

Day Three



When? Who? What? Why? Where? openers

My favourite paragraph in a newspaper report is the first one. It's clever because it tells you the whole story without you having to read it all. It uses the 5 W's above to do this.

Last night (**when**), local farmer Barry Bartlett, (**who**), 46 years old, received the shock of his life (**what**) when he discovered an alien spaceship landing (**why**) in one of his wheat fields (**where**).

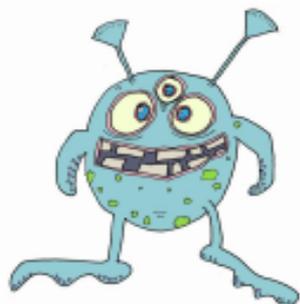


★ How else could I have surprised a local person? Maybe I was found snooping around in a garage or maybe I was seen in a park or I arrived at school?

For example: Yesterday, local shopkeeper Ada Rudge, 34 years old, received the shock of her life when she found a green, slimy alien eating tinned hotdogs at the back of her shop.



★ Now you try using the 5 Ws to write a new paragraph about my mischief. Remember to tell me when, who, what, why and where. Use the example above to help you.



Crazy Quotes

There are usually quotes from witnesses in newspaper reports too. This is when you write down what people say about an event. Here's what Barry said about me in the newspaper:

"I never expected to see an alien in my field. It was the scariest moment of my life," Barry **told** the Farming News.

- ★ You need to use speech punctuation when you write a quote in a newspaper, just like you do in your stories. To help you remember where the punctuation goes, use the steps below:

Speech Toolkit

1. Open speech with inverted commas: “
2. Write what the person is saying
3. Signal the end of the speech with punctuation: usually it's a comma but could be ? or ! (depending on what's been said).
4. Close speech with inverted commas: ”
5. Say who said it. e.g. *told, reported, exclaimed, informed, stated, said.*
6. End with a full stop.



Go back to the pictures above on page 11 and write a quote from the characters for each one below.

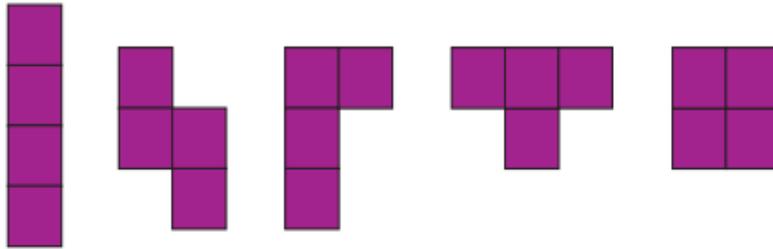
★ HAVE YOU CHECKED YOUR PUNCTUATION? Go back and take a look.

Reading – Day Three

- <https://www.bbc.co.uk/bitesize/articles/z62f vk7>
- Click on or copy and paste the link above and listen to Ed Petrie reading extract 1 from 'Dindy and the Elephant'. The extract is also in written form a little lower on the page.
- Complete activity 1 which is written below the video.

Yesterday's Answers

Question 1 a): There are five possible shapes that the patio can be. These are:

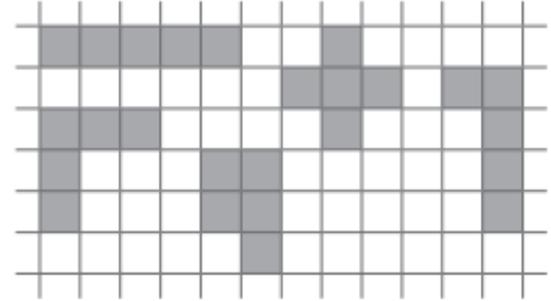


Question 1 b): Various answers are possible. Children should be able to explain a systematic method of ensuring that they find all the possible shapes.

Question 1: Both shapes should be appropriate rectilinear shapes with an area of 8 squares.

Question 2: Both shapes should be formed by moving as few squares as possible. They should again be appropriate rectilinear shapes with an area of 8 squares.

1. Answers will vary. Children should draw five rectilinear shapes with an area of 5 squares, for example:



2. Answers will vary. Children should draw two rectilinear shapes with an area of 6 squares.

3. Ticked: 1st shape (made from four 2x2 concrete slabs) and 2nd shape (made from four 1x1 concrete slabs).

4. a) The 1st and 3rd shapes and the 2nd, 4th and 5th shapes are the same. They have included shapes which are reflections and rotations of each other.
b) They could try turning the page to view shapes from different positions or cut the shapes out of paper to see if they fit into the area of another shape.

5. Answers will vary depending on letters and how they are drawn. Children should work out the area of letters in their name.

Reflect

Descriptions may vary; for example:

1. Make a chain of the squares.
2. Then move only 1 of the squares to begin with.
3. Then move 2 of the squares at a time, repeating with an extra square each time while checking for reflections and rotations.

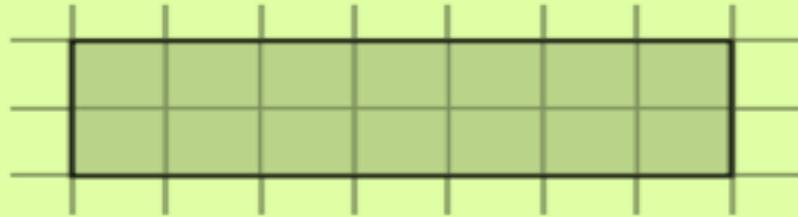
Lesson 26 – End of Unit Check

1 What is the area of a shape?

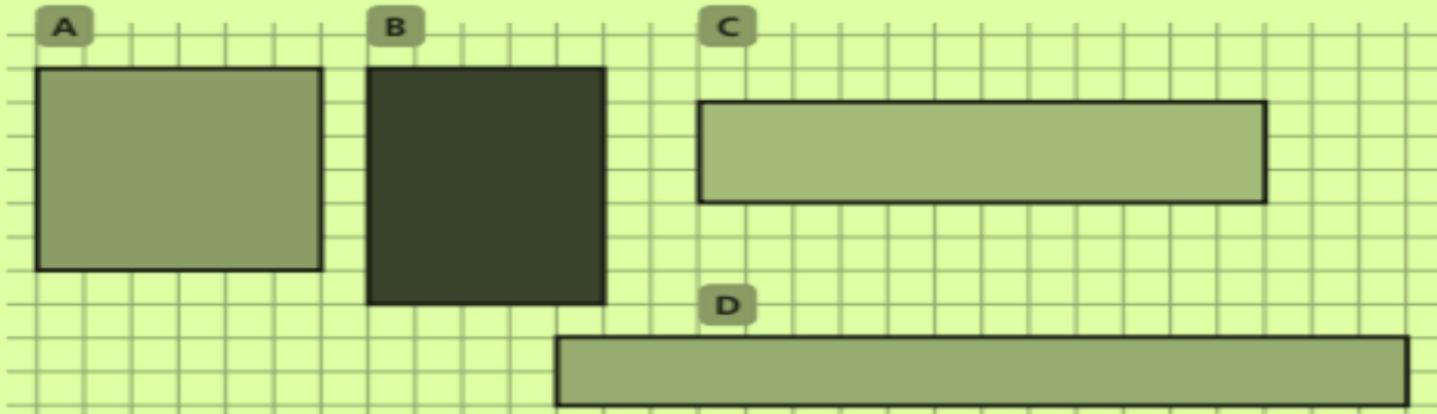
- A Area is the distance all the way around a shape.
- B Area is the length of a shape.
- C Area is the space inside a shape.
- D Area is the width of a shape.

2 What is the area of the rectangle?

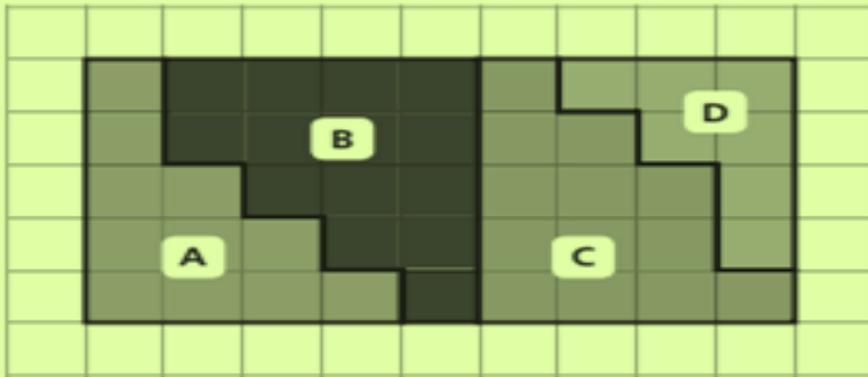
- A 18 squares
- B 7 squares
- C 12 squares
- D 14 squares



3 One of the shapes below does not have an area of 36 squares. Which is it?



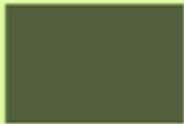
4 Which shape has the largest area?



5 Which of these shapes is it not possible to make using 9 squares?

1 square = 

A



B



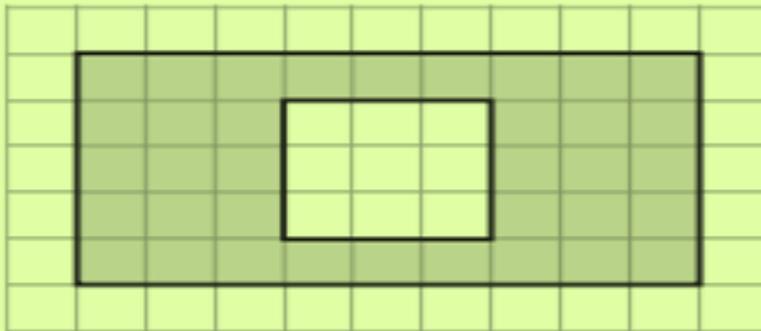
C



D



6 What is the area of the shaded shape?



The area of the shaded shape is squares.

Q	A	WRONG ANSWERS AND MISCONCEPTIONS
1	C	B or D suggest children link area with one dimensional measurements (whether a shape is longer or wider).
2	D	A is the perimeter; B suggests children counted the columns; C suggests inaccurate counting.
3	B	A, C and D suggest children are unsure how to use the squares around a solid shape to help derive its area.
4	B	A, C and D suggest children have either miscounted squares or compared areas incorrectly.
5	B	A, C or D suggest children have not visualised the possible shapes correctly.
6	36 squares	45 squares is the area of the shaded rectangle without removing the inner white area.

Classification

Scientists think that there are 7.77 million species of animals in the world, living on the land, in the sky and in the sea.

We have discovered and named about 1.4 million of these...which means that over 6 million species of animal are yet to be discovered!



We have already discovered:
5500 species of mammal
10 400 species of bird
10 000 species of reptile
7300 species of amphibian
33 000 species of fish
1 305 000 kinds of invertebrate
Which kind of creature are we?



Classification

When scientists discover a new animal, they give it a name and record everything they know about it.



What kind of information do you think they will record?

Classification

Hadogenes troglodytes
(Peters, 1861)

Latin name

Who discovered it and when

Common names:

Often known as South African rock scorpion or the flat rock scorpion.

Distribution:

Africa (Botswana, Mozambique, South Africa, Zimbabwe).

Habitat:

Lives in dry bushveld habitats in rocky areas.

Appearance:

These scorpions have very elongated, flattened bodies and powerful claws.

Venom:

This species has a mild venom. It will rarely sting, and usually defends itself by using the powerful claws.



Classification

With so many living things to make records of, and so many yet to discover, it is important that we have a system to organise and make sense of the information we have about them.

We organise living things into groups based on their similarities and differences, so that we can learn more about what makes each species unique. The differences between living things is sometimes called **variation**.



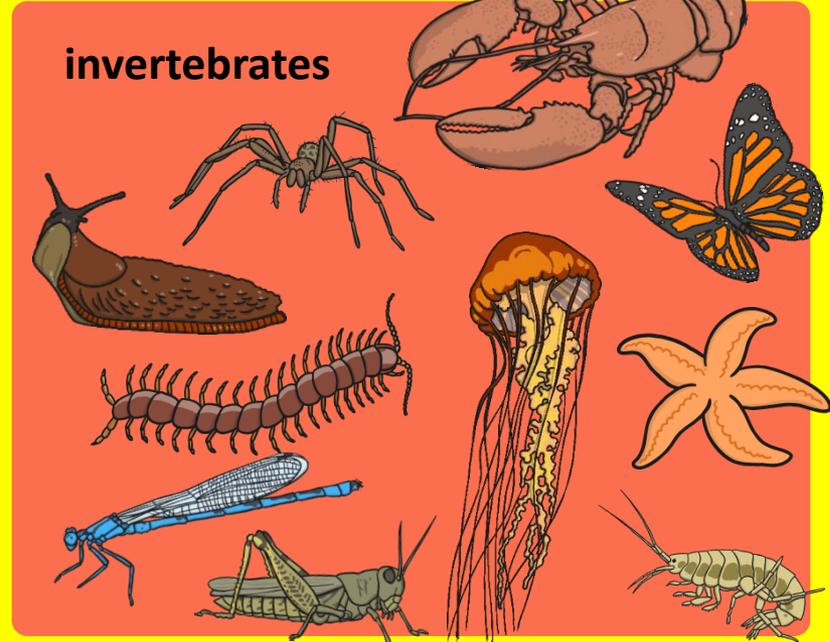
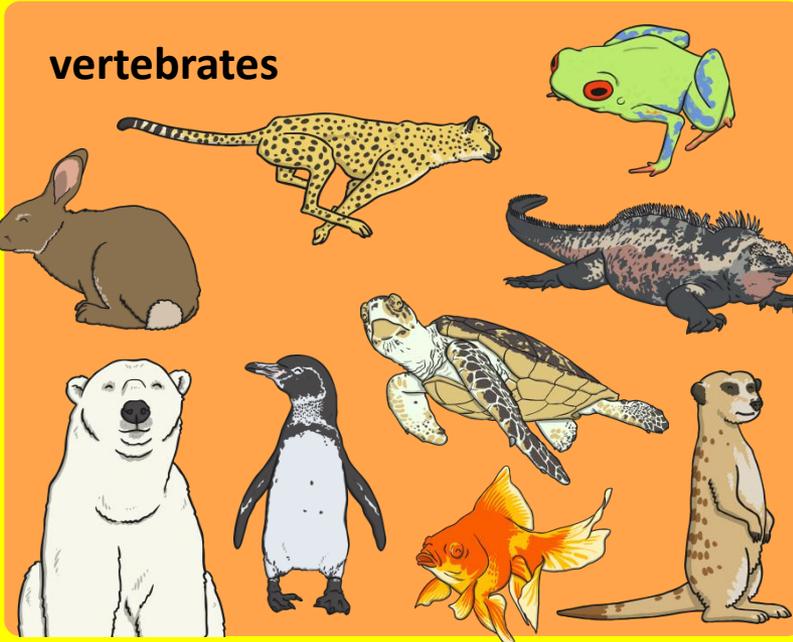
Classification



It is easy to sort most of the living things we can see in the world into two groups: plants and animals.

Plants and animals share life processes, but they do them very differently. Can you remember some of the differences between plants and animals?

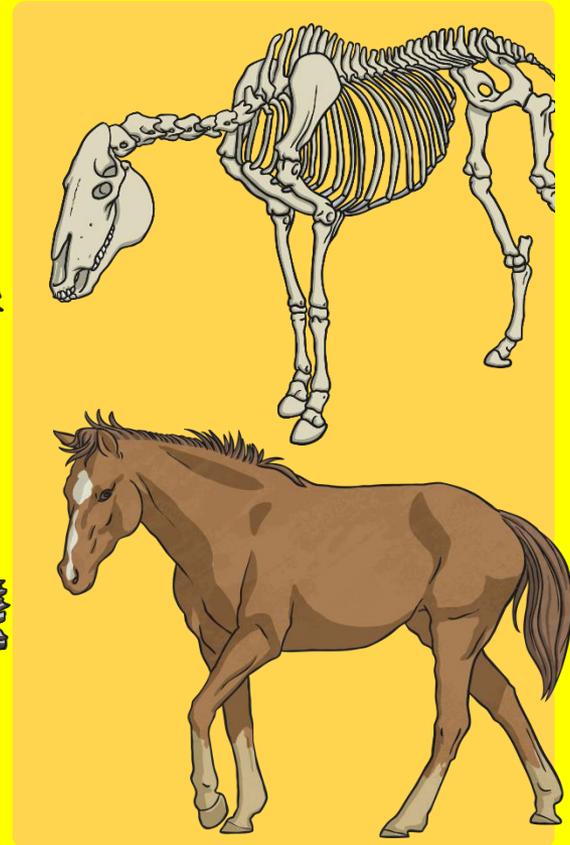
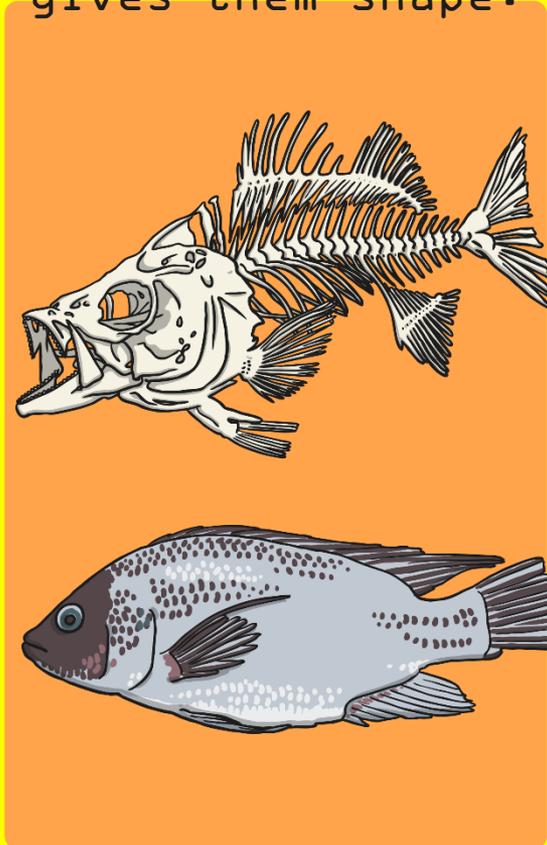
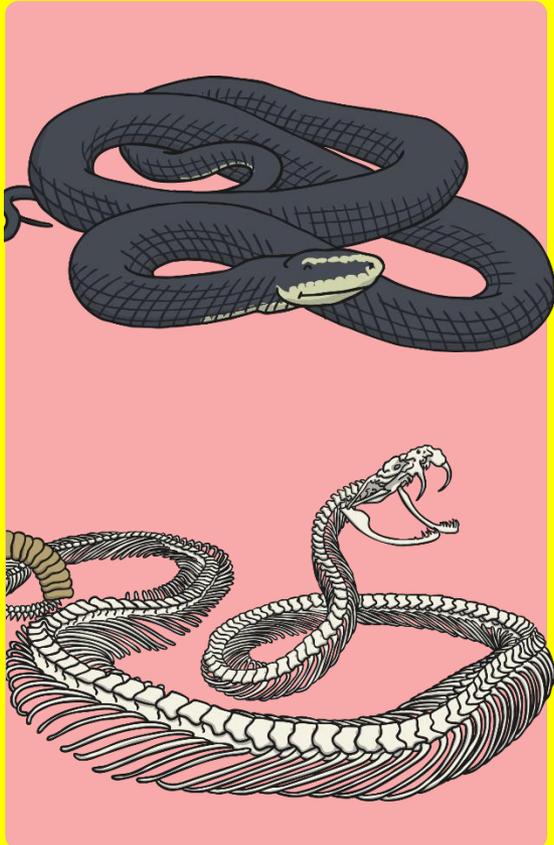
Animal Groups



When looking at animals, scientists usually split them into two groups: **vertebrates** (animals **with** a backbone) and **invertebrates** (animals **without** a backbone). See <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/zp6g7p3> and <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z8mbqhv>

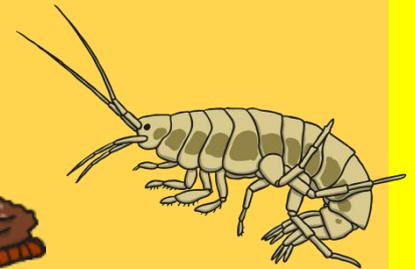
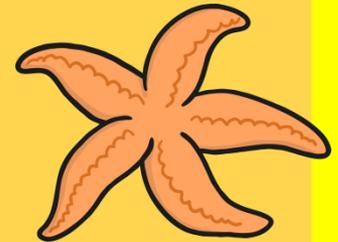
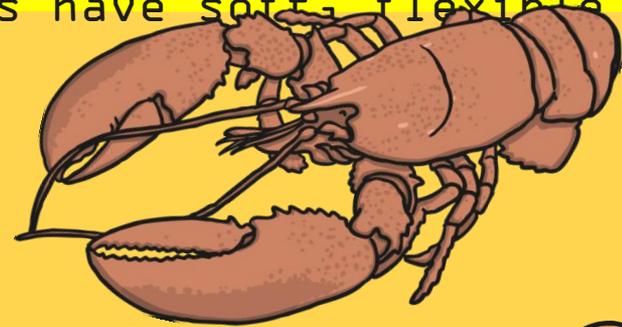
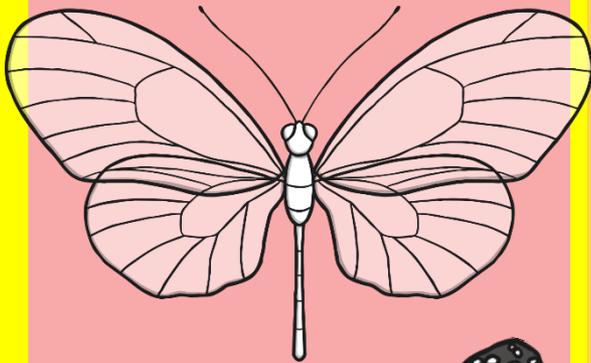
Animal Groups: Vertebrates

Vertebrates are animals with a backbone. They have a hard skeleton made of bone. It holds their body up and gives them shape.



Animal Groups: Invertebrates

Invertebrates do not have a backbone, or a skeleton made of bones. Many have a hard shell outside their bodies to protect them. Others have soft, flexible

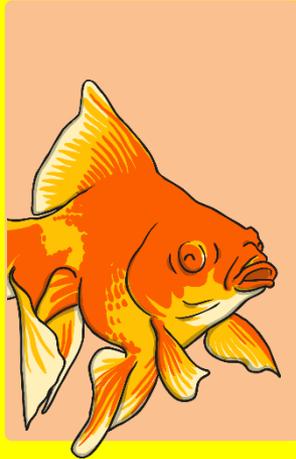


Animal Groups

Vertebrates can be separated into five broad groups:



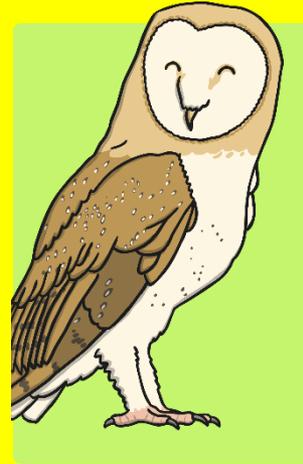
mammal



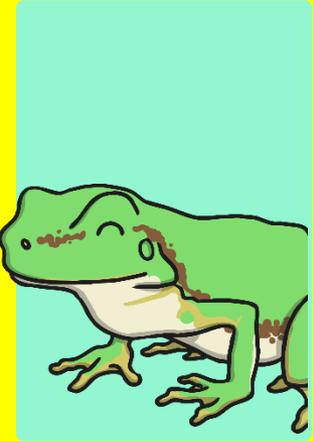
fish



reptile



bird



amphibian

See

<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

Mammals

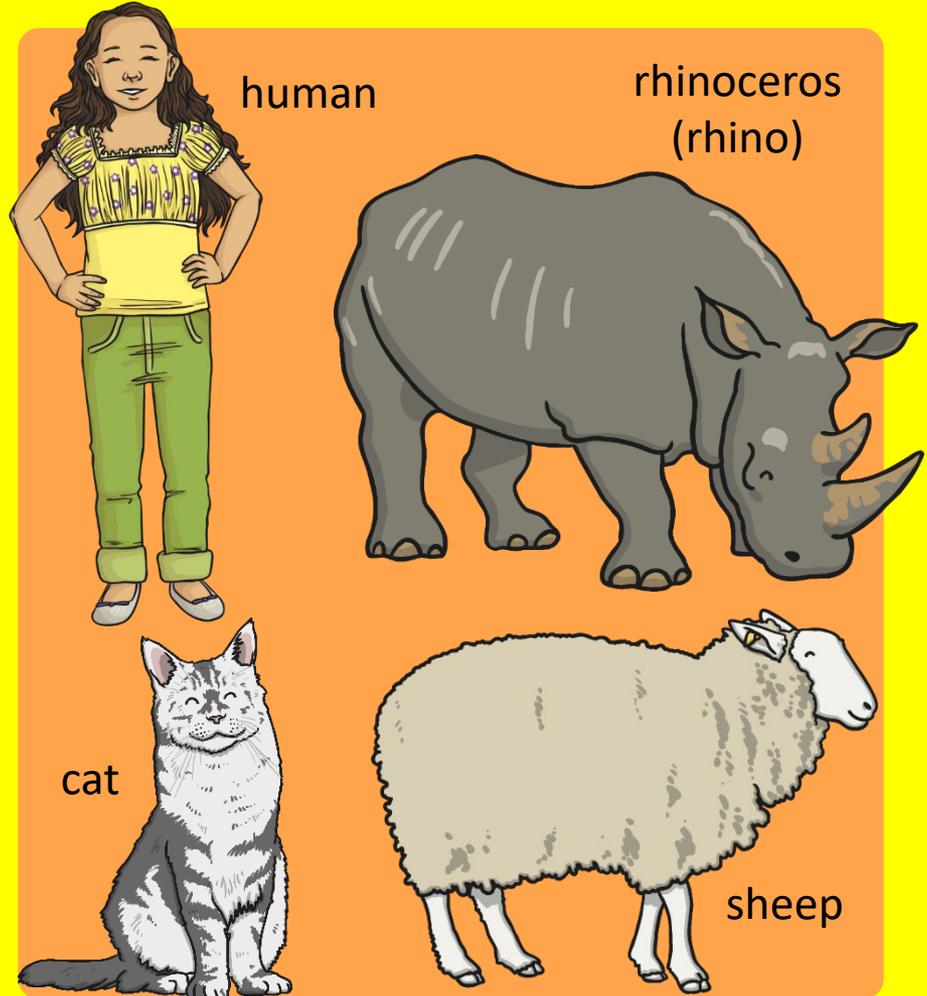
Mammals have warm blood, and have hair or fur on their bodies.

Mammal babies are born alive.

The mothers feed their babies milk.

What do animals of this kind have in common?

Can you think of any differences between them?



Amphibians

Amphibians live on land
and in water.

They are cold-blooded.

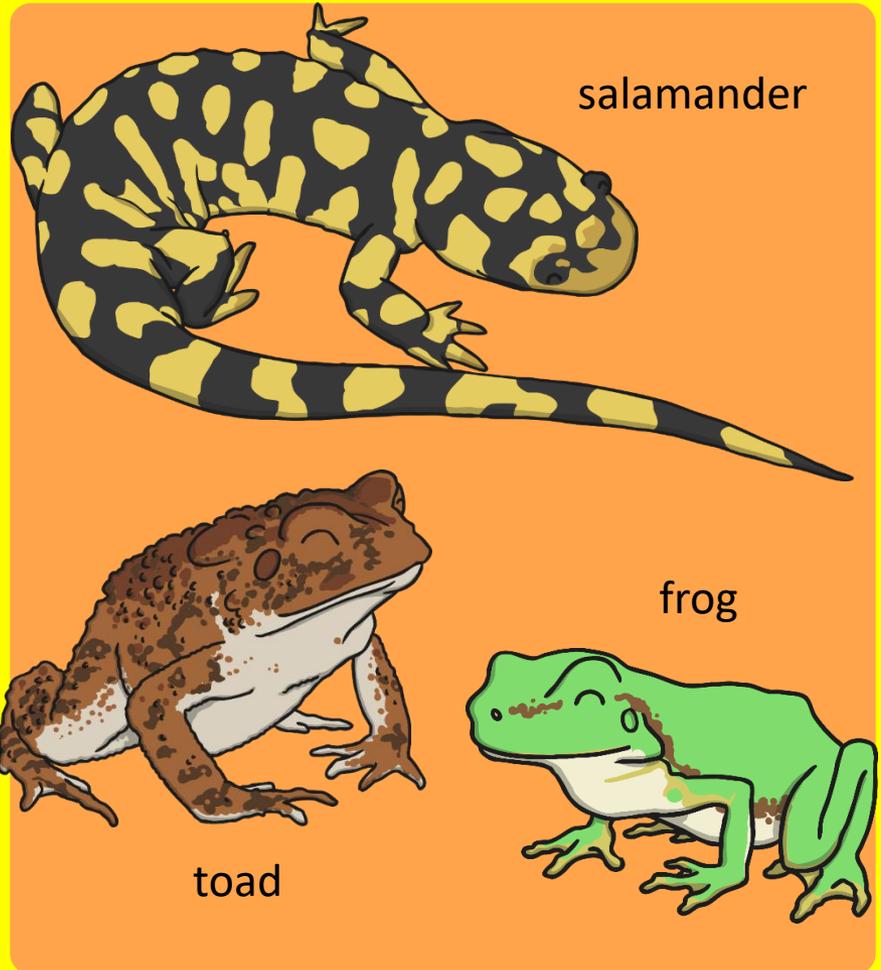
They have gills when they
are young.

They have smooth skin.

They lay their eggs in water.

What do animals of this
kind have in common?

Can you think of any
differences between them?



Birds

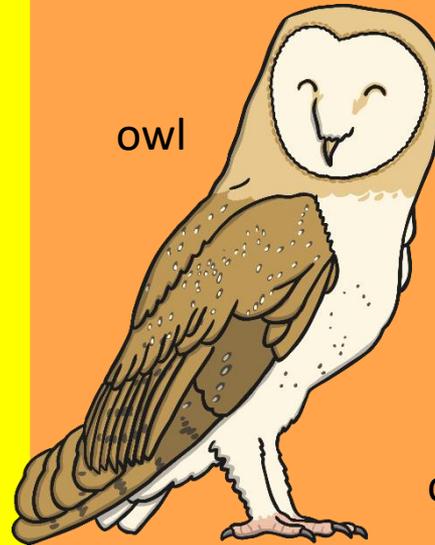
Birds have a beak, wings,
feathers and 2 legs.
They lay eggs on land.
They have warm blood.



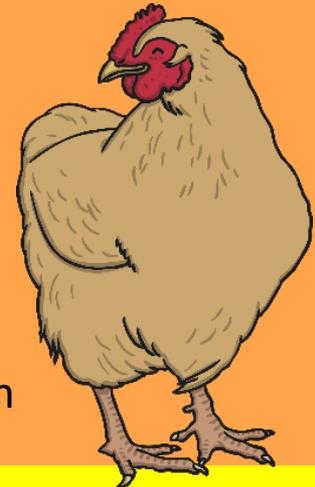
peacock



penguin



owl



chicken

What do animals of this
kind have in common?
Can you think of any
differences between them?

Fish

Fish live in water.

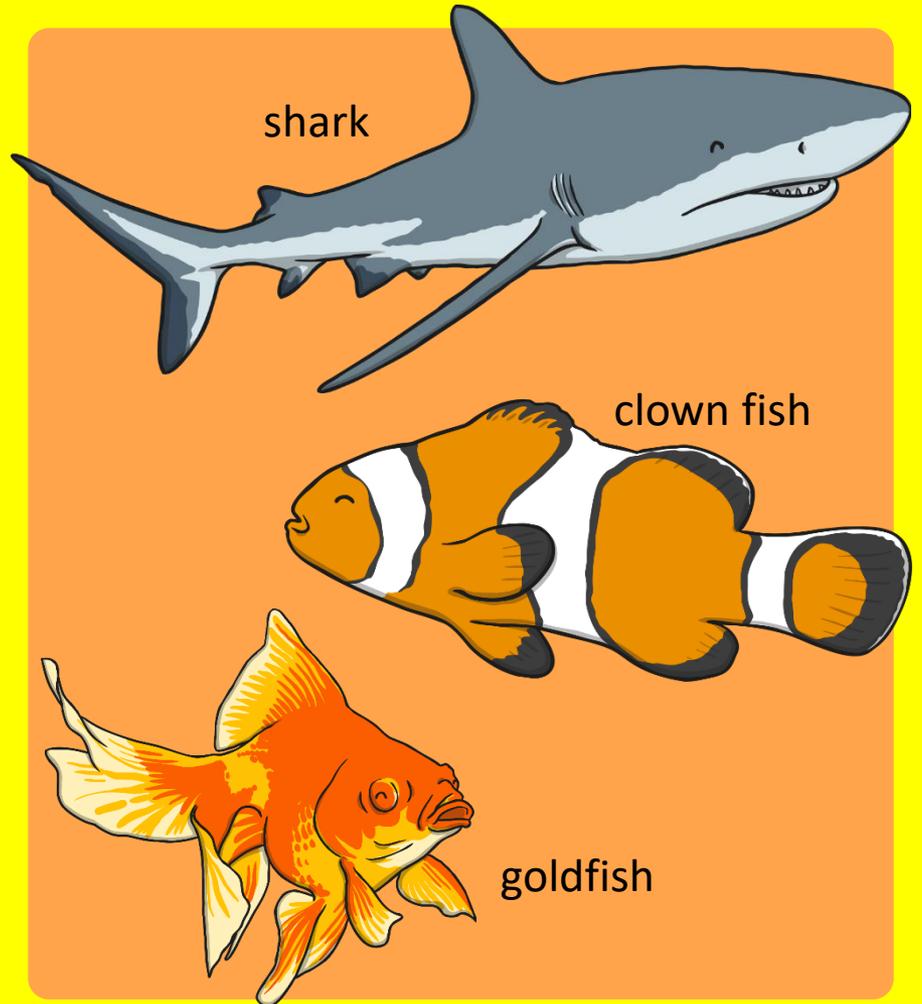
They have fins instead of legs and gills instead of lungs.

They lay their eggs in water.

They have cold blood and scaly skin.

What do animals of this kind have in common?

Can you think of any differences between them?



Reptiles

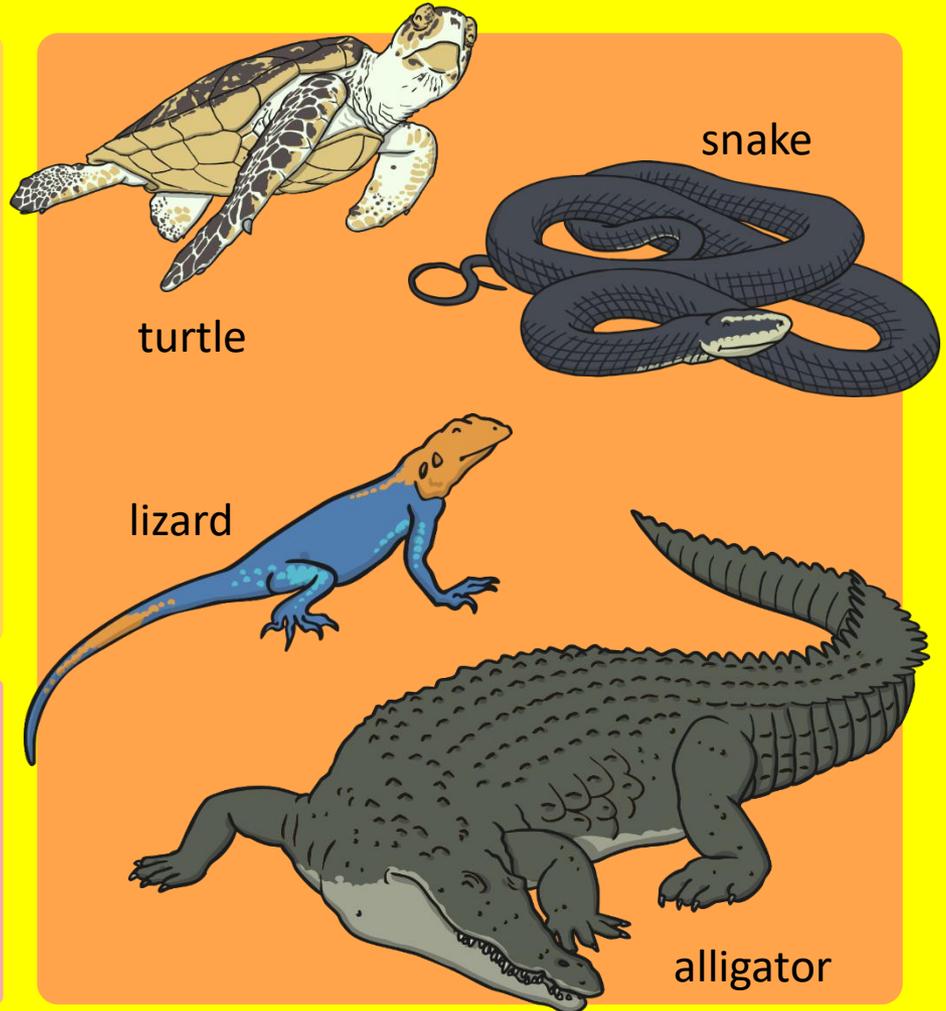
Some reptiles live on land, and some in water. They have lungs that breathe air.

They have scales and are cold-blooded.

They lay their eggs on land.

What do animals of this kind have in common?

Can you think of any differences between them?



turtle

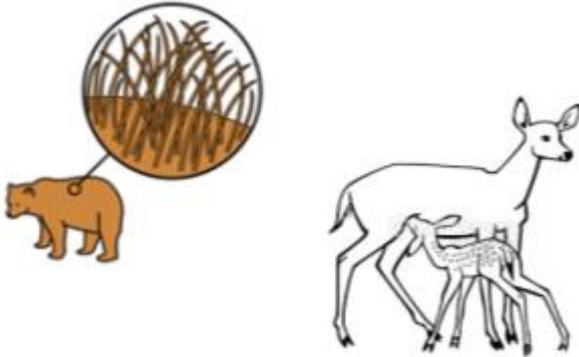
snake

lizard

alligator

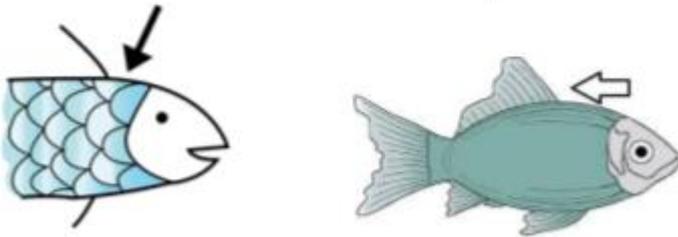
To help you remember the similarities and differences between animal groups, you could write the features of each group and draw illustrations or print out photographs from the internet

Mammals have hair or fur.



The babies drink milk.

Fish live in water. They have scales and fins.



Birds have two wings and feathers.



Or see the next slide for another way to present your information.

Or you present your information as a mind map, its your choice.

