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Home Learning Pack Year 4

Guidance and Answers

Spring



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Week 1 Monday

English – Recognising Apostrophes (page 2)

Question 1 – This question is asking for your child to sort the parts of sentences depending on whether they use an **apostrophe of possession** or an **apostrophe of contraction**. An **apostrophe of possession** is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. A **contraction** is a word that has been formed by putting two words together and replacing one or more letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Read each part of a sentence and decide which category it belongs to. The parts that use an **apostrophe of possession**: the book's pages, my cat's paws, Thomas's coat, our teacher's pen; the parts using an **apostrophe of contraction**: we would've lost, who'll win, when I'm home, you're wrong, I'll be unhappy.

Question 2 – In this question, your child will identify the sentences which use an **apostrophe of possession** (see question 1 for an example). Each sentence uses an apostrophe but only B, C and D show possession. Sentence A uses an **apostrophe of contraction** (see question 1).

Question 3 – This question asks your child to read the given sentence and underline examples where an apostrophe has been missed out or used in the wrong place. They will need to explain their choices using the vocabulary **apostrophe of contraction** and **apostrophe of possession** (see question 1 for examples).

The answers are: There is a missing apostrophe for possession on 'James': it should be James's; The apostrophe for contraction is in the wrong place in 'would've': it should be would've; The word 'Hed' is missing an apostrophe for contraction: it should be he'd.

Week 1 Tuesday

English – Apostrophes for Contraction (page 3)

An **apostrophe** is a punctuation mark which is used to either show **contraction** (when a letter or letters have been missed out, for example: 'do not' becomes 'don't') or **possession** (when something belongs to somebody or some people, for example: Freda's puppy).

Question 1 – For this question, children must look at the different sentences and identify those that contain words using **apostrophes** for contraction.

The correct answers are shown below:

- A. Wheres' the drink that I wanted?
- B. Here's that glass of water you asked for.
- C. Mum and Dad's new car's are just marvellous.
- D. Who'd have thought blotches of ink would not come out of those trousers?

Question 2 – To complete this question, children must read each sentence and identify the words that use an **apostrophe** for contraction. There are words that use **apostrophes** for possession so it may be helpful to discuss the different uses of **apostrophes** and how they are different.

The correct answers are shown below;

- A. It's been ages since the last bus came along.
- B. Stu kicked the girl's football away because he didn't want her to play.
- C. The children's pencils weren't sharp enough to write with.
- D. My brother Alfie wasn't happy because he'd lost his favourite teddy.

Question 3 – For this question, children must look at the work that has been completed by Jordan and decide whether it is correct or incorrect. They must then write a sentence to explain their choice.

A possible answer is; Jordan is incorrect because he has written some of the contractions incorrectly. 'She had' should be 'she'd', 'they are' should be 'they're', and 'I have' should be 'I've'.

Week 1 Wednesday

English – Using Apostrophes for Possession or Contraction (page 4)

Question 1 – This question is asking for your child to identify the words which use an **apostrophe for possession**. **Singular possession** is when an apostrophe is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. They may need to know that **plural possession** is shown by using an apostrophe after the s of the plural noun, for example: the three teachers' books. This is used when something belongs to a **plural noun**: a group of things or people.

Some of the questions may have two words that should be circled, for example: **A. bus's, driver's**. The final two sentences have one example each: **B. hamster's; C. girls'**.

Question 2 – In this question, your child will read Siobhan's sentence and then read her statement about what she has written. Your child will then identify whether Siobhan's sentence includes an apostrophe for **plural possession** (see question 1 for an example) and an **apostrophe for contraction**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Your child will need to explain whether Siobhan is correct. For example: **Siobhan is incorrect. She has used an apostrophe for contraction (he'd) but she hasn't used an apostrophe for plural possession. She has used an apostrophe for singular possession (bicycle's).**

Question 3 – In this question, your child will read Daniel's sentences and then circle and correct the errors he has made when using apostrophes. Your child will apply the knowledge used across this activity and will need to explain their answer using the vocabulary **apostrophe of contraction, apostrophe for singular possession** or **apostrophe for plural possession** (see question 1 and 2 for examples).

Example answer: **Daniel has made three mistakes:**

Freds should be Fred's as it needs an apostrophe for singular possession.

Couldnt should be couldn't because it is a contraction.

Bird's should be birds' because it needs an apostrophe for plural possession not singular possession.

Week 1 Thursday

English – Apostrophes for Plural Possession (page 5)

Plural refers to more than one noun. For example, 'buses' is the plural form of 'bus' as it refers to more than one. Most nouns have both a singular and a plural form.

A **possessive apostrophe** is used to show something belongs to someone or something.

Singular nouns usually show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s generally follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books.

Irregular refers to when something being described does not follow the normal grammatical rules, for example: The plural of mouse is mice.

Question 1 – For this question, children must read the short text that is given and underline all words that use an **apostrophe for plural possession** as explained above. Some words use **apostrophes for contraction** as used in Wednesday's activity. It may be helpful to remind children of the different uses of the **apostrophe** to help them to identify those used for **possession**.

The correct answer is; Yesterday, the girls' amazing cricketing skills meant that they comfortably won their match. Their opponents' batting was very poor and the advice from their coaches didn't seem to help them a great deal.

Question 2 – For this question, children must read the sentences and identify the one which does not use an **apostrophe for plural possession** correctly. It may be helpful to underline the words using **apostrophes for plural possession** to help identify which is incorrect.

The correct answer is:

- A. The hors'es hay is kept dry for them to eat during the winter.
- B. The ladies' doubles championship starts today and is on TV.
- C. In the swimming pool, the children's shrieks of glee are very loud.

X

Question 3 – For this question, children must read Jamila's statement about where she should put the **apostrophe for plural possession** and decide whether she is correct. They must then write a sentence to explain their choice.

The correct answer is: No, Jamila is not correct because the apostrophe should be before the 's' in 'peoples' to show plural possession because 'people' is an irregular plural noun.

Week 1 Friday

English – Punctuating Direct Speech (page 6)

Question 1 – In this question, your child will read each sentence to identify the one which has correctly used **inverted commas** to punctuate the speech. **Inverted commas**, also known as speech marks, go before and after **direct speech** in a sentence, for example: “Watch out!” shouted the girl. **Direct speech** is the writing of the exact words that have been spoken, using correct punctuation. Spoken words should begin with a capital letter and end with appropriate punctuation before the inverted commas. Your child will also need to identify the correct use of capital letters and punctuation at the end of sentences.

Sentence B has used correct punctuation because the **inverted commas** show the words that were spoken, it uses capital letters in the correct places, and it ends the speech and sentence with appropriate punctuation.

Question 2 – Your child will be using their knowledge of **direct speech** (see question 1 for an example) to identify the odd one out. Your child will need to know that if the **direct speech** is written after the **reporting clause**, a comma separates the reporting clause and the speech, for example: Jen said, “Let’s go to the park.”. A **reporting clause** is the phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

The odd one out is **C** because it is the only sentence which has not used **inverted commas** correctly.

Question 3 – In this question, your child will underline the errors in the text and explain their reasons for doing so. The errors are linked to using capital letters, punctuating after a **reporting clause** (see question 2 for an explanation), and the correct use of **inverted commas** (see question 1 for information).

Your child should have underlined as follows: One sunny day, Mindy rushed into the kitchen and cried, “Can we go to the park today Daddy? Pretty please?”

A possible explanation for these choices is: **A capital letter is needed at the beginning of the sentence and at the start of the speech. There should be a comma before the speech and inverted commas at the end to complete the speech.**

Week 2 Monday

English – Using Speech in Paragraphs – Fiction (pages 7 - 8)

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

Question 1 – For this question, children must read the short piece of writing at the beginning and identify the first sentence that is spoken between Sadie and her father. It might be useful to remind children about the difference between **indirect speech** and **direct speech** so that they can easily identify the speech in the text.

Direct speech is shown by writing exactly what was spoken between inverted commas. **Inverted commas**, also known as speech marks, go before and after direct speech in a sentence, for example, “Watch out!” shouted the girl. In contrast, **indirect speech** reports on what has been said without writing the speech in full. It can also be called reported speech.

The first sentence spoken between Sadie and her father is **“You sound terrified, Sadie!”**

Question 2 – For this question, children must identify how many times a new paragraph has been started because a new person in the story has started speaking. Children may find it helpful to underline or circle the first sentence in each paragraph to help them to quickly identify those that begin with speech and those which do not.

The correct answer is **twice**.

Question 3 – For this question, children can choose one example of **indirect speech** that is used in the text. Children may need to reread the text to be able to identify the correct speech type. It may also be helpful to recap the differences between **indirect speech** and **direct speech** as in question 1.

An example from the text is: **Her dad had said to call him if the weather turned worse before he arrived home.**

Question 4 – For this question, children look at the speech that has been taken from the text and match it to the correct description. Children may need to refer back to the story to identify which speech matches the descriptions given.

The correct answers are shown on the next page.

Week 2 Monday

English – Using Speech in Paragraphs – Fiction continued (pages 7 - 8)



Question 5 – This question is more open ended as children are asked to continue the story by writing the next two sentences. They must make sure that they include some indirect speech from Tessa and the voice on the radio. All sentences must make sense with the rest of the story and must also be punctuated correctly.

There are various answers to the question, one example is given below.

She asked the base to tell her as soon as everything was ready. They told her to wait another thirty seconds.

Question 6 – For this question, children must read the given sentence and decide whether it would need to be a new paragraph or would continue as part of paragraph 3. Again, it may be helpful to discuss when new **paragraphs** are started as explained on page 12. Children must write a sentence to explain why the sentence would or would not need to be a new **paragraph**.

The correct answer is *yes, the sentence would need to begin a new paragraph because it is direct speech spoken by a new speaker.*

Question 7 – For this question, children must rewrite paragraph 4 changing all of the **indirect speech** to **direct speech**, remembering to use all the correct punctuation. For a recap of direct and indirect speech, take a look at page 12!

There are various answers, one example is given below.

“Everything will be worked out in time,” said the voice in Tessa’s ear as she began to panic. She was not so sure. Would she have to make a crash landing?

Week 2 Tuesday

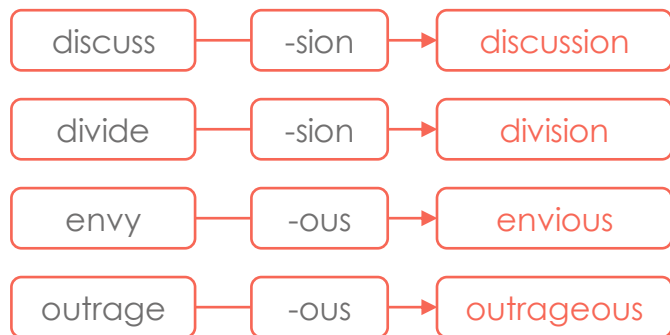
English – Using Suffixes (page 9)

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix **-er** changes the verb 'teach' to the noun 'teacher'.

A **root word** is a base word that has not been changed by a **prefix** (a group of letters added to the start of the word) or a **suffix**.

Question 1 – This question requires children to add the given **suffix** to the **root word** to create a new word. Children may need to add, remove or change the letters to spell the new words correctly.

The correct answers are shown below:



Question 2 – This question asks children to circle the word that the **suffix** **-ous** can be added to. It may be helpful for children to say both words out loud to help them to identify which word doesn't sound right with the given **suffix**.

The correct answer is **poison** which becomes **poisonous** with the new suffix.

Question 3 – This question asks children to read the sentences and identify the words which have not used the correct **suffix**.

The correct answer is: The famoose mathematician wrote the conclushun to he research paper.

Week 2 Tuesday

English – Using Suffixes continued (page 9)

Question 4 – For this question, children must identify a **suffix** that can be added to the given root words. It may be helpful if children write a list of **suffixes** that they know and say each word aloud with the different **suffixes** to identify which sound correct.

Children must also identify the **root word** from a word that has had a **suffix already** added. To help identify the **root word**, children may find it helpful to underline the **suffix** and then identify any spelling changes to the **root word**.

The correct answers are shown in the table:

root word	root word + suffix
courage	courageous
fuse	fusion
fury	furious
vary	various
confuse	confusion

Question 5 – This question asks children to complete the sentence by choosing the words from the boxes. Two of these words have the correct **suffixes** and two have the incorrect ones. Children need to identify which words are spelt correctly to finish the sentence.

Choose the correct words to complete the sentence. *It was a dangerous mission and the explosion was heard for miles around.*

Question 6 – This question is asking children to read the given sentence and identify the words that have had the incorrect **suffix** added and rewrite the sentence correcting each spelling.

The words which should be underlined are *mountainus* and *decishun*.

The correct answer is *Having an adventure in a mountainous region is not a decision to be taken lightly.*

Question 7 – This question is asking children to compare two sentences and identify which child has used the correct **suffix** in their writing. Children must then write a sentence to explain their choice.

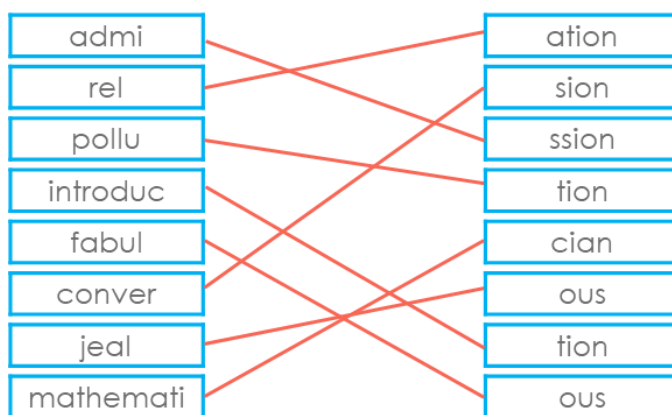
The correct answer is *David has used a suffix correctly because the correct spelling is 'horrendous'. Alicia should have written 'nervous'.*

Week 2 Wednesday

English – Adding Suffixes (page 10)

Question 1 – For this question, the children must match the start of a word to the correct **suffix** in order to complete the word. It may help children to identify the correct complete word if they say the words aloud with different suffixes.

The correct words are **admission, relation, pollution, introduction, fabulous, conversion, jealous, mathematician**.



Question 2 – In this question, children must read each sentence and underline the words that use one of the suffixes from question 1. Children can use the list from question 1 to help them identify the correct suffixes.

The correct answers are given below.

A. The celebration was a joyous event; B. It is dangerous to cross the road if you do not check it is clear; C. The courageous man was keen to help after the explosion; D. At school, I learn how to do division in maths.

Question 3 – In this question children must read each sentence and identify whether the statement made by Regan is correct. It may help children to underline the words which use a suffix as they did in question 2. Children must write a sentence to state whether they agree or disagree with Regan and explain why.

The correct answer is: **Regan is incorrect because sentence 2 does not contain any words that use the suffixes -tion or -ous, but both sentences 1 and 3 do. Sentence 1 uses attention and instructions and sentence 3 uses famous, imagination and humorous.**

Week 2 Thursday

English – Words Ending in '-sure', '-ture' or '-cher' (page 11)

Question 1 – For this task, children must read both sentences and decide which sentence uses the correct spelling. Encourage children to use a dictionary or online search to check the spelling of the word if unsure of the answer.

The correct answer is **sentence B**.

Question 2 – In this question, children must use their knowledge of suffixes to help them match the start of the word to the correct spelling. Again, they may find it useful to look up the words in a dictionary to check their answers.

The correct answers are **voucher, departure** and **pleasure**.

Question 3 – Children are given a sentence in which a word is missing. After reading the sentence, children should select the correct spelling of the word to complete the sentence.

The correct answer is **dentures**.

Question 4 – For this question, children must first identify any spelling mistakes within the sentence and then correct them using the appropriate ending.

The correct spellings are **pressure** and **puncture**.

Question 5 – This question provides children with a word bank from which they must choose two words to include in a sentence. Some of the words are spelt incorrectly, so encourage children to first correct the spellings of these words before using them in their sentence. Once they have chosen their words, children are asked to write a sentence which includes **adjectives**. **Adjectives** are words that describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. As there are various answers for this question, we have included an example answer below.

The **conscientious researcher** was busy exploring the effects of **moisture** on the **unknown** material when the door opened with a **bone-chilling creak**.

Question 5 – In this question, children are asked to identify whether Lena's sentence is correct. They should first read the sentence before looking for any misspelt words.

The correct answer is that **Lena has made a spelling mistake, so her sentence is not correct. The correct spelling is adventure**.

Week 2 Friday

English – Finding -tion in Text (page 12)

Question 1 – This activity requires children to read the text and underline the words that contain the ending '-tion'. They must also highlight words that sound like '-tion' in a different colour. The correct answers are shown below.

Wanda the witch loved making potions; she was quite the expert! Anything you wanted, Wanda could come up with a concoction for you.

One day, Clara, Wanda's cat, was sitting in her favourite basket drinking milk and eating a portion of fish. Wanda gazed at her. "How I wish you could talk so that we could have a conversation," she thought to herself. But this wish could come true; she was the queen of magic potions after all!

Wanda gathered together a collection of ingredients: hair from a wizard's beard, the spots of a toad, slug slime, a gnome's toe nails, and 100ml of milk (which she measured out with precision).

With great caution, Wanda mixed the ingredients together whilst muttering a witchy chant. At last, the portion was ready! Clara seemed a little confused, but happily lapped up the mixture. With an explosion of smoke and an almighty squeal, Clara began to speak!

And from that day on, Wanda and Clara spent their days chatting away like the best of friends.

Additional Resources

English – Reading – Get Back on the Bike (Part 1) (pages 13 - 14)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary/online search. The extract is part 1 of a short story. Part 2 will be in next week's pack.

The answers to the questions are as follows:

1. 'He was living the life Vincent wanted to live.' What does this sentence tell you about Vincent's hopes and dreams? **That Vincent dreams of making it as a top cyclist.**
2. Do you think the opening paragraph is effective in grabbing the readers' attention? Why? **Personal response; must be justified. Possible answer being: Yes because it begins with action and drama. The fact that someone is shouting for an action to stop makes the reader want to know what is happening.**
3. After reading up to 'Vincent's mother had not laughed', write a short summary of what happened to Vincent. **He fell off his bike and crashed into some bins, grazing himself and breaking his leg.**
4. Who is your favourite character in the story? Why? **Personal response; must be justified. Possible answer being: My favourite character is Vincent because he is brave in his cycling and is chasing his dreams.**

Additional Resources

English – Guided Reading – The Same But Different (pages 15 - 19)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are as follows:

1. Use the word bank below to complete the sentence to explain what is meant by the same but different. **The three schools have lots of similarities in some ways, but also have key differences.**
2. How many children attend Jenson's Primary School? **Over 1,200 pupils**
3. What does the word 'rural' mean when referring to Whitsham village? **In the countryside.**
4. Use the word bank below to complete the sentences to explain what Clarissa means when she uses the phrase 'on our school roll'. **A school roll is the register of the children who attend the school.**
5. Why do you think Clarissa's class has children from different year groups in one class? **There are very few pupils who attend the school.**
6. What evidence is there to show Jenson's Primary School is a multi-cultural school? Tick two. **More than 60 languages are spoken at the school; Children there have many different cultures and beliefs.**
7. Use the word bank below to complete the sentence to explain why there are so few pupils attending Whitsham Primary School. **It is located in a small, rural village with few people living there.**
8. Why do you think the teachers at Clarissa's school in Whitsham have worked there for many years? Tick two. **People who live there tend to stay there for a long time. Many of the teachers live in the village.**
9. What sort of activities can you take part in at 'Star Town' in Birmingham? **Crazy golf; playing laser tag; watching movies and playing arcade games.**

Additional Resources

English – Guided Reading – The Same But Different continued (pages 15 - 19)

10. Using evidence from the text, how do the entertainment opportunities vary between Whitsham and Birmingham?

Sort the activities into the table.

Birmingham	Whitsham
<ul style="list-style-type: none">entertainment centresmusic venuesrestaurantslots of shopstheatres	<ul style="list-style-type: none">churchcricketparties and celebrationsroundersvillage greenvillage hall

Additional Resources

English – Guided Reading – Titanic Disaster (pages 20 - 24)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. What type of text is this? Circle the correct answer.

A newspaper article.

2. On what date was the text written?

The text was written on Friday 19th April, 1912.

3. What happened to the Titanic?

It set sail and disappeared somewhere in the Atlantic Ocean.

It was repaired after it hit an iceberg.

It sank into the cold waters of the Atlantic Ocean.

It sailed all the way across the Atlantic Ocean.

<input type="checkbox"/>
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4. Find and copy the words from the text that have the same meaning as the words below. All words can be found on page 20.

first journey – maiden voyage

broke through – breached

struggle – flounder

enough – sufficient

under water – submerged

5. Why was it a shock that the Titanic sank?

It was a shock because it was believed that the Titanic could not sink.

6. What were the names of the ship and its captain who helped to rescue some on the passengers?

The captain was called Arthur Rostron.

The ship was called The Carpathia

7. What could be heard as the ship was sinking?

The passengers could hear the band playing music.

Additional Resources

English – Guided Reading – Titanic Disaster continued (pages 20 - 24)

8. Why do you think that Eva Hart described the sound of the people in the water as 'dreadful'?

To show how loud it was when the ship sank.

To show that she was upset about what was happening.

To help you to understand how terrible it was to be there.

9. How do you think the friends and family of the passengers on the Titanic felt when they heard the news of the sinking? Choose a word from the word bank below and explain your choice. You may choose more than one word.

This question will require a personal response from children. Two correct examples are, I think they would be angry because there weren't enough lifeboats on the boat to save everyone on board; or, I think they would be upset and worried because they didn't know what was happening and whether or not their loved ones were alive.

10. Underline the word in the sentence below that means 'ship'?

It took roughly three and a half hours for the nearest rescue vessel, the Carpathia, to reach the site of the disaster after receiving the distress call.

11. Number the events below in the order that they happened, according to the text.

7

The loved ones of passengers went to the White Star Lines office.

2

The Titanic left Southampton.

5

The Titanic sank completely into the Atlantic Ocean.

4

People began to jump into the water.

6

The Carpathia arrived in New York with 706 survivors.

3

The Titanic hit an iceberg.

1

Thomas Andrews designed the Titanic.

Additional Resources

English – Guided Reading – A Load of Rubbish (pages 25 - 30)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. Why do you think the author has written some words in capital letters in the first paragraph?

The words are all in capitals to show that the words have two meanings, one that makes sense in the sentence and one to give clues about the story.

2. What were Kyle and Ayden planning to do at the start of the day?

They were planning to go for a bike ride around the park.

3. Underline 4 sentences in the extract below that show how Ayden is feeling.

“Hey Ayden!” I called as I cycled over to him. Ayden grunted. He was kneeling next to his bike and was inspecting the front tyre. He wore an irritated look. “What’s the matter?” I asked, putting down my bike and walking towards him.

“Sorry, Kyle, I’ve got a flat tyre. Not only that, but my chain keeps falling off too...this bike is a piece of garbage! I’m going to throw it away.” Ayden stood up and kicked the bike’s tyre. He folded his arms and huffed loudly.

4. Which word would you say best describes Ayden's feelings at this point in the story?

annoyed

X

outraged

furious

seething

5. Find and copy two words from the text that describe Mother Earth's dress.
sparkly and green

Additional Resources

English – Guided Reading – A Load of Rubbish continued (pages 25 - 30)

6. Match each word to the correct definition.

huffed	horrible or bad
remarkable	looking over very carefully
tutted	different or unusual, outstanding
vile	to make a 'tutting' sound at someone to show impatience or dislike
inspecting	to breathe out sharply in anger

7. What does Ayden's brother use the recycling bin for?

His fishing equipment.

8. Find 4 different words used in the text that can replace 'said'.

Any four of the following words: called; asked; exclaimed; complained; agreed; cried; yelled; offered; replied.

9. Kyle says, 'eventually, I found my voice'. What do you think this means?

Kyle was speechless when Mother Earth visited him and eventually, as he calmed down, he managed to speak again.

10. True or false? Mother Earth says that recycling is simple to do. Find and copy a sentence to explain your choice.

True because the text says: You know, recycling is so easy to do.

11. Find and copy the words in the text that can be replaced with the words below.

1. break down – decompose

2. repair – fix

3. bottle – container

Additional Resources

English – Guided Reading – A Load of Rubbish continued (pages 25 - 30)

12. Match each word to the correct definition.

It takes **450** years for plastic to break down.

It takes **one million** years for glass to break down.

13. Put these events in the correct order.

Mother Earth disappears.

7

Mother Earth tells the children she has been ill.

4

The plastic containers speak to the boys.

5

Kyle and Ayden meet in the park.

1

The glass bottles talk to the boys.

6

Mother Earth visits Kyle and Ayden.

3

Ayden is annoyed his bike is broken.

2

14. What do you think is the key message of the story?

The message is that people should look after the planet by making sure they put all of their litter into the bin.

The message is that people should reduce, reuse and recycle to reduce their carbon footprint and help save the planet.

The message is the children need to start learning about recycling so that they can protect the future of the planet.

15. Why do you think that the story finishes with a question?

This question requires a more personal response. Two examples are given below.

It makes the reader think about the subject matter and how it relates to their own lives.

It makes the reader think about what they will do to reduce their own carbon footprint.

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

