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Home Learning Pack Year 4

Guidance and Answers

Week 7

08/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Monday

Maths – Tenth as Decimals (page 2)

Question 1 – This question shows different **representations** of decimal numbers. A **representation** refers to a number that has been shown in different ways using numerals, words or mathematical equipment, for example.

A is shown as a **hundred square**. A **hundred square** is a square split into 100 parts. It is often used to show the numbers from 1-100. It can also be used to show the relationship between tenths and hundredths when exploring fractions.

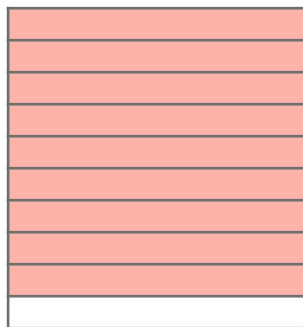
B and D are shapes that have been split into fractions and shaded, while C uses **place value counters**. **Place value counters** refer to a physical resource which represent numbers. They are usually in different colours and have different numbers written on them, to represent 'ones', 'tens', 'hundreds' and so on. They can also be used to represent decimal numbers.

Children must look at each representation and write the fraction being shown beneath each. Children must then identify which letter is the odd one out by using the fractions they have written to help. The correct answer is **A. 0.6; B. 0.4; D. 0.3; C shows 0.7 or $\frac{7}{10}$.**

Question 2 – This question shows a blank **representation** for children to complete so that it matches the information in the table. The table has nine tenths written in words which must be written as both a decimal and a fraction to complete the table.

The correct answers are shown below.

Words	nine tenths
Fraction	$\frac{9}{10}$
Decimal	0.9



This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Monday

Maths – Tenths as Decimals (page 2)

Question 3 – For this question, children must read the clues about Jon's decimal number and decide whether Megan's statement could be correct. Children have been given a **number line** to help them to complete this question. A **number line** is a horizontal, straight line which has numbers placed at equal points. Most number lines begin at 0, however, this is not always the case.

Once children have decided whether the statement is correct, they must write a sentence to explain their choice and give any other numbers that Jon could be thinking of. The correct answer is that **Megan is not correct because the decimal must be bigger than 0.1 and smaller than 0.6. As such, Jon could be thinking of any decimal between those values, for example, 0.2, 0.3, 0.4 or 0.5.**

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Monday

English – Punctuating Direct Speech (page 3)

Direct speech is shown by writing exactly what was spoken between inverted commas.

Inverted commas, also known as speech marks, go before and after the direct speech in a sentence, for example, "Watch out!" shouted the girl.

Question 1 – For this question, children must identify where punctuation has been missed out of the sentence or where incorrect punctuation has been included. It might be helpful to remind children of the rules for using different punctuation marks and the specific punctuation that is needed in **direct speech**.

The punctuation marks that are incorrect or missing are the use of a **lowercase 'j' and 'w'**, and the **missing comma after 'said'**.

Question 2 – For this question, children must put mark the box next to the sentence that is punctuated correctly. The correct sentence is shown below. Sentence one is incorrect because there is missing a comma after the word said.

Jack's mother said "Will you take the cow to market?"

"Hurry back!" his mother shouted after him.

Question 3 – In this question children must identify where the inverted commas are missing from the sentence. It might be helpful to remind children that the inverted commas go around the words that are spoken by the characters.

The correct answer is shown below.

A man said, Here are some magic beans for your cow.

Question 4 – In this question children have been given two sentences missing all punctuation. They must identify where it is missing and rewrite both sentences correctly. It may be helpful to remind children about what different punctuation marks may be needed and the rules for using them.

The correctly punctuated sentences are written below.

Jack said, "I will climb this beanstalk."

The giant shouted, "Can I smell the blood of an Englishman?"

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Monday

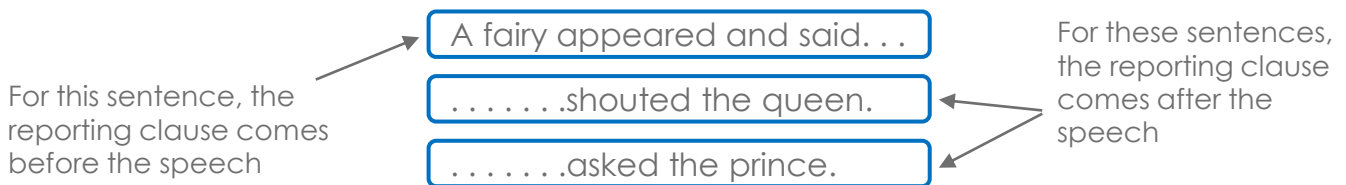
English – Punctuating Direct Speech (page 3)

Question 5 – In this question children have been given a speech bubble containing a character's spoken words. To complete this question, children must convert the spoken words into a sentence using **direct speech** and ensure they include a **reporting clause** to make the sentence complete. A **reporting clause** is the phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

There are various answers for this question, one example is shown below.

The fairy godmother asked, "What will you do with the three wishes I have granted?"

Question 6 – For this question, children are given three reporting clauses that need to be completed. For each clause, children must create the spoken words for each character and write a correctly punctuated complete sentence. Children must make sure they include all the necessary punctuation marks. It may also be helpful to point out to the children that the dots indicate where the spoken words must be added to the sentence.



There are various answers for this question, one example is shown below.

A fairy appeared and said, "You will go to the ball."

"Come here!" shouted the queen.

"May I have this dance?" asked the prince.

Question 7 – In this question children must look at the sentence that has been written by Jacob and decide whether or not it has been written correctly. Once they have decided, children must write a sentence to explain why it is correct or incorrect.

The correct explanation is that it is not correct. Jacob has used inverted commas at the beginning of the sentence instead of marking the beginning of the direct speech. He has also used a full stop instead of an exclamation mark.

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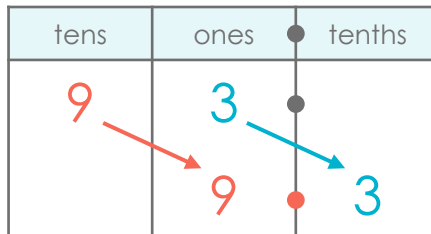
Tuesday

Maths – Divide 1 and 2 Digits by 10 (page 4)

Question 1 – For this question, children must match each calculation to the correct answer. Each answer is shown on a **place value chart** which shows the value of each digit within a number. In this question, the values are shown on the **place value chart** in digits. It may be helpful for children to use a **place value chart** to help them to calculate their answer using the rule for dividing by ten shown below.

The rule for dividing by ten using a place value chart is to move each digit **one** column to the **right**. The example below shows that $93 \div 10 = 9.3$.

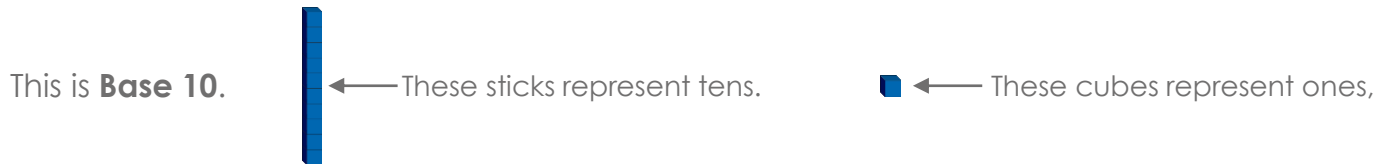
To divide by 10, the 9 tens is moved one column to the right and becomes 9 ones.



To divide by 10, the 3 ones is moved one column to the right and becomes 3 tenths.

The correct answers are A. 4.7; B. 0.4; C. 7.4

Question 2 – For this question, children must look at the **representations** given and complete the calculations. For this question, each **representation** uses a **place value chart** to show the value of the digits in the numbers being divided. For images A and C, the **place value charts** give the value of the digits using **Base 10** equipment.



Children can use **place value charts** to move the digits to calculate the answers as explained in question 1 above. The answers to the calculations are shown below.

	tens	ones	tenths	hundredths		tens	ones	tenths	hundredths
A.					$\div 10 =$		6	5	
B.	5	9			$\div 10 =$		5	9	
C.					$\div 10 =$		0	8	

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Tuesday

Maths – Divide 1 and 2 Digits by 10 (page 4)

Question 3 – This question is more open-ended than the others. Children look at the working out shown and identify the mistake made by Christina. For this question, a **Gattegno chart** has been used to show her answer.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Each row is ten times bigger than the row below.

To use a **Gattegno chart** to divide by ten, you place counters over the starting number and move the counters down one row to reveal the answer as each row is ten times smaller than the row above. An example is shown below.

The calculation being completed is $24 \div 10$ which has been split into tens and ones.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Each circle has been moved down one row to show that it has been divided by 10. This shows that $24 \div 10 = 2.4$.

The correct explanation for this question is that Christina has moved the tens digit correctly to 8 but has moved the ones digit up to 10 instead of down to 0.1. The correct answer is 8.1.

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Tuesday

English – Identifying Paragraphs – Fiction (page 5)

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 task children must read the text provided and write the first two words of each **paragraph**. It may be helpful to remind children that new **paragraphs** can be started when there is a change in topic, time, setting or when a new person starts to speak.

The first words of each paragraph are listed below.

Paragraph 1: It was

Paragraph 2: Moonlight struck

Paragraph 3: Without warning

Question 2 – For this task children must identify the **subject** of the first **paragraph** in the text. The **subject** of the paragraph is what the paragraph has been written about.

The correct answer is **a setting description**.

Question 3 – For this question, children must identify which **paragraph** describes the start of some action in the text.

The paragraph describing the action is **Paragraph 3**.

Question 4 – For this question, children must think about whether the given sentence can be added to the first **paragraph** so that the text still makes sense.

The correct answer is **false, the end of the first paragraph describes the absence of sound so this would not make sense**.

Question 5 – For this question, children must decide whether they agree or disagree with the statement about where a new **paragraph** should have been started. Again, it may be helpful to remind children of when new paragraphs should be started (as explained in questions 1 above). Once children have decided whether they agree or disagree with the statement, they must write a sentence to explain their choice.

The correct answer is that **the statement is incorrect because the sentence is explaining why this day is different from a normal day, so is leading on from the previous sentence**.

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Tuesday

English – Identifying Paragraphs – Fiction (page 5)

Question 6 – This question is more open ended as children are asked to continue the story by writing the next **paragraph**. Children have been given a word bank to use for support. The **paragraph** must make sense with the rest of the text and must be punctuated correctly.

There are various answers for this question as children can choose how to continue the story using their own ideas. **Correct answers must continue on from where the final paragraph finishes and must make sense with the rest of the story. All sentences must be punctuated correctly.**

Question 7 – For this question, children must explain why a sentence from the text begins a new **paragraph**.

The correct answer is that **it is a new paragraph because it is introducing a new theme and describing how the events described in the previous paragraphs began.**

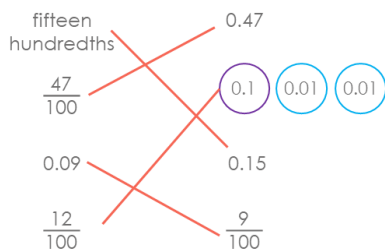
This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Wednesday

Maths – Hundredths as Decimals (page 6)

Question 1 – For this question, children must look at the different **representations** given and match the equivalent values. Some **representations** are given as fractions over a hundred, others use **place value counters** to illustrate the value of each digit, one is written in words and some as written decimal numbers. If you need to recap representations or place value counters, take a look at page 2!

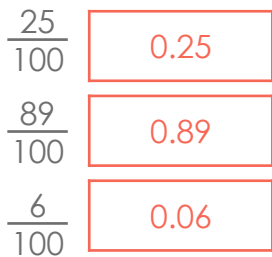
The correct answers are shown below.



Question 2 – For this question, children identify whether the statement is true or false using what they know about hundredths being written as decimal numbers. The statement is **false because 0.3 is equivalent to three tenths**.

Question 3 – For this question, children must convert each of the fractions to decimal numbers.

The correct answer is shown below.



Question 4 – For this question, children have been given a **number line** with some decimal numbers marked. This **number line** is a horizontal line marked in hundredths which starts at 0.5 and ends at 0.6. The children must look at arrows A and B and write the decimal numbers they are pointing to. To do this, it may be helpful to practise counting in hundredths using the **number line** for support. Counting in hundredths, the **number line** shows 0.5, 0.51, 0.52, 0.53, 0.54, 0.55, 0.56, 0.57, 0.58, 0.59, 0.6.

The decimal numbers are **A = 0.52; B = 0.58**

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Wednesday

Maths – Hundredths as Decimals (page 6)

Question 5 – For this question, children must read the statements from Emily and Callum and decide who is correct. Children must then write a sentence to explain why the statement is correct.

The correct answer is **Callum is correct. To show 90 hundredths, the decimal should be 0.9.**

Question 6 – This question has **digit cards** for children to use to create three decimal numbers that meet the given clues. They must then write the fractions that are equivalent to the decimals they have created.

These are the **digit cards** given in this question.



There are various answers, three correct answers are shown below.

$$\begin{array}{|c|} \hline 0 \\ \hline \end{array} \cdot \begin{array}{|c|} \hline 0 \\ \hline \end{array} \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \frac{\begin{array}{|c|} \hline 4 \\ \hline \end{array}}{\begin{array}{|c|} \hline 100 \\ \hline \end{array}} \quad \begin{array}{|c|} \hline 0 \\ \hline \end{array} \cdot \begin{array}{|c|} \hline 7 \\ \hline \end{array} \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \frac{\begin{array}{|c|} \hline 74 \\ \hline \end{array}}{\begin{array}{|c|} \hline 100 \\ \hline \end{array}} \quad \begin{array}{|c|} \hline 0 \\ \hline \end{array} \cdot \begin{array}{|c|} \hline 4 \\ \hline \end{array} \begin{array}{|c|} \hline 7 \\ \hline \end{array} = \frac{\begin{array}{|c|} \hline 47 \\ \hline \end{array}}{\begin{array}{|c|} \hline 100 \\ \hline \end{array}}$$

Question 7 – For this question, children must look at the inequality statement and decide whether it is correct. The inequality statement uses the symbol $>$ which means 'more than'. Once they have decided, children must write a sentence to explain their choice.

The correct answer is **the statement is incorrect because 6 tenths and 8 hundredths is less than 8 tenths and 6 hundredths. The statement should be $0.68 < 0.86$.**

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Wednesday

English – Wednesday – 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.

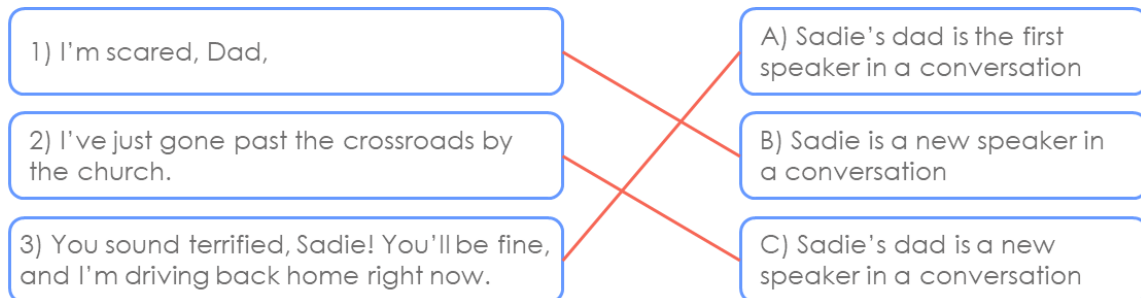
Question 4 – For this question, children look at the speech that has been taken from the text and match it to the correct description. Children may need to refer back to the story to identify which speech matches the descriptions given.

The correct answers are shown on the next page.

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Wednesday

English – Wednesday – Using Speech in Paragraphs – Fiction (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?

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Thursday

Maths – Divide 1 or 2 Digits by 100 (page 9)

Question 1 – For this question children must draw counters on the given **place value charts** to show the answers to the calculations given. Children may use a **place value chart** to help them to calculate the answers if needed using the rule for dividing by one hundred shown below. These digits can be represented using digits as below or counters can be drawn to represent each digit.

The rule for dividing by one hundred using a **place value chart** is to move each digit **two** columns to the **right**. An example showing $93 \div 100 = 0.93$ is given below.

To divide by 100, the 9 tens is moved two columns to the right and becomes 9 tenths.

tens	ones	tenths	hundredths
9	3		
	0	9	3

To divide by 100, the 3 ones is moved two columns to the right and becomes 3 hundredths.

As there are no digits before the decimal point, '0' needs to be added as a place holder.

The correct answers are shown on the **place value charts** below.

$$21 \div 100 = 0.21$$

10	1	tenths	hundredths
		2	1

$$30 \div 100 = 0.3$$

10	1	tenths	hundredths
		3	

Question 2 – For this question, children must match each calculation to the correct answer to identify which is the odd one out. Children can use a **place value chart** as shown in question 1 to calculate the answer to each calculation.

0.7 is the odd one out, the other pairs are shown below.

$34 \div 100$	0.76	$23 \div 100$
0.34	$5 \div 100$	0.05
$76 \div 100$	0.23	0.7

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Thursday

Maths – Divide 1 or 2 Digits by 100 (page 9)

Question 3 – For this question, children must identify the number which is 100 times smaller than forty seven, which is the same as calculating $47 \div 100$. Children may not see the link straight away and may need reminding the dividing by 100 is the same as making a number one hundred times smaller.

The correct answers is **0.47**

Question 4 – For this question, children must fill in the missing answers to each calculation. For support, children can use **place value charts** as in previous questions if needed.

The correct answers are shown below.

$$4 \div 100 = 0.04$$

$$0.28 = 28 \div 100$$

$$53 \div 100 = 0.53$$

$$0.79 = 79 \div 100$$

Question 5 – This question is more open ended for children to explore. The question gives clues to the calculation that Una has completed and children must use this to give five different possible calculations and answers that Una could have created using exactly 7 counters on the **place value grid**. For support, children can draw themselves a **place value chart** to use the method explained on page 14.

There are various answers, five examples are shown below;

10	1	0.1	0.01		
				●●●●●●●	$70 \div 100 = 0.7$
10	1	0.1	0.01		
				●●●●●●●	$61 \div 100 = 0.61$
10	1	0.1	0.01		
				●●●●●●●	$52 \div 100 = 0.52$
10	1	0.1	0.01		
				●●●●	$43 \div 100 = 0.43$
10	1	0.1	0.01		
				●●●●	$34 \div 100 = 0.34$

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Thursday

Maths – Divide 1 or 2 Digits by 100 (page 9)

Question 6 – This question shows a number on a **Gattegno chart** as explained on page 7. For this question, the chart has slightly different rows used but the same rule applies as before; each row is 10 times smaller than the one above.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

To use a **Gattegno chart** to divide by 100, the counters need to be moved down two rows.

Children must use the **Gattegno chart** to explain what Zaynab's answer will be using the information given in the question. Children must then explain why this is correct by writing a sentence.

The answer to Zaynab's calculation would be 0.86 because you move each counter down two places to divide by 100.

Question 7 – For this question, children must read Affan and Jude's statements and decide whether they agree that both statements are correct. Children must then write a sentence to explain their choice.

The correct answer is that **Affan's statement is true because he has moved the digits two places right to divide by 100 and make the number 100 times smaller. Jude's statement is false because she has multiplied by 100 rather than dividing by 100.**

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Thursday

English – Sequencing Paragraphs (pages 10–11)

Question 1 – For this question, children must identify the **fronted adverbials** that are used in the given text to sequence the **paragraphs**.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example, She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'. **Fronted adverbials** are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

The correct answers are **Next, Eventually, Suddenly**

Question 2 – For this question, children must identify whether the text would still make sense if the order of paragraphs 5 and 6 was swapped around. Children may find it useful to read the text aloud with the paragraphs in their new positions to decide whether they make sense in this order.

The correct answer is **false, the sequence of events would not make sense**.

Question 3 – For this question, children must identify which of the paragraphs from the text would make sense starting with the **fronted adverbial** 'just then'. It may be helpful for children to read the text aloud adding 'just then' to decide where it makes sense.

The correct answer is **paragraph 3**.

Question 4 – In this question, children are given an extra **paragraph** to read. One they have read the **paragraph**, they must decide where in the text it could be added so that the text is still sequenced correctly and makes sense.

There are various answers one example is **between paragraphs 4 and 5**.

Question 5 – This question is more open ended as children are asked to continue the story by writing the next paragraph starting with the **fronted adverbial** just then. Children must make sure the added **paragraph** makes sense with the rest of the text and is punctuated correctly.

There are various answers to this questions, one example is given below.

Just then, two tall creatures walked out from behind the trees. Pog stared at them in amazement. When they saw him, they stopped talking. Nobody moved a muscle.

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Thursday

English – Sequencing Paragraphs (pages 10–11)

Question 6 – This question asks children to explain whether the text still makes sense if **paragraphs** 3 and 4 were swapped. It may be helpful for children to read the text aloud with the **paragraphs** in the new order. Children must then write a sentence to explain their choice.

The correct answer is that **the text does still make sense because Pog could have looked up at the trees before he looked down at the flowers.**

Question 7 – For this question, children must read Marvin's statement and decide whether he is correct about the use of the **fronted adverbial** 'firstly' at the beginning of paragraph 4. Children must write a sentence to explain why the statement is or is not correct.

The correct answer is that **Marvin is not correct because Pog did not look at the trees first.**

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Thursday

English – Descriptive Writing – The Seasons (page 12)

In this activity children are asked to think about the four seasons and write a detailed description about each using **adverbial phrases** and **conjunctions**. There is a word bank included to help children structure their writing.

Children should write in full, detailed sentences and there is a list of some features below that you might like to encourage children to include in their descriptions.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as using adjectives to describe it. For example, The beautiful, tall roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example, she read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example, although or because.

A **simile** is a phrase that compares one thing to another using the words 'as' or 'like'.

A **metaphor** is a word or phrase used to describe something as if it were something else.

A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

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Friday

Maths – Reasoning

Follow the link to play a reasoning practice game. This game recaps lots of different areas of the curriculum and will help children to improve their reasoning skills. Answers to the questions are given as part of the activity.

<https://kids.classroomsecrets.co.uk/resource/year-4-reasoning-test-practice-1/>

English – Revision

Follow the link to play a game which recaps some tricky topics from Year 4!

<https://kids.classroomsecrets.co.uk/resource/year-4-autumn-revision/>

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Assembly Activity

Celebration certificate

On the following page in this pack (page 22), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!



This certificate of brilliance goes to _____



..... for being **TOTALLY AWESOME** at



Signed _____

Date _____



This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – The Discovery (pages 13–16)

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. Where is the story set?

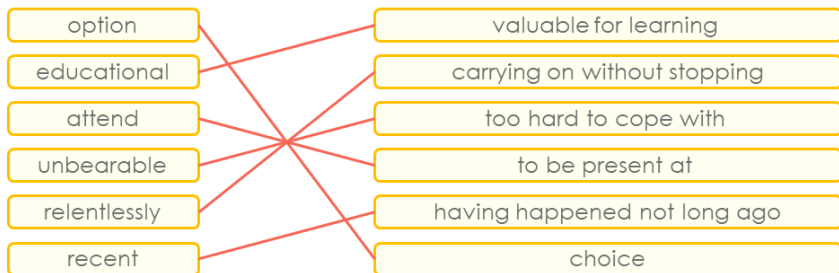
The story is set in Egypt.

2. Which four words are used to replace 'said' in the text?

Some examples are given below.

1. asked
2. responded
3. wondered
4. answered

3. Match each word to the correct definition.



4. Underline three adjectives in the sentences below describe the heat in Egypt?

As it has done ever since their arrival three days ago, the sun blazed down relentlessly, making the midday heat almost unbearable. Playing outside in this dry, dusty heat was just not an option.

5. Why did the children's father think the trip would be educational?

The children's father thought the trip would be educational because it would give them chance to learn about ancient history.

6. Who found the entrance to the tomb of Tutankhamen?

Howard Carter found the tomb of Tutankhamen.

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Additional Resources

English – Guided Reading – The Discovery (pages 13–16)

7. Where do you think the children are going to explore? What do you think they want to find?

They are going to investigate the tunnels because they want to find some hidden treasure.

8. Which two words best describe what it was like to be in the tunnels?

constricted	<input checked="" type="checkbox"/>
melancholy	<input type="checkbox"/>
gloomy	<input checked="" type="checkbox"/>
substantial	<input type="checkbox"/>
cheerful	<input type="checkbox"/>
effortless	<input type="checkbox"/>

9. If you wanted to see the pendant today, where would you be likely to find it?

in a museum

in Ben and Rachel's house

in the tunnels in Egypt

in a box in the children's loft

10. True or false? Rachel and Ben's father was angry at them for finding the pendant.

true

false

11. How do you know? Explain your answer using evidence from the text.

Various answers, for example: The statement is false because their father bought them an ice cream as a treat so he must have been happy.

12. Find and copy the six-word phrase from the text that describes the pendant when the children opened the parcel to see it more clearly.

'exquisite scarab pendant studded with jewels'.

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Additional Resources

English – Guided Reading – Titanic Disaster (pages 13–16)

13. Find and copy the words in the text that can be used as a synonym for the words below.

beautiful	–	<u>exquisite</u>
scuttled	–	<u>scurried</u>
treasures	–	<u>valuables</u>
locket	–	<u>pendant</u>
importance	–	<u>significance</u>

14. Who is the author of this story?
The author's name is Jane Harvey.