

Level 4 - Integrated Literacy - Week 8, Term 3

Below are tasks to complete over the week. If you get stuck please contact your Integrated Literacy Teacher.

Day/Subject	Monday 7th September	Tuesday 8th September	Wednesday 9th September	Thursday 10th September	Friday 11th September
Social Science Allocated Time: 30 minutes	Social Science Inquiry: Research. Actions taken by different groups	Social Science Inquiry: Research How groups are affected by these actions	Social Science Inquiry: Research A specific group focus	Social Science Inquiry: Research What would I do? My own Group	Social Science Inquiry: Research Example of a group LAZY SNEAKERS
Writing Allocated Time: 30 minutes	Do Now – Editing Paragraph. Perspectives writing.	Do Now – Editing Paragraph. Perspectives writing.	Do Now – Editing Paragraph. Perspectives writing.	Do Now – Editing Paragraph. Perspectives writing.	Do Now – Editing Paragraph. Perspectives writing.
Reading Allocated Time: 30 minutes	Spend 30 minutes using ReadTheory or NewsELA online Reading. No Device? Use activity provided. Comprehension from a letter	Spend 30 minutes using ReadTheory or NewsELA online Reading. No Device? Use activity provided. Picture Prediction	Spend 30 minutes using ReadTheory or NewsELA online Reading. No Device? Use activity provided. Comprehension from a letter	Spend 30 minutes using ReadTheory or NewsELA online Reading. No Device? Use activity provided. Snapshot Mat	Spend 30 minutes using ReadTheory or NewsELA online Reading. No Device? Use activity provided. Deep Sea Explorers

Note: You might need more or less time. Please use time indication as a guide. If you do not finish in the time given, please turn in what you have done.

Monday 7th September

Social Science – Monday

SOCIAL INQUIRY: RESEARCHING

In WEEK 7 you identified issues/challenges/problems in your community. After this, you chose one issue in your community and answered a set of questions to find out more information. This week you will continue your Inquiry with research.

MY SOCIAL INQUIRY COMMUNITY CHALLENGE: _____

TASK: Using your prior knowledge and research (this can be online, talking to people in your community) what group or groups have done or are doing to solve the community issue you chose. Before you begin your research, you need to know how to do it. Click the link <file:///rangeview.school.nz/users/home/Staff/ChristinaM/Downloads/RESEARCHING%20ONLINE%20Social%20Science.pdf> and read through the PowerPoint about how to research online. To help you in your search, **here is a list of kid-friendly search engines you can use:**

- KidRex: <https://www.alarms.org/kidrex/>
- Kiddle (visual search engine) <https://www.kiddle.co/>
- KidzSearch (videos and images) <https://www.kidzsearch.com/>

An example of a group has been done in the first column for you.

NAME OF THE GROUP	ACTION THEY HAVE TAKEN OR ARE TAKING TO SOLVE THE COMMUNITY ISSUE.
Local businesses	

Writing – Monday

DO NOW

WALT edit and recraft writing to enhance impact.

SC: self and buddy check for spelling, punctuation and grammar, self and buddy check for clarity of ideas, check vocabulary used and recraft to include more precise, technical vocabulary

Editing Paragraph.

Practice your editing skills with this paragraph. You need to look for spelling and grammar errors and fix these so that it reads correctly and makes sense. Highlight or change the text colour to show where you have made a change.

A Sticky Business

Did you know that the chewing gum industry is more than just a sticky business it also earns millions of dollars. The united states produces about 24,000,000 miles of chewing gum each year gum is available in different varieties flavors and shapes but did you ever wonder wear gum comes from Did you ever wonder how its made and where and when the first people began to chew it People have been chewing gum it turns out for a very long time

TASK – Perspectives

WALT include different opinions and perspectives in our writing.

SC: use vocabulary to compare and contrast.

give multiple examples and/or detail related to an idea.

- ★ When we write, we can make our writing more interesting by including different **perspectives** and **opinions**. We are going to practice doing this in response to the image below.
- ★ There are many perspectives in this image. Select one to focus on and tell their story.

Think about what your character might be seeing, smelling, hearing, feeling, tasting.

Think about what might have happened BEFORE this moment, and what might happen AFTER.

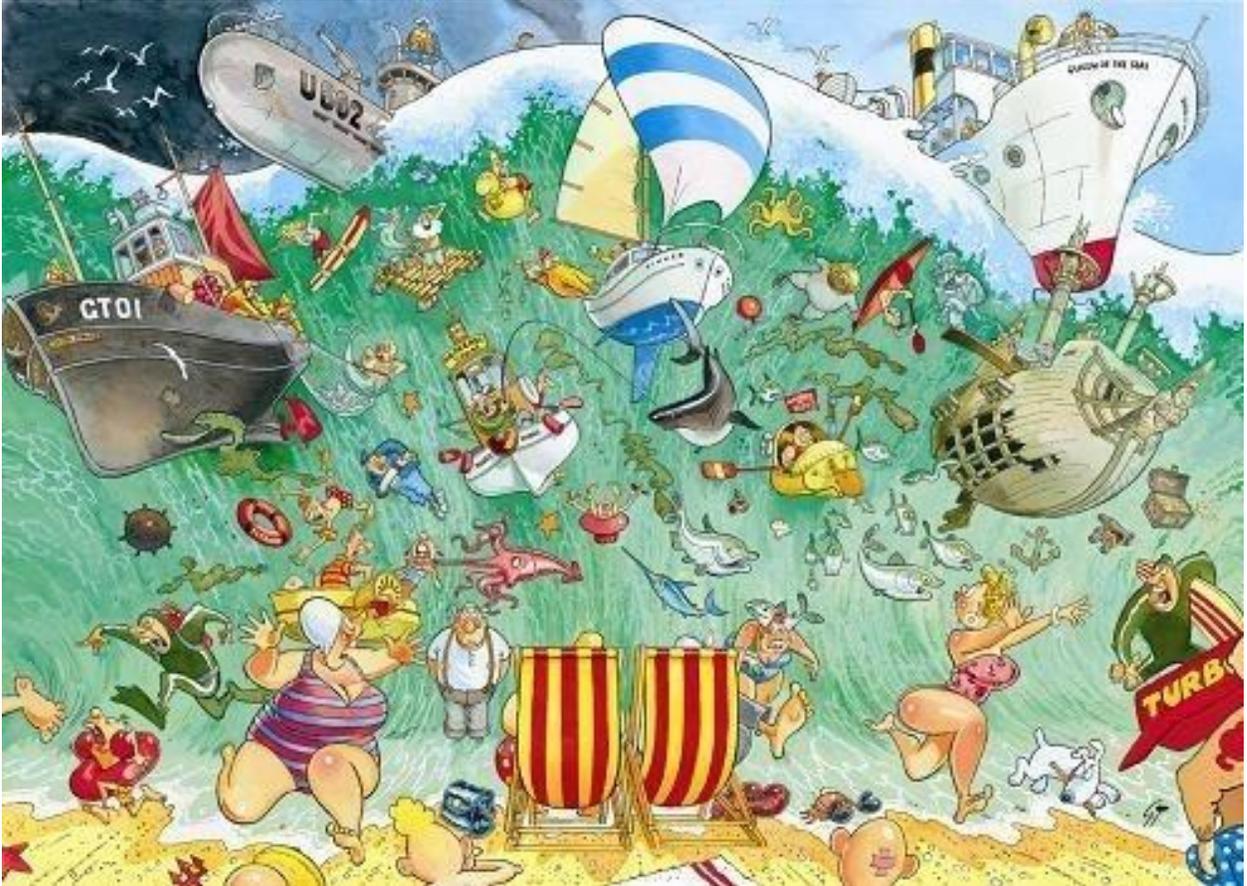
Write a short story to share your chosen character's PERSPECTIVE on the event.

★ EXTRA FOR EXPERTS

To make this an even better piece of writing, think about how you can SHOW rather than TELL. This means using the senses (smell, taste, touch, sound, sight) to describe something e.g. *'I was angry.'* could be *'My fists clenched at my sides.'*

Get some more ideas on how to use this strategy from this clip

<https://www.youtube.com/watch?v=N4RthqSOcR0>



Reading – Monday 7th September

We are learning to read the text and fill in the missing blanks.

Task 1: Comprehension activity

1. Read the text below.

Dear Daniel,

If you'd like to improve your English, one thing you can do is to build up your vocabulary. In order to do this, you have to practice a lot. I'm afraid there is not a short cut for this. But there are many effective ways. First of all, you should read a lot. You can read short stories, comics, newspapers, magazines etc. depending on your English level. As you read, you can try to guess the meanings of unknown words from the context of the sentence. If you cannot, then look up the definition in a dictionary. English to English dictionary should be your first choice and keep the translator as last. Another way of building vocabulary is to watch movies in English which will also help with pronunciation. Try to be involved with the language as much as you can. Keep a vocabulary notebook and write down a few words each day. Keep in mind that you have

to revise them regularly. In my opinion, to communicate with people all you need is words. Even if you just say the words one after another, people most likely will understand what you mean regardless of the order of the words and grammar.

2. **Highlight** the answer that you think best answers the questions below.

1. What is the main point of this e-mail?

- A) What can we do to improve our English
- B) Difficulties of learning English
- C) Problems of learning a second language alone
- D) What's the best way of learning English

2. Which of the followings is incorrect?

- A) We should use a translator for all the unknown words.
- B) We should read a lot.
- C) We should take notes when we learn new words.
- D) We should practice as much as we can.

3. What is the most important thing to communicate with people according to the writer?

- A) Grammar
- B) Vocabulary
- C) Order of the words used
- D) Advanced English course

Task 2: Character description

We are learning to write a character description.

1. Below is a character. From your prior knowledge and the word bank below, **highlight** 7 words that you could use to describe this character.



active

afraid

angry

bored

busy

calm

cheerful

fair

competitive	cruel	concerned	confused
energetic	foolish	funny	gentle
gloomy	greedy	grouchy	helpful
hopeless	polite	loving	peaceful
polite	quiet	serious	smart
trustworthy	lively	fierce	brave

2. Using the vocabulary above, write 5-7 sentences to explain the character above.

Tuesday 8th September

Social Science – Tuesday

TASK: In the table below, research how these different people in the community have been affected by your community issue. Remember to refer to the Researching Online information from Monday to help you. To help you in your search, **here is a list of kid-friendly search engines you can use:**

- KidRex: <https://www.alarms.org/kidrex/>
- Kiddle (visual search engine)
<https://www.kiddle.co/>
- KidzSearch (videos and images)
<https://www.kidzsearch.com/>

DIFFERENT PEOPLE AND GROUPS IN THE COMMUNITY	HOW THEY WERE/ARE AFFECTED
Young children or students	
Elderly	
Families	
Local schools	

Local businesses	

Writing – Tuesday

DO NOW

WALT edit and recraft writing to enhance impact.

SC: self and buddy check for spelling, punctuation and grammar, self and buddy check for clarity of ideas, check vocabulary used and recraft to include more precise, technical vocabulary

Editing Paragraph.

Practice your editing skills with this paragraph. It carries on from yesterday's writing. You need to look for spelling and grammar errors and fix these so that it reads correctly and makes sense. Highlight or change the text colour to show where you have made a change.

more than a thousand years ago the maya and other peoples of central america chewed chicle. Chicle is the hardened sap of the sapodilla tree ancient greeks we're chewing gum made from the sap of the mastic tree. the native americans of north america were chewing gum made from spruce sap. By the early 1800s the first store to make and sell spruce gum had opened in north america. in the 1860s, the use of chicle as a chewing gum was developed and gums popularity began to raise

TASK – Perspectives

WALT include different opinions and perspectives in our writing.

SC: use vocabulary to compare and contrast.

give multiple examples and/or detail related to an idea.

- ★ We have given 1 perspective on this event when we wrote on Monday. To practice giving multiple perspectives, today you are going to tell a different story about the same event by selecting a different character in the picture.

Think about what your character might be seeing, smelling, hearing, feeling, tasting.

Think about what might have happened BEFORE this moment, and what might happen AFTER.

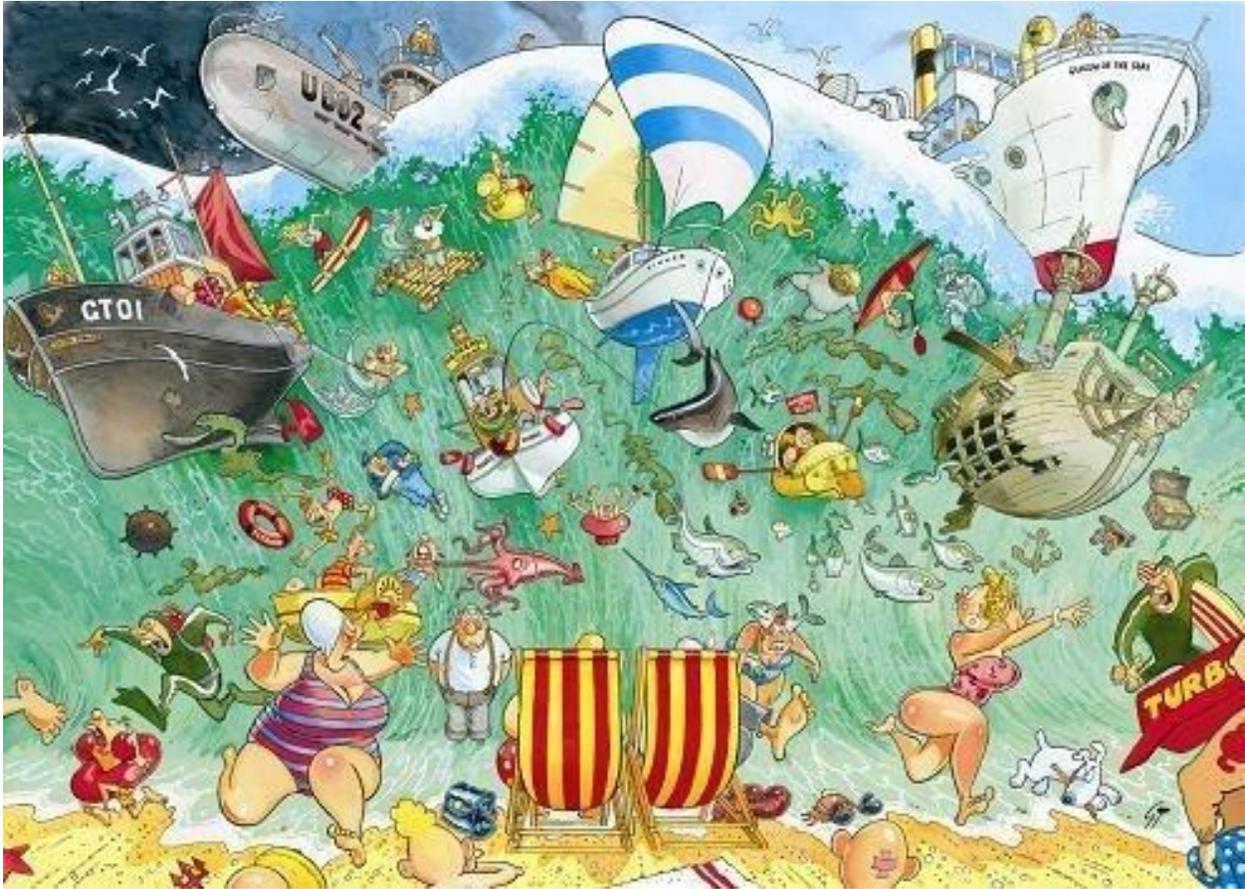
Write a short story to share your chosen character's PERSPECTIVE on the event.

★ **EXTRA FOR EXPERTS**

To make this an even better piece of writing, think about how you can SHOW rather than TELL. This means using the senses (smell, taste, touch, sound, sight) to describe something e.g. '*I was angry.*' could be '*My fists clenched at my sides.*'

Get some more ideas on how to use this strategy from this clip

<https://www.youtube.com/watch?v=N4RthqSOcR0>



Reading – Tuesday 8th September

Task 1: Picture Prediction

We are learning to infer and make predictions based on what we can see in the picture.



Answer the following questions based on the picture above.

1. What can you see in the picture?
2. What do you think may have happened?
3. How do you think this happened?
4. What do you think may have caused this situation?
5. Have you seen a movie where this type of situation was shown? Which movie was it?
6. How do you think the people living in the houses are feeling? Explain your answer in 5-6 sentences.
7. How do you think this photo was taken?
8. How would you feel if you were living in one of the houses shown in the picture? Explain your answer in 3-4 sentences.
9. Why do you think this photo was taken? Write 3 sentences to explain your answer.
10. If you had to describe this picture to someone else, what would you say? Write 5-7 sentences to explain your answer.

Wednesday 9th September

Social Science – Wednesday

TASK: On Monday and Tuesday you conducted research about what different groups have done or are doing to solve your community issue and how groups or people in the community have

been affected. Today, you need to choose **ONE** of those groups from your table on Monday and write how the actions they took affected a group in your community (*this information should be in your Tuesday table*).

An example has been done to show you what to do. Continue with the task underneath the teacher example.

NAME OF THE GROUP YOU CHOSE	ACTION THEY HAVE TAKEN OR ARE TAKING TO SOLVE THE ISSUE	THE GROUP IN THE COMMUNITY AFFECTED	HOW THIS GROUP IS AFFECTED BY THE GROUP ACTION
<p>EXAMPLE:</p> <p><i>The Auckland City Council</i></p>	<p><i>To help solve the ongoing issue of graffiti in my wider community, the Council created a programme called Adopt-a-Spot. People can 'adopt' a certain spot in their area or neighbourhood to look after and keep graffiti free.</i></p>	<p><i>A group in the community affected by this might be families.</i></p>	<p><i>Families would be able to enjoy their local facilities without seeing offensive or unsightly graffiti.</i></p>
NAME OF THE GROUP YOU CHOSE	ACTION THEY HAVE TAKEN OR ARE TAKING TO SOLVE THE ISSUE	THE GROUP IN THE COMMUNITY AFFECTED	HOW THIS GROUP IS AFFECTED BY THE GROUP ACTION

Writing – Wednesday

DO NOW

WALT edit and recraft writing to enhance impact.

SC: self and buddy check for spelling, punctuation and grammar, self and buddy check for clarity of ideas, check vocabulary used and recraft to include more precise, technical vocabulary

Editing Paragraph.

Practice your editing skills with this paragraph. It carries on from yesterday's writing. You need to look for spelling and grammar errors and fix these so that it reads correctly and makes sense. Highlight or change the text colour to show where you have made a change.

Chicle-based gum was first manufactured as a result of a failed experiment antonio lopez de santa anna the mexican general whose army defeated the texans at the alamo in 1836. Brought chicle to new york in 1860. He hoped to sell it as a type of rubber a man named thomas adams tried to make this "rubber" harden but he failed. Discovering instead that the rubber could be chewed Adams adds flavorings. he began to made gum with a chicle base

TASK – Perspectives

WALT include different opinions and perspectives in our writing.

SC: use vocabulary to compare and contrast.

give multiple examples and/or detail related to an idea.

- ★ When we write, we normally write from our own perspective. Try doing it the other way around.
- ★ Respond to the prompt below. Instead of a human perspective on a mythical creature, think about how a mythical creature might think about humans.
- ★ What kind of proof would humans leave? What things that humans do would seem strange to a yeti?
- ★ You need to include at least 6 ideas.



Reading – Wednesday 9th September

We are learning to answer questions based on the text read.

1. Read the text below.

Dear Matilda,

It's been a month I haven't heard from you. I hope you are well. I had a terrible day at school yesterday. My friends and I were playing volleyball in the school yard when I suddenly fell and twisted my ankle. At first, I didn't feel much pain, but later on it started hurting badly. I had difficulty walking so my friends helped me around. They took me to a hospital and stayed with me until my mom and dad arrived. The doctor said it was broken and I needed to rest for a month. We came home last night, and I feel better now. This incident also made me realize how valuable friendships are. I don't know what I would do without them. So, I want to say I feel very happy to have such good friends like you.

2. **Highlight** the answer that you think best answers the questions below.

1. Why does the girl feel happy?
 - A) Because she was at school.
 - B) Because she fell and injured herself.
 - C) Because her friends helped her.

D) Because the ambulance arrived on time.

2. Which of the followings is incorrect?

- A) She hurt her arm.
- B) She injured her ankle.
- C) Her friends helped her get to a hospital.
- D) She won't be able to go to school for a month.

3. What does the girl want to emphasize in her e-mail?

- A) The importance of friendship.
- B) She should stop playing volleyball.
- C) The terrible day she had.
- D) The importance of school.

Task 2: Character description

We are learning to write a character description.

1. Below is a character. From your prior knowledge and the word bank below, **highlight** 7 words that you could use to describe this character.

The Beast



2. **Highlight** 7 words that describe this character.

mean horrible grumpy polite cross scary evil pretty wicked nasty kind ugly happy
honest helpful handsome smart shy moody rude angry calm furious caring unkind beautiful
fierce friendly bold

3. Using the vocabulary above, write 5-6 sentences to explain the character above.

Thursday 10th September

Social Science – Thursday

This week you have conducted research about based on your community challenge. You should have completed research about:

- Which different groups in the community have done or are doing something in response to your community challenge.
- Identified different groups in the community who have been affected by your community challenge.
- An action that ONE group in your community has taken in response to your community challenge and how this action has affected a certain group in your community.

TASK: Today you are going to create your own group and come up with solutions as to how your group will help solve this community challenge/problem/issue. Fill in the table below to help you get started.

MY SOCIAL INQUIRY COMMUNITY CHALLENGE: _____

Group name	
Purpose of my group	
What you have noticed about your community challenge (who is most affected, how are they are affected, what actions have been taken in response to your community challenge)	

Writing – Thursday

DO NOW

WALT edit and recraft writing to enhance impact.

SC: self and buddy check for spelling, punctuation and grammar, self and buddy check for clarity of ideas, check vocabulary used and recraft to include more precise, technical vocabulary

Editing Paragraph.

Practice your editing skills with this paragraph. It carries on from yesterdays. You need to look for spelling and grammar errors and fix these so that it reads correctly and makes sense. Highlight or change the text colour to show where you have made a change.

the main ingredient of chewing gum was chicle until the mid-1900s. today, gum bases are made from melted rubber waxes or plastics. After the gum base has been cleaned softeners sweeteners and flavorings is added Chewing gum continues to sell and some surveys report that the average american chews 200 sticks of gum a year. some people chew gum for the taste but others chew it to help him stay alert or to help them relax

TASK – Perspectives

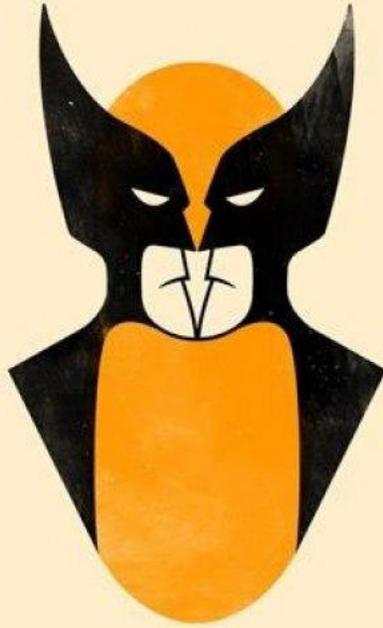
WALT include different opinions and perspectives in our writing.

SC: use vocabulary to compare and contrast.

give multiple examples and/or detail related to an idea.

- ★ Different people see things different ways – this is their perspective.
- ★ How do you see this picture? Do you think it is an image of Wolverine? Or 2 Batmen?
- ★ WRITE your perspective and opinion. Give 3 reasons to support your point, and include detail to oppose the other perspective e.g. I think it is 2 Batmen because the eyes are pointed towards the sides showing that they are looking at each other. It could not be Wolverine because...

WOLVERINE?....



OR 2 BAT MEN?

Reading – Thursday 10th September

We are learning to answer questions based on the visual clues.

Snapshot Mat



1. If you had to give this snapshot mat a title, what would it be?
2. Briefly describe what is happening in this picture?
3. How does this image make you feel?
4. Write 5 words that you could use to describe this picture.
5. Who is the surfer?
6. Is the crocodile friendly? How do you know?
7. Who do you lives in the shack?
8. Write what do you think might happen in the next 5 minutes?
9. Would you like to visit this place? Write 4-5 sentences to explain why you would or why you wouldn't want to visit this place.
10. Using the vocabulary below, write 3 sentences to explain the picture.

Vocabulary:

surf	island	boat
soaring	forest	lurking
waterfall	reptile	shack

Friday 11th September

Social Science – Friday

TASK: Groups are created everyday by people who identify an issue within their community. Before you start to think about what you could do to solve your community challenge, click the link below to read about a group started by Maia Mariner. She identified a need in her community and created a group to help solve this community challenge.

CLICK THE LINK: <https://www.youtube.com/watch?v=sS1KXLUYu0w>

Additional Information: [Maia Mariner: Lazy Sneakers](#)

Answer the following questions:

1. What challenge did Maia notice in the community?
2. What action did Maia take in trying to solve this community challenge?
3. Which specific community does Maia's group, Lazy Sneakers, help?
4. Who helped Maia form Lazy Sneakers?
5. Why do you think Maia needed help from others to start Lazy Sneakers?
6. What effect does Lazy Sneakers have on the community?

Writing – Friday

DO NOW

WALT edit and recraft writing to enhance impact.

SC: self and buddy check for spelling, punctuation and grammar, self and buddy check for clarity of ideas, check vocabulary used and recraft to include more precise, technical vocabulary

Editing Paragraph.

Practice your editing skills with this paragraph. You need to look for spelling and grammar errors and fix these so that it reads correctly and makes sense. Highlight or change the text colour to show where you have made a change.

EXTRA – you can change some of the words to make it more interesting to read.

when it was our last day camping out in the bush my friends and i discovered that there was a bush that was really rare because there wasnt that much bushes around because it was actually a huge forest it looked so amazing it had the smell of chocolate and strawberries on the outside it looked just like a stinky old bush

TASK – Perspectives

WALT include different opinions and perspectives in our writing.

SC: use vocabulary to compare and contrast.

give multiple examples and/or detail related to an idea.

- ★ At school, we have fire drills. There are different perspectives on these! Teachers, Fire Fighters, Students – they will all have an opinion and perspective.
- ★ This news article suggests ONE perspective, that we shouldn't have fire drills anymore.
- ★ TASK – you need to give an example of someone who would be FOR fire drills, and someone who would be AGAINST them. Write to explain both perspectives and opinions.
- ★ You are NOT trying to convince the reader to agree with one opinion, you are EXPLAINING the two different perspectives.
- ★ You need to include at least 3 detailed reasons for each side.



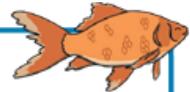
Reading – Friday 11th September

We are learning to understand what we read

Deep Sea Explorers

For thousands of years, people have been interested by the mysteries of the world's oceans. Read on to find out about three explorers and their missions to discover beneath the waves.

JACQUES COUSTEAU



Jacques Cousteau was a famous photographer who studied the ocean. He was born 11th June 1910 in France.

In 1933, after an awful accident which left Jacques with both his arms broken, Jacques swam in the Mediterranean Sea using a pair of goggles that his friend had given him.

Jacques invented the 'aqua-lung' that gave him the chance to breathe and swim freely under the ocean.

In 1948, Jacques was part of a mission in search of a Roman shipwreck. This was the beginning of exploring sunken ships.

To show people the places that had never been explored before, Jacques wrote a number of books and took part in films and TV shows which described his travels.





SYLVIA EARLE

Sylvia Earle is an American underwater photographer and explorer. She was born 30th August 1935 in New Jersey, USA.

With a love of wildlife, Sylvia has written many books and taken part in a number of TV shows to teach people about overfishing and pollution in the world's oceans.

She has led over 70 ocean missions, with more than 6,500 hours underwater.

Sylvia's hope is to protect 30% of the world's oceans by the year 2030 by creating areas called 'hope spots' where marine wildlife is protected.

ROBERT BALLARD

Robert Ballard is an American ocean photographer and explorer. He was born 30th June 1942 in Kansas, USA.

In 1980, Robert and a team of engineers built a robotic sub that could send live video from the ocean floor back up above sea level, the first of its kind. They called it 'Argo'.

In 1985, Robert was part of a huge mission to find the RMS Titanic shipwreck, a ship that had been missing since 1912.

Robert has since found many other missing shipwrecks at the bottom of the world's oceans. He has led over 120 ocean missions and has helped to design new submarine technology and underwater science.

Deep Sea Explorers Questions

1. What did Jacques Cousteau invent?
2. What does Sylvia Earle's work aim to teach people? **Highlight one.**
 - about new wildlife
 - about women divers
 - about overfishing and ocean pollution
3. Why do you think Sylvia named the created areas to protect marine wildlife 'hope spots'? Write 3-5 sentences to explain your answer.
4. **Find and copy** a word that describes wildlife that lives under water.
5. **Highlight true or false** to show whether these sentences are correct.

Jacques was part of a mission in search of a Nordic ship.	True/False
Sylvia's hope is to protect 30% of the world's oceans by the year 2030.	True/False
Robert was part of a team to locate the RMS Titanic.	True/False

6. Fill in the missing words.
 - i. Robert has since _____ many other missing
 - ii. at the bottom of the worlds _____.
7. Did you enjoy this text? Why/ why not? Write 3-5 sentences to explain your answer.



Congratulations! Another fantastic week of learning. Keep up the great mahi 😊

Remember to ask for help if something is tricky!