

Week One

One, two, buckle my shoe;
Three, four, open the door;
Five, six, pick up sticks,
Seven, eight, lay them straight;
Nine, ten, a big fat hen.

Lesson 1—Number Words

This nursery rhyme contains several number words. Underline each number word and then write the words out in your English book.

Lesson 2—Punctuation: Full stops, Commas and Semi Colons

Identify the punctuation marks in the weekly passage. Discuss how a comma is used to separate words in a series.

Full Stop – ends a sentence.

Comma – is used to break up a sentence. In the above example it is used to separate words in a list.

Semi Colon – is another way of dividing long sentences or joining two sentences.

Lesson 3—Punctuation: Commas

A horse can run and trot and gallop and walk.

A horse can run, trot, gallop and walk.

How many times is **and** used in the first sentence?

How many times is **and** used in the second sentence?

Where are commas used in the second sentence?

Do not use **and** more than once in any one sentence of the following:

1. Write a sentence telling three things that a bird can do.
2. Write a sentence telling four things that a cat can do.
3. Write a sentence telling three things that a baby can do.
4. Write a sentence telling three things that a carpenter can do.

Week Five

A SEED

Many years ago a seed fell by the side of a little river. It grew and grew until it was larger than any tree near it. One day men came with their axes and cut it down. It floated down the river with other logs. After it had gone many miles, men caught it with hooks and drew it into a saw mill. Large saws cut it into lumber. A train carried the lumber far away to a city. Here it was taken from the train, put into trucks, and carried to a vacant lot. Carpenters then cut the lumber into lengths for the floor of a fine house.

Lesson 13—Narration: Oral and Written

Read this story, close your books, and write the story from memory.

Draw a set of pictures that demonstrate a few parts of the story.

Lesson 14—Stories

Some stories and poems are about real things and some are make-believe.

Do you think the above story is about something that could happen?

If I told you a story about a talking dog or a flying mouse would that be a real or make believe story?

Why do you think the author chose to present the facts about the seed as a story (narrative)?

Write one fictional sentence (make-believe).

Write one non-fiction sentence (true or real).

Week Seven



From a painting by Paton, YOU'RE NO CHICKEN

Lesson 19—Picture Lesson

What do you see in the picture? Tell what you know about frogs.

Write a conversation between the chickens and the frog.

Let the chicken ask the questions. Let the frog reply, telling things about himself. Use the following form:

Chicken. _____

Frog. _____

Chicken. _____

Frog. _____

Week Eight

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

— SAMUEL TAYLOR COLERIDGE

Lesson 22—Poetry Selection to be Memorised

Copy the above quotation. Memorise.

Lesson 23—Written Narration

MOTH AND BUTTERFLY

The antennae of a butterfly have little knobs, or balls, on the ends. The antennae of a moth are sometimes like little feathers; they never have knobs on them.

When resting a butterfly holds its wings erect. A moth, when resting, spreads its wings flat over its back.

A butterfly flies in the daytime. A moth usually flies at night.

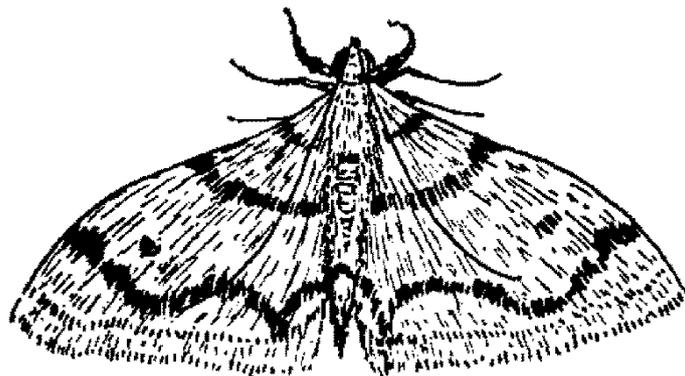
The body of a moth is heavier than that of a butterfly.

Into how many paragraphs is this selection divided?

Is this a factual or a fictional story?

What does each paragraph tell about?

Narrate this selection from memory, using the same number of paragraphs.



Week Fourteen

Lesson 37—Describing Words – Conversation Lesson

A CHANGE OF SEASON

How can you tell winter is coming?

Where do the birds go for winter? Where do the whales and penguins go?

Where are the snakes?

What is the weather like in winter? What do you wear in winter?

What is the weather in other parts of the country in winter?

What sports do we play in winter? What fruit do we eat in winter?

How can we tell spring is on the way?

Lesson 38—Pronouns: This—That—These—Those

This, that, these and *those* are pronouns.

This (singular) and *these* (plural) we use to talk about things near us.

That (singular) and *those* (plural) we use to talk about things not near us.

Copy these sentences and fill the blanks with *this, that, these, or those*:

1. _____ tree is an elm and _____ one is a maple.
2. _____ books are mine and _____ are yours.
3. _____ flower in my hand is blue.
4. I think _____ birds have a nest in the tree.
5. _____ apple you gave me is sour.
6. Did you buy many apples like _____ one?
7. The children like to read in _____ new books.
8. _____ book I am reading is interesting.
9. _____ horses are running away.
10. _____ knife is dull. May I borrow _____ one?

Make a rule for using this, that, these and those.

Use *this* or *that* in speaking of _____ thing.

Use *these* or *those* in speaking of _____ thing.

Use _____ or _____ in speaking of what is near.

Use _____ or _____ in speaking of what is farther away.

Lesson 47—Common Nouns and Proper Nouns

A **common noun** is the name given to ordinary things we can see, feel or touch. A **proper noun** is the particular name given to a person, place or thing. When we use a proper noun we **start with a capital letter**.

For example in the previous lesson our list of words were common nouns but if we wanted to make them proper nouns we would have to give them proper names.

Common Noun	Proper Noun	Common Noun	Proper Noun
architect	Mr Brown	doctor	Doctor Who
pilot	Amelia Earhart	student	Sally Seddon
author	Lewis Carroll	poet	CJ Dennis

Proper nouns are also specific places or specific things.

1. Write the name of 5 countries you know.
2. Write the name of 5 towns you know.
3. Write the name of 5 rivers you know.
4. Write the name of 3 books you have read.
5. Write the name of 3 movies you have watched

Lesson 48—Personal Pronouns: he, she, him, her, his, hers

Sometimes we want to refer to a person without using their proper name. So we substitute the name with words called personal pronouns like he, him, she, and her.

We could say: “I saw Christopher Robin walking this morning. Christopher Robin was holding an umbrella. Winnie the Pooh was walking with Christopher Robin.”

However: “I saw Christopher Robin this walking morning. He was holding an umbrella. Winnie the Pooh was walking with him.” sounds much better.

Copy the following sentences and add personal pronouns:

1. John liked _____ book.
2. _____ lost Stephen’s bike.
3. _____ lunch fell on the floor.
4. _____ towel was round and tasseled.
5. Amanda left _____ bedroom to go to breakfast.
6. Miriam sang with _____ tambourine.
7. The solo was _____ if Sally wanted to sing it.

Week Nineteen

Lesson 49—Persuasive Text: Letter Writing

RALPH TO HAROLD

Ralph is going away for the summer and wants to know if Harold will take care of his dog, Rex, for him, while he is gone. He will bring Rex on Saturday, if Harold's mother is willing.

Write the letter for Ralph.

Lesson 50—Persuasive Text: Letter Writing

HAROLD TO RALPH

Harold will be delighted to take care of Rex. His mother invites Ralph to come and spend the day, Saturday. Ralph can bring Rex and show Harold how a dog should be taken care of.

Write the letter for Harold.

Lesson 51 —Informative Text: Prepare a List

Ralph decides to create a short presentation to show Harold. Make a list of activities Harold will need to do when he cares for Rex. It should be created in a way that Harold can use to make sure he does everything that needs to be done for Rex. You may like to use the computer program Power Point for this presentation or just make a simple checklist.

Week Twenty-One

Lesson 55— Homophones: Spelling

Homophones are words with the same pronunciation but different meanings and spelling.

Write sentences containing these homophones:

1. sun
2. son
3. for
4. four
5. flour
6. flower
7. hare
8. hair

Lesson 56—Reproduction: Oral and Written

THE GOLDEN TOUCH

According to Greek mythology, there was once a king named Midas. This king had a little daughter whose name was Marygold.

Now Midas loved gold more than anything else. One day a fairy gave him the golden touch. Then everything that he touched turned to gold.

At first the king was very happy. Roses and lilies became gold when he touched them.

As he was walking in the garden, his little girl came running to meet him. He stooped to kiss her and immediately she became a golden statue.

Then the king begged the fairy to take away the golden touch and give him his Marygold again. The fairy was sorry for him. She told him to bathe in the river and sprinkle some of the water on his little girl.

He hurried to do as the fairy had said, and soon he held his little daughter again in his arms.

Read the story and reproduce (narrate) orally.

Lesson 57—Point of View

Choose a food you like and one you dislike. Discuss why you like one and not the other.

Week Twenty-Two

We are going to work on some spelling rules this week. You will need to understand the following vocabulary so you can understand spelling rules:

Vowels – a,e,i,o,u (y)

Consonants – all the other letters in the alphabet that are not vowels. ‘Y’ can sometimes be a vowel or a consonant. The letter y is a consonant when it is the first letter of a syllable that has more than one letter. If ‘y’ is anywhere else in the syllable, it is a vowel.

Base Word - is the part of a word that cannot be broken down. The base word (or root word) gives the basic meaning of a word.

Suffix – letters added to the end of a base word that do not change its meaning such as ‘s’, ‘ed’, ‘ing’ or ‘ly’.

Syllable - a single unit of written or spoken word, an unbroken sound used to make up words. Each syllable must have a vowel sound.

Please note: most spelling rules have exceptions that don’t follow the rule.

Lesson 58—Spelling Rule Suffix: ‘s’ or ‘es’

When we want to make a thing mean more than one (plural) we often add an ‘s’ to the base word.

- dog — dogs, cup — cups, train — trains, clock — clocks, love—loves

However we add ‘es’ if a word ends in **ch, sh, ss, x or z**.

- march — marches, ash — ashes, bless — blesses, fox — foxes,

Add ‘es’ for most words that end in ‘o’.

- tomato — tomatoes, hero — heroes, go — goes, do — does, echo — echoes

Add ‘s’ or ‘es’ to the following words.

glass	box	potato
book	dish	river
frog	church	laptop
bush	flower	dingo
hope	gecko	fizz

Week Twenty-Five

Find a newspaper and a street directory for this week's lessons.

Lesson 67—Conversation Lesson: Advertisements

BILLY TEA...THAT'S FOR ME!

you'll appreciate the flavour difference of

BILLY TEA

Folks agree that Billy Tea has a distinctive flavour with an appeal all its own... it's a flavour difference you'll enjoy. Billy Tea...a simple, satisfying and refreshing pleasure.

Have you tried BILLY TEA?

BILLY TEA - PART OF THE AUSTRALIAN WAY OF LIVING

What are they trying to sell in this advertisement?

What are some features of the product?

What appeals to you about the picture?

Do they make a promise about the product?

How many times can you see the name of the product?

Where do you think I would buy this product?

Who are they speaking to in the advertisement?

Does this advertisement make you feel good about Billy Tea? Why?

Lesson 72—Spelling Rules: Suffix Silent ‘e’

Which of these words has a silent ‘e’?

1. cat
2. Kate
3. can
4. cane
5. tap
6. tape
7. hop
8. hope

Here are some rules for adding a suffix to words with a silent ‘e’.

DROP the silent ‘e’ before endings which start with a vowel.

- Save — saved, take —taking

DROP the ‘e’ when the word ends in ‘dge’.

- Judge — judgment , acknowledge, acknowledgment

DROP the ‘e’ when adding an ending if the silent e is preceded by another vowel.

- Argue—argument, argue—argued, true—truly

Add ‘ing’ to the following word.

bike	nudge	ride
bite	hope	rescue
rule	glue	love
code	tape	make

Week Twenty-Eight

Lesson 73—Description Lesson

We can use words to describe things. Words that describe things are called adjectives.

The **young** girl looked at the **big grey** kangaroo.

The **prickly, green** bush was full of **small round** berries.

Describe the following items in a sentence using at least one describing word.

tree

bear

house

dog

river

flower

Lesson 74—Narration: Oral and Written

THE MYTH OF THE SUNFLOWER

Once there was a little girl named Clytie. She had long golden hair and she always wore a green dress.

Her home was not on land. It was in the sea. She had a pretty carriage drawn by four goldfish.

One day she drove them to the top of the water. She stepped from her carriage and sat down on a rock near the shore. She looked up at the sky and saw the great sun. Clytie had never seen him before, and she watched him all day, until he went down in the west.

Early the next morning she came again to see him. She thought he was so beautiful and so wonderful that she wished to be like him.

Every day she came to watch him, and every evening she felt sad when he disappeared.

But one night, when she started to go home, she could not move her feet. They had turned to roots. Her green dress was a stalk, her arms were leaves, and her beautiful yellow hair had turned to petals.

The next morning, when the sun arose, he saw a tall and stately flower standing by the seaside. It watched him all day, turning its head as he went from east to west.

"It is my flower," said the sun. "Because it loves me so, it shall have my name and shall be called the *sunflower*."

Week Thirty-One

Lesson 82—Paragraphs: Dictation

THE FOX AND THE GRAPES

One day a fox saw some grapes at the top of a high grapevine. He was thirsty, and he thought how good the juicy grapes would taste.

He jumped and tried to reach them, but he could not. He tried again and again, but in vain.

At last he said: "I don't care; I don't want them. I know they are sour grapes."

Into how many *paragraphs* is this story divided? What does the first part tell about? What does the second part tell about? What does the third part tell about?

Each of these parts is a *paragraph*. How many paragraphs are there in the story? How do we indicate the beginning of a paragraph?

Write the first two paragraphs of this story from dictation.

Lesson 83—Research

Discuss the following questions.

What bird do we say laughs?

Name three birds that are sweet singers.

Name three birds that cannot sing.

What big bird can run as fast as a horse?

Name three birds that can swim.

What birds have a tail like a fan?

What bird lays its eggs in other birds' nests?

What birds annoy us at the beach?

Name three birds that have hooked bills.

Name three birds with webbed feet.

What bird sleeps in the daytime?

Lesson 84—Write a Paragraph

Paragraphs are used to organise our writing. They usually have a few sentences that discuss the same topic. Write a paragraph about birds.

Answer Key

Lesson 3—Commas

A horse can run and trot and gallop and walk.

A horse can run, trot, gallop and walk.

How many times is **and** used in the first sentence? 3

How many times is **and** used in the second sentence? 1

Where are commas used in the second sentence? After run and trot.

Lesson 4—A Picture Lesson

Answers vary.

Lesson 7—Poetry Appreciation

Who wrote this poem? Banjo Patterson.

How many stanzas are there in this poem? 5

With what kind of letter does each line begin? A capital letter.

Lesson 10—Vowel Sounds

There are five vowels. Can you name them? A E I O U

Sound out the vowel in each word in the words above.

Lesson 11—Past and Present

An owl cannot **sing**.

We **sang** at church.

We knocked on the door and **rang** the bell.

The mushrooms **grew** on the forest floor.

We have **sung** that song many times.

Did you hear me **ring** the bell?

I have **rung** it many times.

Do you **know** your lesson?

I have **known** you a long time.

Lesson 13—Reproduction Oral and Written

Answers will vary