he got left from the £2?

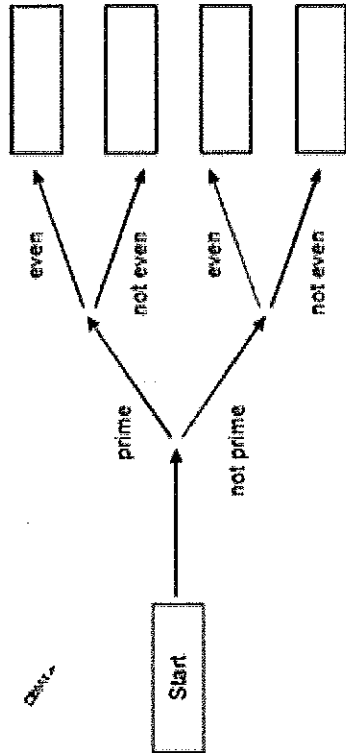


4 Here is a diagram for sorting numbers.

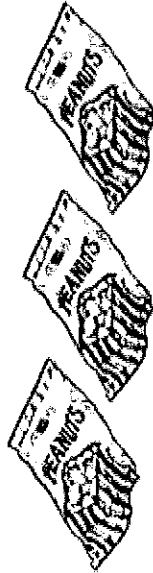
Write these three numbers in the correct boxes.

You may not need to use all of the boxes.

9 17 20

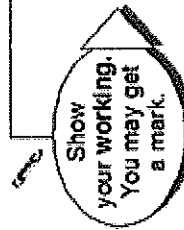


5 Parveen buys 3 small bags of peanuts.



She gives the shopkeeper £2 and gets 80p change.

What is the cost in pence of one bag of peanuts?



Week 6 Arithmetic

1 $540 \div 2 =$

1 mark

2 $81 \times 1000 =$

1 mark

3 $= 540 \div 9$

1 mark

4 $4,410 \div 7 =$

1 mark

5 $19 + 3 \times 3 =$

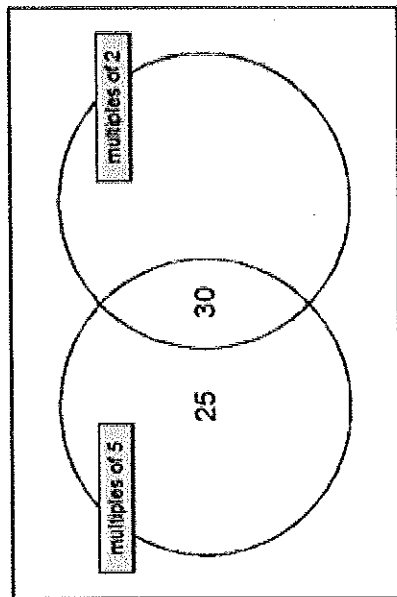
1 mark

6 $17 \div 2 =$

1 mark

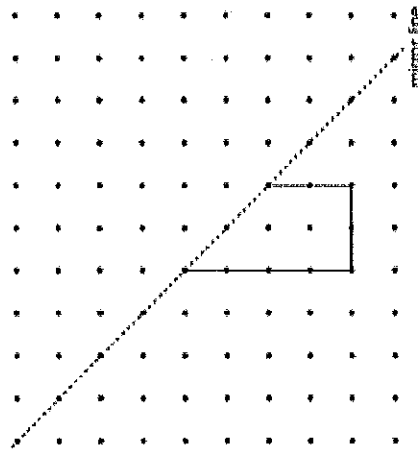
1 Write each of these numbers in its correct place on the sorting diagram.

40 8 15



2 Use a ruler to draw the reflection of this shape in the mirror line.

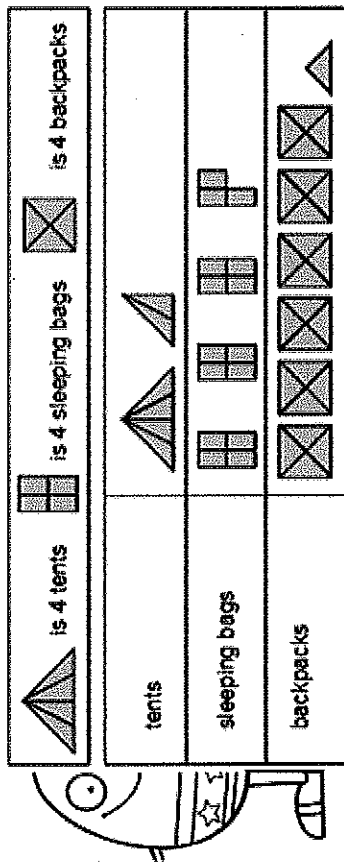
You may use a mirror or tracing paper.



3 A camping shop sells tents, sleeping bags and backpacks.

This chart shows how many of each they sold in June.

Items sold in June



The shop had 20 sleeping bags at the beginning of June.

How many of these sleeping bags did the shop have left at the end of June?

In July, the shop sold three times as many tents as in June.

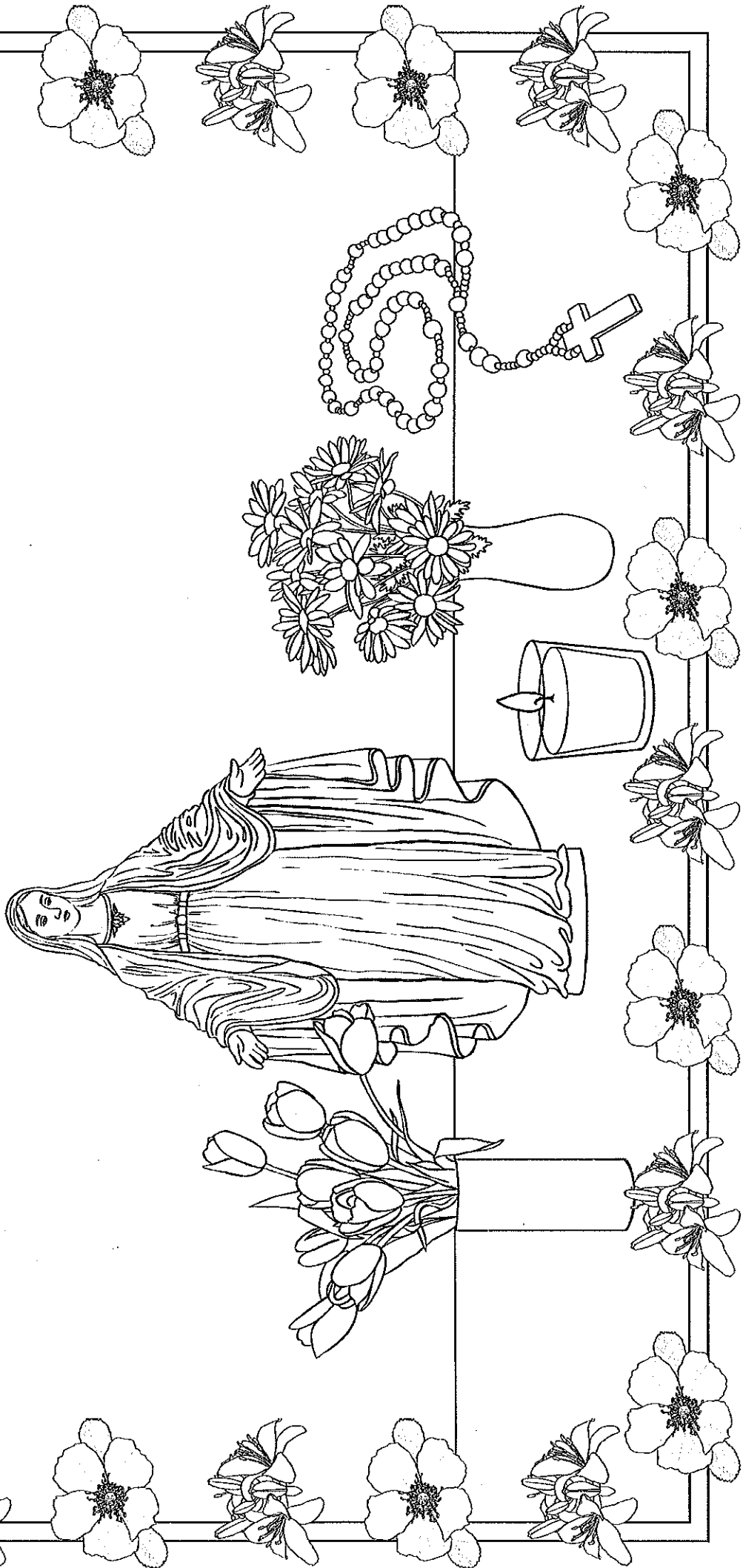
How many tents did the shop sell in July?

4 Write in the missing numbers.

$150 + \square = 500$

$172 - \square = 60$

The May Altar



Dictionary Skills Scavenger Hunt

Use a dictionary to answer the following questions.

What is the definition of the word 'dictionary'?	Find a word with no vowels.	Where in the body would you wear a gauntlet?	Find a word with more than seven letters.
Find the word 'bagpipes'. What are the guide words at the top of the page?	How many words begin with 'x'?	How many definitions are there for the word 'bank'?	What is the definition of the word 'antonym'?
What religion would wear a kirpan?	Find three nouns that begin with 'sp'.	What is the origin of the word 'pyjamas'?	What does an optometrist specialise in?
What does a geologist study?	What sport would use a bail?	What is a lexicon?	What does the prefix 're' mean?
What are the ingredients for guacamole?	What does an omnivore eat?	How many definitions are there for the word 'extreme'?	Where in the body would you find the cornea?

Own Novel Week 1

Date: _____

Title of Book: _____

Chapters/Page Numbers: _____

Purpose and Audience

Based on your knowledge of the title, author, front cover, blurb and what you have read so far what do you think the purpose of the book is and who is the audience for your book?

Purpose is why the book has been written-entertainment, to inform, to persuade. Audience is who is most likely to read the book- age, gender, interests.

Purpose: _____

Audience: _____

L1: To identify the purpose and audience of a text.

Success Criteria:

- Explain what the purpose of the books is.
- Explain who the audience of the book is.

Prior Knowledge

Answer these questions, with as much detail as you can, before reading the chapters for this week.

L1: To discuss the text before reading.

Success Criteria:

- Use my prior knowledge.
- Use the book to help answer the questions.
- Explain your answers.

Use the title, front cover and blurb to help you. Think about the author and anything you know they have written before.

1. Explain what you think your book will be about. Include detail and explain why you think this.
2. What genre (type- horror, comedy etc) do you think this book is? Why do you think it is this genre?
3. Based on what you know about the book and author from your prior knowledge, the title, front cover and blurb, do you think you will enjoy this book? Why or why not?

Own Novel Week 2

Date: _____

Title of Book: _____

Chapters/Page Numbers: _____

L.I.: To identify the main characters.

Success Criteria:

- Select the main characters within the text.
- Explain why you feel they are a main character.
- Justify your opinion.
- Include some evidence from the text to support your answers.

Characters Within The Story So Far

Identify the main characters within the story so far. A main character is considered to be someone who has an important role to play within the story, to the plot and who the story often focusses on. Explain why you believe they are a main character and give some evidence from the text to support this, this can be a direct quote.

**** Depending on your story will depend on how many main characters you have****

1. Name: _____

Why are they a main character?: _____

Evidence to support: _____

2. Name: _____

Why are they a main character?: _____

Evidence to support: _____

3. Name: _____

Why are they a main character?: _____

Evidence to support: _____

4. Name: _____

Why are they a main character?: _____

Evidence to support: _____

5. Name: _____

Why are they a main character?: _____

Evidence to support: _____

Own Novel Week 3

Date: _____

Title of Book: _____

Chapters/Page Numbers: _____

L.J: To identify significant settings with a text.

Success Criteria:

- Select the different settings where the story takes place.
- Explain their importance to the plot.
- Justify your opinion with some supporting detail from the book.

The Settings and Places Within the Book

Within your book paying close attention to the chapters that you have read this week and in previous weeks identify the different settings that appear within the novel so far. Explain why you think they are significant to the story, plot. It doesn't have to be a city/town etc, it can be a particular room, outdoor space.

** Depending on your story will depend on how many different settings you have**

Place: _____

Why is this setting important?: _____

Place: _____

Why is this setting important?: _____

Place: _____

Why is this setting important?: _____

Place: _____

Why is this setting important?: _____

Place: _____

Why is this setting important?: _____

Setting Visualisation

Complete the table below about one of the settings you have identified as being important to the plot of the book. Select one that you are able to find quotes to gain a picture of what the setting looks and feels like. *** Some may be more obvious than others***

L.I: To select information from the text.

Success Criteria:

- Include direct quotes about the setting.
- Show what can be seen, heard, touched and smelt in the setting.
- Show what feelings the setting creates.
- Build up a picture of what the setting looks like.

See	Hear	Touch	Smell	Feelings

Setting Visualisation

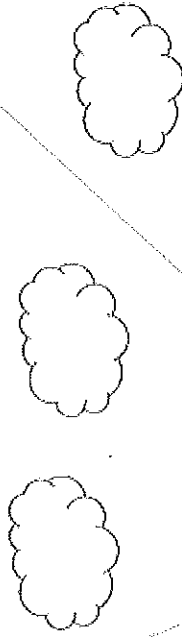
Using the information from the table above draw a picture of the setting you have chosen. Include the things you have mentioned above in the picture and label as you go. For the feelings you may want to include these as bubbles around the setting/drawing. Remember to include all necessary parts that build up a picture of the setting in your mind.

L.I: To create a visual setting.

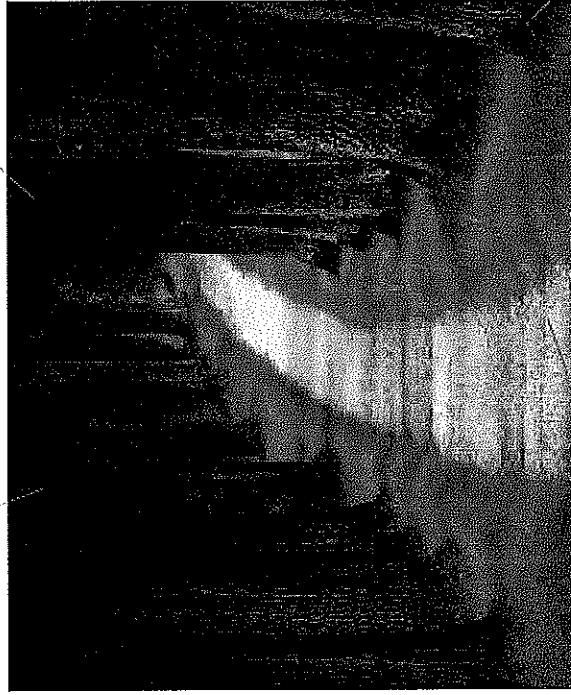
Success Criteria:

- Draw a picture that represents the setting chosen.
- Include labels to show the setting, table and book.
- Use the information from the senses mentioned above in the picture and label as you go.
- Include how the setting feels to the character.

Example-



Complete on a blank sheet of paper.



Own Novel Week 4

Date: _____

Title of Book: _____

Chapters/Page Numbers: _____

LI: To create questions.
Success Criteria:

- Use prior knowledge about the story and the character to create questions for the character.
- Include a variety of different question starters.
- Include what you would like the character to explain and discuss.
- Link the questions to the story so far.

Character Interview

Choose one character that has had an impact on the story so far and create interview questions that you would like to ask them. Think about things you would like them to explain, discuss their thoughts and feelings about what has happened, or about another character etc. Create questions that you would get good detailed answers from. Remember to link to the story so far.

Questions

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____

Now that you have created questions for them, answer them as if you were that character. What would they say? How would they react? What words and phrases would they use? You may want to add in how they said it and any body language you think they would have.

LI: To answer questions in the style of the character.
Success Criteria:

- Write what the character would say and the words and phrases they would use.
- Include how the character would react, their tone and body language.
- Answer the questions that have been asked.
- Include detail within the answers.

Answers

1. _____
2. _____
3. _____

Own Novel Week 5

Date: _____

Title of Book: _____

Chapters/Page Numbers: _____

Questions

Questions

Create your own questions about the chapters you have been reading this week. The questions have been started for you to show different types of questions- literal and inferential.

L1: To generate questions about the text.

Success Criteria:

- Use the book and what you know about the story and characters to create the questions.
- Start them with the starters below showing different types of questions.
- Make sure the questions are related to the parts that you have been reading

1. How _____

2. Why _____

3. What _____

4. Explain _____

5. Describe _____

6. Show _____

Use this space to write down any questions you have about the text that you are unsure about, any questions you would like to ask about what has happened, how a character has acted etc.



Marcia says that all of her friends have a cell phone, but Marcia's mom doesn't want to buy her one. Marcia's mom doesn't want Marcia to play video games either. What is more, the internet scares her. Marcia's mom says, "If Marcia has a cell phone, how do we know whom she is talking to? Video games are bad for you. The internet is dangerous and uncontrolled. It's like having a gun in the house. We should just ban her from using the computer, and I'm not buying her a cell phone until she is eighteen. This is the only way we can be sure that Marcia is safe."

Marcia's dad disagrees with Marcia's mom. Although he agrees that there are some dangers to it, he likes the internet, and finds it to be very useful. "The trouble is," he says, "We just can't stop Marcia from using the internet, as this would put her at a disadvantage. What is more, I like video games. I think that, when played in moderation, they are fun. Obviously, it is not good to play them without restraint or self-control. Finally, I think Marcia needs a cell phone. We can't take these things away."

Questions

1) Which of the following best describes the difference between Marcia's mom and Marcia's dad?

- A. Mom wants to ban Marcia from using the computer, while dad likes to play video games.
- B. Mom thinks technology is dangerous, while dad thinks it can be useful.
- C. Mom cares little about Marcia's future, while dad is very supportive.
- D. Mom is very strict while Dad is open minded.

2) Which of the following best describes the similarity between Marcia's mom and Marcia's dad?

- A. Mom and dad both like technology.
- B. Mom and dad both think video games are bad.
- C. Mom and dad both think the internet is dangerous.
- D. Mom and dad both care about Marcia's wellbeing.

3) In paragraph 1, Marcia's mom says, "It's like having a gun in the house." She says this in order to

- A. support the idea that the internet is dangerous
- B. reject the claim that guns can be safe if used responsibly
- C. encourage Marcia's dad to purchase a gun
- D. explain why the internet is uncontrolled

4) In paragraph 2, Marcia's dad says, "We just can't stop Marcia from using the internet, as this would put her at a disadvantage." What does Marcia's dad mean by this?

- A. Marcia needs to learn how to use the internet if she wants to have friends in the future.
- B. Marcia should not stop using the internet because this will seriously slow her learning.
- C. If a person's ability to use the internet becomes important in the future, Marcia will be at a loss.
- D. If Marcia does not learn to use the internet on her own, then she will never learn to recognize its dangers.

5) In paragraph 2, Marcia's dad says, "Finally, I think Marcia needs a cell phone." Given what you know about Marcia's mom's concerns, what is the best reason Marcia's dad can provide to convince Marcia's mom that Marcia needs a cell phone?

- A. Marcia can use her cell phone to talk to her friends, instead of needing to borrow one of ours.
- B. Having a cell phone will teach Marcia how to use new technology.
- C. Because all of her friends have one, it would be unfair to disallow Marcia to have a cell phone.
- D. If Marcia is in trouble she can use her cell phone to call for help.

6) Which of the following describes a level of game play that Marcia's dad would disapprove of?

- A. On Saturday, Marcia plays video games all evening. The next day, she wakes up early and goes for a walk through the woods near her house. When her friend calls Marcia, they talk about the what they are going to wear to school on Monday.
- B. Marcia plays video games for an hour or two. Then she eats lunch and meets her friends at the skating rink. That night, Marcia and her friends go to see a movie.
- C. Marcia plays video games all morning. When her friends ask her to come play outside, Marcia tells them that she is too busy and continues to play.
- D. Marcia plays video games for an hour every day for five days straight. During these days, she does not watch any TV.

7) Marcia's mom can best be described as

- A. ridiculous
- B. careful
- C. cruel
- D. rude

8) Marcia's dad can best be described as

- A. shameless
- B. foolish
- C. wild
- D. reasonable

9) Which of the following would be the best way for Marcia to change the way her mom thinks about technology?

- A. Read her a newspaper article that talks about the importance of technology.
- B. Provide her an instruction manual detailing how the latest cell phone functions.
- C. Take her to the library and show her the top five most popular internet websites.
- D. Spend the weekend playing video games with her.

Have you ever heard someone use the phrase "once in a blue moon"? People use this expression to describe something that they do not do very often. For example, someone might say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate "once in a blue moon." Or someone who does not usually like to go to the beach might say "I visit the shore once in a blue moon." While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase "blue moon" actually has to do with the shape of the moon, not the color.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a crescent moon. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a "blue moon."

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event. This fact has led people to use the expression "once in a blue moon" to describe other very rare events in their lives.

Questions

- Which of the following would be a good example of someone doing something "once in a blue moon"?
 - Mary likes to go to the mountains every weekend. Mary goes to the mountains once in a blue moon.
 - Tom rarely remembers to take out the trash. Tom takes out the trash once in a blue moon.
 - Cindy hates to wash the dishes. Nevertheless, she does it every day. Cindy washes the dishes once in a blue moon.
 - Ming sometimes forgets to do his homework. Ming forgets to do his homework once in a blue moon.
- When does a blue moon happen in nature?
 - when there are two full moons in one month
 - when the moon has a blue color
 - when we cannot see the moon at all
 - when we can only see a small part of the moon

3) Using the passage as a guide, it can be understood that which of the following sentences does not contain an expression?

- Thomas has lost his mind.
- An apple a day keeps the doctor away.
- I'll mow the grass after I finish my homework.
- It's never a bad time to start something new.

4) As described in paragraph 3, what is another example of something that has a crescent shape?

- your thumb
- a distant star
- the letter "C"
- the letter "t"

5) In the final paragraph, the author states: "Over the next 20 years, there will only be 15 blue moons." This means that over the next 20 years, a blue moon will happen

- once a year
- less than once a year
- more than once a year
- not enough information is provided

6) As used in the final paragraph, which is the best antonym for rare?

- common
- strange
- colorful
- infrequent

7) In the final paragraph the author writes, "As you can see, a blue moon is a very rare event." The purpose of this statement is to

- answer an earlier question
- provide an example
- support an upcoming conclusion
- challenge a previous statement

Reading Comprehension Week 3

Many people who are looking to get a pet dog get a puppy. There are many reasons why people get puppies. After all, puppies are cute, friendly, and playful. But even though puppies make good pets, there are good reasons why you should consider getting an adult dog instead.

When you get a puppy, you have to teach it how to behave. You have to make sure that the puppy is housebroken so that it does not go to the bathroom inside the house. You have to walk on a leash. This is a lot of work.

On the other hand, when you get an adult dog, there is a good chance that it will already know how to do all of the previously mentioned things. Many adult dogs have already been housebroken. Many adult dogs will not jump on or chew things that you do not want them to jump on or chew. Many adult dogs will be able to walk on a leash without pulling you to the other side of the street.

Puppies also have a lot of energy and want to play all of the time. This can be fun, but you might not want to play as much as your puppy does. Puppies will not always sleep through the night or let you relax as you watch television.

On the other hand, most adult dogs will wait on you to play. What is more, they will sleep when you are sleeping and are happy to watch television on the couch right beside you.

There is one last reason why you should get an adult dog instead of a puppy. When most people go to the pound to get a dog, they get a puppy. This means that many adult dogs spend a lot of time in the pound, and some never find good homes. So if you are looking to get a dog for a pet, you should think about getting an adult dog. They are good pets who need good homes.

Questions

- 1) The author apparently thinks that puppies are
 - A. bad pets because they take too much work to own
 - B. friendly, playful, and a lot of work
 - C. not as cute as adult dogs
 - D. not as playful as adult dogs
- 2) As used in paragraph 2, which is the best synonym for behave?
 - A. listen
 - B. understand
 - C. train
 - D. act
- 3) The main purpose of paragraph 2 is to explain how puppies
 - A. are very immature
 - B. do not make good pets
 - C. can be very destructive
 - D. are a lot of work

4) As used in paragraph 2, which is the best example of a dog that is housebroken?

- A. Spot goes outside to use the bathroom.
- B. Rex always breaks things inside of the house.
- C. Rover never jumps on guests.
- D. Muffin chews on people's shoes.

5) According to the passage, why are adult dogs easier to take care of than puppies?

- I. Puppies need to learn how to walk nicely on a leash.
- II. Adult dogs have less energy than puppies do.
- III. It is harder for adult dogs to find a home than it is for puppies.

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

6) Based on information in the passage, which of the following statements is false?

- A. Puppies have a lot of energy.
- B. Puppies need a lot of attention.
- C. Adult dogs do not like to play.
- D. Adult dogs do not need eat very much.

7) As used in paragraph 4, which is the best synonym for relax?

- A. work
- B. leave
- C. play
- D. rest

8) The author begins paragraphs 3 and 5 with the phrase, "On the other hand." This phrase is used to

- A. highlight an example
- B. contrast previous information
- C. contradict a later statement
- D. support the upcoming paragraph

9) In the final paragraph, the author says, "many adult dogs spend a lot of time in the pound, and some never find good homes." Based on what you have read in the passage, why is this most likely the case?

- A. People see adult dogs as unhappy and dangerous, while they see puppies as cute and friendly.
- B. People understand that most adult dogs still need to a lot of training before they understand how to behave properly.
- C. People think that puppies are cute and playful and do not always think about how much work it will take to train them.
- D. People do not want to get a dog that does not have much time left to live.

10) Based on information in the passage, it can be understood that someone who owns a puppy must be

- A. strict
- B. serious
- C. careful
- D. responsible

Reading Comprehension Week 4

Many people like to eat pizza, but not everyone knows how to make it. Making the perfect pizza can be complicated, but there are lots of ways for you to make a more basic version at home.

When you make pizza, you must begin with the crust. The crust can be hard to make. If you want to make the crust yourself, you will have to make dough using flour, water, and yeast. You will have to knead the dough with your hands. If you do not have enough time to do this, you can use a prepared crust that you buy from the store.

After you have chosen your crust, you must then add the sauce. Making your own sauce from scratch can take a long time. You have to buy tomatoes, peel them, and then cook them with spices. If this sounds like too much work, you can also purchase jarred sauce from the store. Many jarred sauces taste almost as good as the kind you make at home.

Now that you have your crust and your sauce, you need to add the cheese. Cheese comes from milk, which comes from cows. Do you have a cow in your backyard? Do you know how to milk the cow? Do you know how to turn that milk into cheese? If not, you might want to buy cheese from the grocery store instead of making it yourself.

When you have the crust, sauce, and cheese ready, you can add other toppings. Some people like to put meat on their pizza, while other people like to add vegetables. Some people even like to add pineapple! The best part of making a pizza at home is that you can customize it by adding your own favorite ingredients.

Questions

- 1) The author's main purpose in writing this passage is to
 - A. describe the history of pizza
 - B. teach a healthier way to make pizza
 - C. outline steps to make a basic pizza at home
 - D. provide tips about how to make your pizza especially delicious
- 2) As used in paragraph 1, which word means the opposite of complicated?
 - A. difficult
 - B. simple
 - C. easy
 - D. manageable
- 3) As used in paragraph 3, which is the best synonym for purchase?
 - A. forget
 - B. buy
 - C. ask
 - D. cook

4) In paragraph 3, the author writes, "Many jarred sauces taste almost as good as the kind you make at home." The purpose of this statement is to

- A. clarify a later statement
 - B. provide an example
 - C. clarify an earlier statement
 - D. support the previous paragraph
- 5) In paragraph 4, the author asks a series of questions in order to
- A. support the idea that most people cannot make homemade cheese
 - B. reinforce the idea that most people probably live on farms
 - C. prove that store-bought cheese tastes better than homemade cheese
 - D. emphasize the superiority of homemade cheese over store bought cheese
- 6) As used in paragraph 5, which is the best definition for customize?

- A. to make personal
- B. to prepare for more than one
- C. to eat white hot
- D. to desire

7) According to the author, which of the following ingredients do you need to have ready before you can add the toppings?

- I. crust
 - II. sauce
 - III. cheese
- A. I only
 - B. I and II only
 - C. II and III only
 - D. I, II, and III

8) Which of the following words best describes how the author feels about making a pizza from scratch?

- A. helpful
- B. understanding
- C. enthusiastic
- D. negative

9) Which of the following conclusions would work best at the end of this passage.

- A. Although the crust, sauce, and toppings are all important ingredients in pizza, it is clear that the cheese is most important. Therefore, be sure your cheese is homemade.
- B. It can be understood that making your pizza from scratch should be avoided at all costs. Use store bought ingredients and save yourself a heap of trouble.
- C. As you can see, cooking a pizza can be fun, but it can also be very expensive. But, as you can see, the best things are worth paying for.
- D. Once you have prepared the crust, sauce, cheese, and toppings, you are ready to bake your pizza. I think you will see that making pizza at home can be a good alternative to purchasing it from the store.

Dan, Sarah, Ted, and Rebecca have been playing a friendly game of poker for almost an hour. So far, Ted has the biggest pile of winnings, with a total of \$5.45. Sarah has won a small sum, and Rebecca has lost more than Dan.

Questions

- 1) At this stage of the game, who has lost the most money?
 - A. Ted
 - B. Sarah
 - C. Dan
 - D. Rebecca
- 2) How much money might each player have started with, if each player started with the same amount?
 - A. \$4
 - B. \$6
 - C. \$8
 - D. Not enough information is provided
- 3) If the game started at 7:00, what time might it be at this stage of the game?
 - A. 7:30
 - B. 7:50
 - C. 8:00
 - D. 8:45
- 4) At this stage of the game, who has/have won money?
 - I. Ted
 - II. Sarah
 - III. Dan
 - A. I only
 - B. I and II only
 - C. II and III only
 - D. I, II, and III

"A Day Like No Other"

Reading Comprehension — Short Stories

Directions: Read the story. Then answer the questions below.



Frank Wilcox has been Chief of Police in Lansett County for 25 years. He took the job when he had just turned 30.

He has seen murders. He has seen robberies. He has seen cats stuck in trees. He has found missing children.

But today would be like no other day on the job.

It is 11:00 at night. Chief Wilcox begins putting together his things. He is tired. He wants to go home.

"Chief Wilcox," calls an officer walking quickly into his office. It is Officer Simpson. He looks nervous. He looks like he would like to be anywhere else but there.

"What is it, Simpson?" asks the Chief.

"Holman's Grocery was just held up at gunpoint," Simpson says. His voice is shaky. He coughs to clear his throat.

"Was anyone hurt?" asks Chief.

Lansett is a very small county. The Chief knows just about everyone who lives there. If anyone was hurt, there is a good chance he knows the person. Maybe that's why Officer Simpson looks nervous.

"No one was hurt," says Simpson. "But we caught the suspect."

"Ah, well, Simpson. You guys can take care of that. I'm—" Chief Wilcox stops in mid-sentence.

He understands what is wrong. From behind Officer Simpson, the Chief sees his youngest daughter, Devon. She is in handcuffs.

Chief Wilcox gets a lump in his throat. He sits in his chair, stunned. "How could it be?" he thinks.

"Devon, will you please tell me what is going on?" the Chief demands.

Devon does not look at him. The Chief can feel anger growing inside of him. He refuses to let that anger show.

"Take her back for questioning," the Chief says to Officer Simpson in a calm voice.

"Devon, whatever you do, tell the truth," the Chief says. "I'm your dad. I love you. We will figure this out."

1) What is the main problem in this story?

- A. Devon won't look at her dad.
- B. Officer Simpson is nervous.
- C. The Chief's daughter has been arrested.
- D. The Chief is tired and wants to go home.

2) For how long has Wilcox been Chief of police?

- A. 15 years
- B. 25 years
- C. 30 years
- D. 35 years

3) What can the reader tell about Chief Wilcox?

- I. He wants the truth.
 - II. He has seen a lot in his job.
 - III. He is 30 years old.
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

4) Why does the Chief want to go home?

- A. He is hungry.
- B. He is tired.
- C. He does not want to see Devon.
- D. He is worried about his family.

5) Why is Officer Simpson nervous?

- A. He is scared of Chief Wilcox.
- B. He has just been held up at gunpoint.
- C. He has just arrested the Chief's daughter.
- D. He has just found an important piece of evidence in a new case.

6) If someone's voice is shaky, it is

- I. loud
 - II. unsure
 - III. unsteady
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

7) When does the Chief discover what is wrong with Officer Simpson?

- A. when he sees the gun
- B. when he stands up
- C. when Officer Simpson tells him
- D. when he sees his daughter

8) "He refuses to let that anger show." Which sentence below means the same thing?

- A. He is forced to let that anger show.
- B. He is about to let that anger show.
- C. He wants to let that anger show.
- D. He decides not to let that anger show.