English Skills



*How do I write a graphic organiser timeline?*



**Please read before you begin**

|  |  |  |
| --- | --- | --- |
| Welcome to Module L. In this Module you will be asking yourself  How do I write a graphic organiser timeline?  To help you answer this question, these are your learning intentions. | | C:\Users\jselim\Desktop\time.jpg |
|  | Learning Intentions for Module L | | |

Writing Workshop

Learn how to use a graphic organiser timeline.

Grammar and Punctuation

Learn about apostrophes. Explore contractions.

How Words Work

Pronouns and adverbs.

Spelling and Phonics

Study your 10 spelling words and your own 10 words for your test at the end of the Set. In phonics, you will look at the vowel sounds of ‘ur’ and ‘sh’.

|  |  |
| --- | --- |
| Contents | |
| Set One | Reading and Writing Workshop   * Exploring the text - reading and learning about graphic organiser timeline * Talk to someone at home and complete activities about a graphic organiser timeline   Spelling activities and Phonics   * Ten given words and ten words of your own choice * The ‘ur’ sound   Grammar and Punctuation   * Apostrophes   How words work   * Pronouns   Spelling test  Spell the words for this Set |
| Set Two | Reading and Writing Workshop   * Write a graphic organiser timeline   Spelling activities and Phonics   * Ten given words and ten words of your own choice. * The sound made by the letters ‘sh     Grammar and Punctuation   * Contractions   How words work   * Adverbs   Spelling test   * Spell the words for this Set   Reflection   * Response log * Answer true or false questions about the topic |

|  |  |
| --- | --- |
| books,boys,childhood,children,concentration,educates,educations,Fotolia,homework,kids,knowledge,learning,learns,males,Photographs,readings,reads,schools,students,studies | Getting Knowledge Ready |

A timeline is a type of graphic organiser. It organises events in the order of when they happened.

Can you give a timeline for your day so far?

Use the box below to draw or write what you have done so far today. Start with when you woke up. Then continue to write the things you did and the time.

|  |
| --- |
| I woke up at \_\_\_\_\_\_\_ am  I then…  *C:\Users\crt\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JQ2551LD\MC900441322[1].png*  *You have just created your own type of graphic organiser timeline of your day!* |

|  |
| --- |
| Set One |



Remember:

* A timeline is a graphic organiser which shows information at the time it happened
* C:\Users\crt\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\K975LXFD\MC900154360[1].wmfIt is a quick way of finding the main events in a story

Here is another example of a graphic organiser timeline.

The Robbery

6:00pm

The bank manager locks the bank vault at the ACC Bank. He sets the burglar alarm and then leaves.

7:00pm

A woman walking her dog nearby hears an explosion. She calls the police.

7:30pm

The police arrive and discover the break-in. They break down the back door and enter the bank. They are certain the robbers are still in the building, as they hear voices from the vault.

8:00pm

The police catch two people wearing masks at the scene of the crime. The police find lots of money in their bags. The police handcuff the suspects.

This timeline shows a list of events in order of when they happened.

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Here is another timeline. Fill it in with the main events of the story. The first one is done for you.

8:00pm

7:30pm

7:00pm

6:00pm

The bank manager locks the bank vault at the ACC Bank. He sets the alarm then leaves the building.

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Now draw a picture of each of the events in the graphic organiser timeline.

8:00pm

7:30pm

7:00pm

6:00pm

Answer the five W and H questions about the events in the timeline.

(1)What happened? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2)Who was involved? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(3)Where did it happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(4)When did it happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(5)Why did it happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(6)How did it happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Hi! My name is “****Possession.****”*

*I help you see who things* ***BELONG*** *to!*



Apostrophe of possession – it shows something belongs to someone.



* Apostrophes look like this:
* C:\Users\crt\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XGYY5H84\MC900438231[1].wmfAn apostrophe sits above the letters like this: Mary**’**s bag.
* Can you see the **apostrophe** in “Mary**’**s bag”?
* This apostrophe shows that **MARY** **owns** the **bag.**

Put the apostrophe in to show **who** **owns** the **things**.

Make sure the apostrophe **at the top**. (If you put it at the bottom, it looks like a comma!)

Draw a picture to show who owns what. The first one has been done for you.

|  |  |
| --- | --- |
| Tim's ball  D:\Users\jselim\Desktop\images[11].jpg | Sally s homework |
| The cat s food | Australia s flag |
| My brother s room | My cousin s house |

|  |  |
| --- | --- |
|  | How Words Work |

**Pronouns**

* A pronoun is a word that takes the place of a noun.
* For example: Lily is smart. She reads a lot.

Noun Pronoun

1. Write the pronouns in the sentences.
2. Dale played cricket. He made 30 runs.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Leah watched Ellen played netball.

She scored five goals.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Monday was a hot day. It reached 40 degrees Celsius.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She went outside to find him.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I will ask her if she wants to play with us.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Choose the correct pronoun for each box: (he, she, it)

|  |
| --- |
| A book |
|  |

|  |
| --- |
| A girl |
|  |

|  |
| --- |
| A boy |
|  |

|  |  |
| --- | --- |
|  | Spelling |

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Your spelling words for this Set are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| diary | hear | brought | where | went |
| purple | purse | curve | return | turnip |

1. Go to this online kid’s dictionary: <http://dictionary.kids.net.au> In the search dictionary section, find these meanings and write them down.

diary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

purple\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Cross out every second letter to find the list words in each line.

tgukrwnhilp hyeuaor pkudrlpolre

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write the list words in alphabetical order

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This Set you are looking at the *ur* sound.

* Say the word b**ur**st out aloud. What sound does it make? If you thought it makes an “er” sound you would be right. Sometimes word sounds are different to how they are spelt.
* Now say p**ur**ple out aloud. Did you notice the same thing?

1. Circle the ur words in the following poem.

***A lucky Thursday***

*A girl took her new purple purse out one Thursday.*

*She went around a curve and far away.*

*There she found a turnip and picked it up.*

*She then returned home as she was really happy with her luck.*

1. Copy three words from the poem that have the ur letters.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Put the ur letters in the following words.

h \_\_ \_\_ l f \_\_ \_\_ r t \_\_ \_\_r n c \_\_ \_\_ l

|  |  |
| --- | --- |
| It’s time for your spelling test  Give your sheet of words to someone at home. Ask them to test your spelling of the ten words you were given to learn this Set. You might even like to practise your words once again before you have your test. | j0226124 |

|  |  |
| --- | --- |
| Spelling Words for Set One | |
| Set One Module Words | Set Two Module Words |
| diary |  |
| hear |  |
| brought |  |
| where |  |
| went |  |
| purple |  |
| purse |  |
| curve |  |
| return |  |
| turnip |  |

Checklist

This Set you should have completed the following tasks. Please tick the tasks you have completed.

* Reading and Writing workshop*—*Graphic Organiser/Timeline
* Spelling activities—LCWC and own Words
* Phonics- The ‘ur’ sound
* Grammar and Punctuation —Apostrophes
* How Words Work— Pronouns
* Spelling and Dictation test

|  |
| --- |
| End of Set 1 |

|  |
| --- |
| Set Two |



Recall:

* Timelines are graphic organisers that are used to present information clearly
* They show the order that events happened
* Timelines can be presented in different ways

Use the words in the box to fill in the gaps.

|  |
| --- |
| main order clearly |

Graphic organiser timelines present information \_\_\_\_\_\_\_\_\_\_\_\_\_.

A timeline shows the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parts of the information.

Timelines show the events in the \_\_\_\_\_\_\_\_\_\_\_\_\_ they happened.

Now take some time to think about what you are going to do tomorrow.

Next you will complete a timeline for the activities you plan to do tomorrow.

Have a go!

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Start at 8 o’clock.

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

|  |  |
| --- | --- |
| Time | What I will do |
| 8 am |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Now fill in the timeline of your day today using this graphic organiser. Fill in the boxes with details about your day.

8:00am

|  |  |
| --- | --- |
|  | Daily Reading |

Remember to do your daily reading. Find a comfy place with someone at home and spend at least 15 minutes reading together.

|  |  |
| --- | --- |
|  | Spelling, Phonics and How Words Work |

It’s time for you to learn your words for this Set. They are at the back of this Module. You also need to choose ten words for **My** **Own Words.**

These can be from:

|  |  |
| --- | --- |
|  | * your own writing |
|  | * your reading |
|  | * your memory |

1. Write the ten words you have chosen, in the My Own Wordscolumn on the page at the back of Set Two.

Learn these and the ten words given to you for this Set. Remember to use L.C.W.C. to help you learn these.

Ten Spelling Words for Set Two

stopped threw heard always when

shake shine shore brush vanish

|  |  |
| --- | --- |
|  | Spelling |

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1. Write as many rhyming words as you can for

shake\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write a sentence with the words *brush shine*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“sh” sound

* It makes an *shhh* sound when you say it out loud
* For example, say the word *shout* aloud. Can you hear the *shhh* sound?

1. Circle the *sh* sound in the following words then draw a picture to match.

|  |  |  |
| --- | --- | --- |
| brush | shore | shine |

1. Fill in the sh sound in the following words.

vani \_\_ \_\_ \_\_ \_\_ ine ru \_\_ \_\_ pu \_\_ \_\_

1. Now put two of the ‘**sh**’ sounding words in a sentence.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is an adverb?

* adds meaning to a verb, adjective or another verb
* often ends in *ly*
* most answer the questions: when? (time), how? (manner) or where? (place).
* For example: She is walking *quickly* (how) to arrive *here* (where) *soon* (when).

1. Write the adverb by adding ly to each adjective; e.g. slow-slowly.

strange \_\_\_\_\_\_\_\_ bright \_\_\_\_\_\_\_\_\_\_\_ large\_\_\_\_\_\_\_\_

soft \_\_\_\_\_\_\_\_\_\_\_\_\_ final\_\_\_\_\_\_\_\_\_\_\_\_\_ love \_\_\_\_\_\_\_\_

1. Write one adverb that gives information about each verb. The first one is done for you.

work\_\_\_\_\_\_\_\_ *carefully*\_\_\_ play\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

drive\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ speak\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

throw\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ arrive\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write an adverb to answer each question.

How do you:

sing? \_\_*loudly*\_\_\_\_\_\_\_\_\_\_\_\_\_laugh? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ speak?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

type?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ swim?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

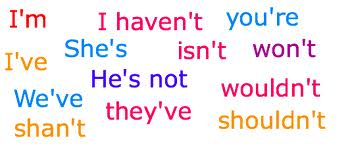
|  |  |
| --- | --- |
| C:\Users\jmiller\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\O584SN30\MC900053962[1].WMF | Grammar and Punctuation |

*Hi! It’s me again – I’m* ***“Contraction****.”*

*I bring* ***two words together.*** *I**show you that there are some letters* ***missing****.*



* I show you that **two words** join and some letters are **left out**.
* Can you find me in the words below?
* Put a circle around the apostrophes that show where **two words have been joined** and **some letters** have been **left out**.

****

Write the shortened words in the boxes below.

|  |  |  |
| --- | --- | --- |
| should not  **shouldn’t** | is not | have not |
| you are | would not | we have |
| they have | I am | is not |
| will not | she is | I have |

Please remember that contractions are:

* a shortened word or phrase
* phrases become contractions when letters are left out of words and the phrase becomes one word
* an apostrophe shows where letters have been left out

Examples:

*I’ll* is a contraction of the phrase *I will*

*You’re* is a contraction of the phrase *You are*.

Contractions are often used in personal letters, diaries and other types of informal writing.

Match the following contractions with their correct word pairs.

can’t

didn’t

shouldn’t

won’t

couldn’t

they’ve

that’s

there’s

he’s

they’re

could not

did not

cannot

they have

will not

they are

should not

there is

that is

he is

Write the words these contractions come from. The first one has been done for you.

|  |  |  |
| --- | --- | --- |
| what’s  don’t  I’m  here’s  that’s  can’t  there’s  it’s  wouldn’t  you’re  doesn’t  I’ll  wasn’t  couldn’t  who’s |  | **what**   **is** \_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

It’s time for your spelling test

Before you give your sheet of words to someone at home to test you on this Set’s words, take a moment to write down some of the things you have done this Set to help you learn your words.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Spelling Words for Set Two | |
| Set Two Module Words | Set Two Own Words |
| stopped |  |
| threw |  |
| heard |  |
| always |  |
| when |  |
| shake |  |
| shine |  |
| shore |  |
| brush |  |
| vanish |  |

Reflection

Think about what you have learnt this Set. Then complete the activities.

Response log

Think of all the interesting things you have learnt from your reading and writing in this module.

Fill in the boxes with your answers to the question asked.

Save what you think is the most important fact that you have learnt and write it in the box at the bottom.

What is a pronoun? What is timeline?

What is an apostrophe? Can you write some adverbs?

What is the most important thing you have learnt?

Complete by circling True or False

A contraction is a shortened word or phrase. True/False

A pronoun is a type of noun. True/False

An adverb is a noun. True/False

Circle a number out of ten to show how well you think you went with this module’s activities.

1 2 3 4 5 6 7 8 9 10

1 means you did not do that well. 10 means you did very well.

Why did you choose this number out of ten?

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Checklist

This Set you should have completed the following tasks, please tick the tasks you have completed.

* Writing—Graphic organiser/timeline
* Spelling activities—LCWC and own Words
* Phonics- ‘sh’ sound
* Grammar and Punctuation —Contractions
* How Words Work— Adverbs
* Spelling test

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| **End of Set Two** |

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| **YOUR QUESTIONS OR COMMENTS** |