



Adverbs

With Adil Adverb





My name is Adil Adverb. You'll often find me close to Veronica Verb.

I love to describe her actions.

For example:

Veronica Verb always laughs loudly and she runs quickly.




That's my job - to tell you more about a verb.

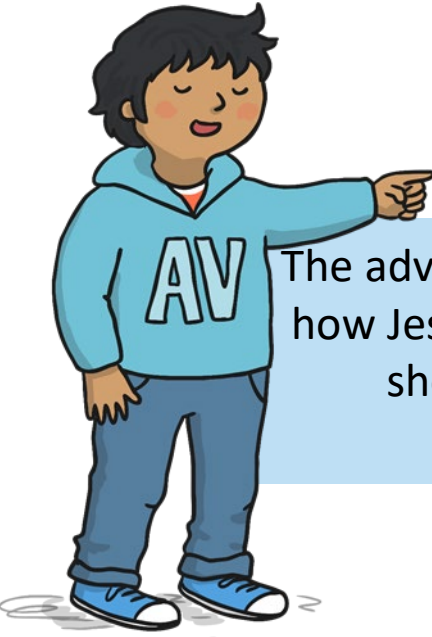
An adverb tells you where, why or how much something is done.

Can you spot the adverb in this sentence?

Jessica **shouted** **loudly**.




The verb (the action) is in purple.




The adverb in blue tells us how Jessica shouted: she shouted loudly.

Can you spot the adverb in this sentence?

Isabelle **tried** **hard**.




The verb (the action) is in purple.




The adverb in blue tells us 'how much' Isabelle tried.

Can you spot the adverb in this sentence?

Abigail **threw** the ball **up**.



The verb (the action) is in purple.

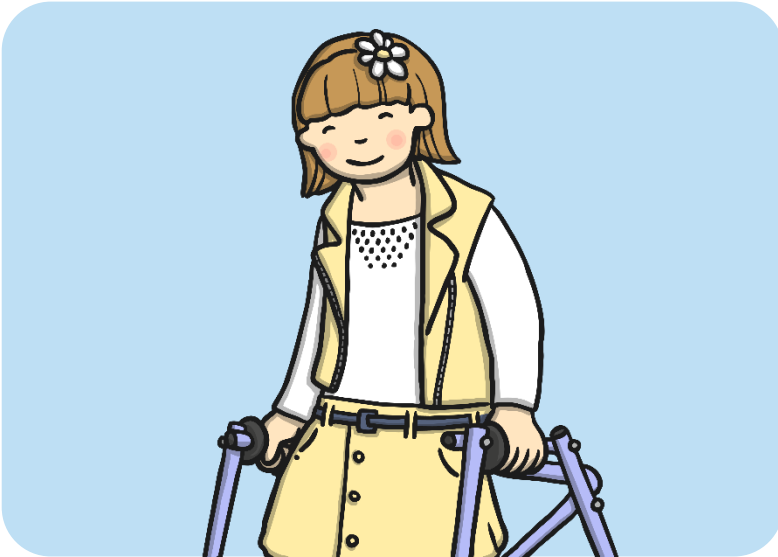


The adverb in blue tells us 'where' Abigail threw the ball.

Some adverbs are made by adding 'ly' onto the end of the word.

kind + ly = kindly

careful + ly = carefully



Lilly smiled **kindly**.



Daniel coloured his picture **carefully**.

Some adverbs describe **where**
an action is happening.

Liam ran **upstairs**.



Here, 'upstairs' is describing **where** Liam ran, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

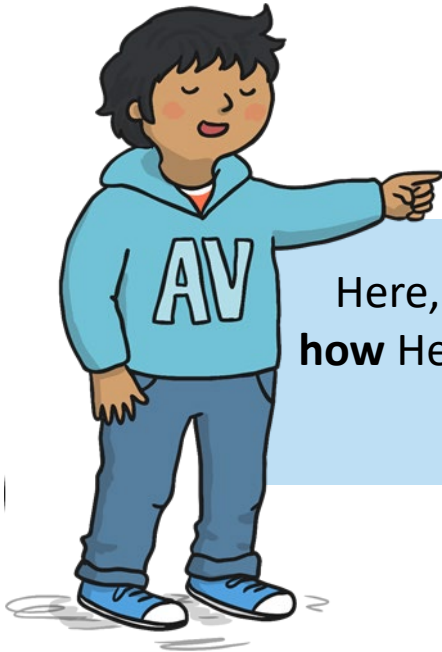
here

there

above

Some adverbs describe **how**
an action is happening.

Helen laughed **nervously**.



Here, 'nervously' is describing **how** Helen laughed, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

quickly

loudly

sadly

Some adverbs describe **when**
an action is happening.

The penguins swam **yesterday**.



Here, 'yesterday' is describing
when the penguins swam, which
makes it an adverb.

Can you choose one of
these adverbs and use it in
a sentence?

earlier

later

today

Some adverbs describe **how often**
an action is happening.

The lion roared **daily**.



Here, 'daily' is describing **how often** the lion roars, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

weekly

always

sometimes

Some adverbs describe **how much**
an action is happening.

Amy tried **hard** to finish her homework.



Here, 'hard' is describing **how much** effort Amy put in, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

very

completely

almost

Find the adverbs



Tom painted his picture beautifully.

Annie quickly brushed her hair.

Amjid read his books today in the library.

Neena swam well without arm bands.

Ben always rides his bike to school.

Monday

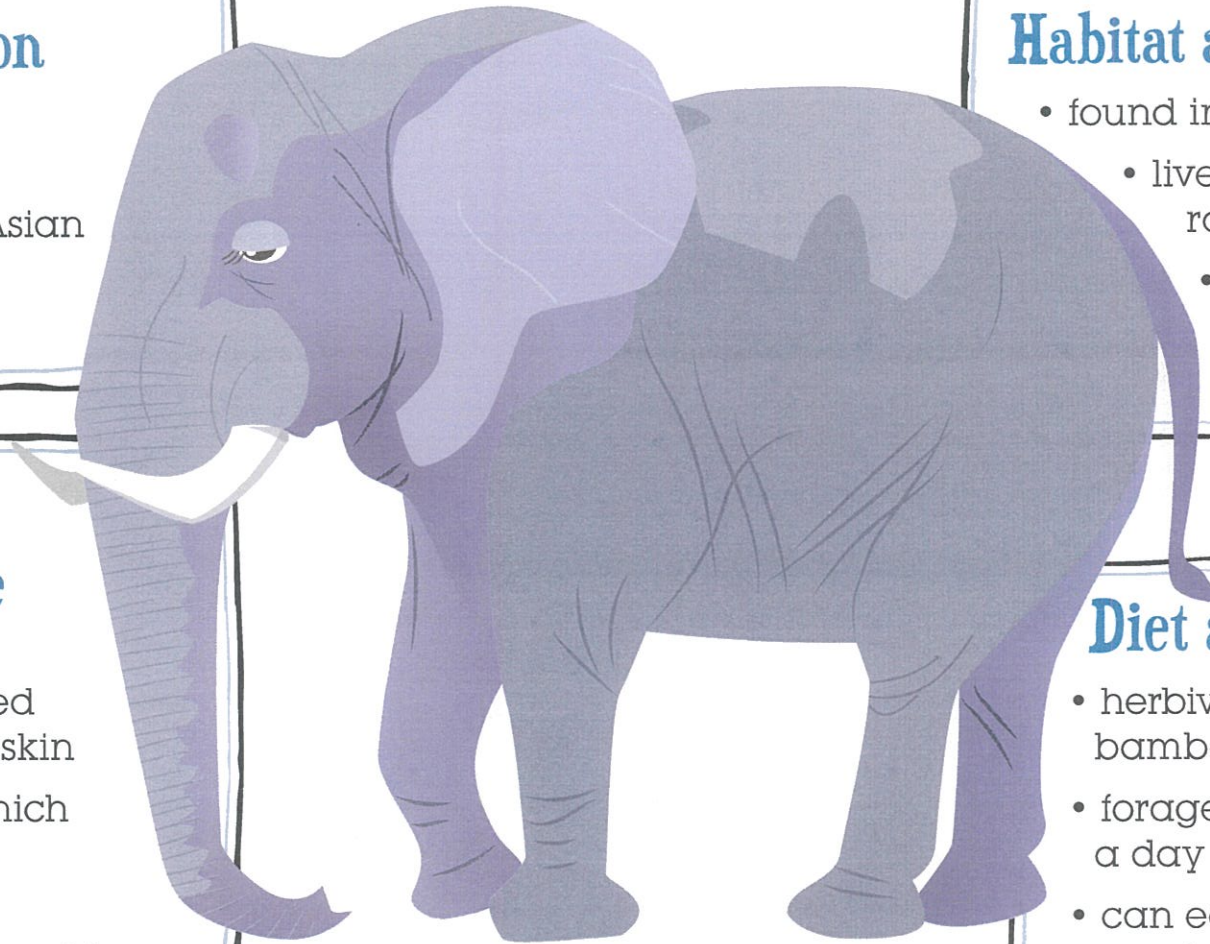
Fact File - Elephants

Classification

- mammals
- two species – African and Asian
- lifespan of 50-70 years

Size and Appearance

- large, bulky bodies covered in thick, grey skin
- large ears which help regulate temperature
- long trunks, used for lifting objects



Habitat and Lifestyle

- found in Africa and Asia
- live in grasslands, rainforests and deserts
- stay in groups called herds, led by the oldest female

Diet and Eating Habits

- herbivores – eat leaves, twigs, bamboo and roots
- forage for around 16 hours a day
- can eat 150 kg (300 lb) of food per day

Name _____

Date _____

Writing Sentences From Dot Points – Animals

Turn each dot point from the fact file into a full sentence.

Classification

1. _____

2. _____

3. _____

Size and Appearance

1. _____

2. _____

3. _____

Habitat and Lifestyle

1. _____

2. _____

3. _____

Diet and Eating Habits

1. _____

2. _____

3. _____

Adverbs

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
inquisitively
irritably
joyously
loudly
madly

merrily
nervously
quickly
sadly
safely
shyly
solemnly
weakly
well
wildly

When?

afterwards
again
before
beforehand
early
lately
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

How often?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

How much?

almost
completely
entirely
little
much
rather
totally
very

More useful adverbs...

additionally appropriately consequently
fittingly hence however
insufficiently suitably therefore

Name: _____

Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
--------	--------	-----------	---------	---------

- The snow fell _____ on the ground.
- The mouse ran _____ across the room.
- _____, she turned into a toad.
- The snail crawled _____.
- The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

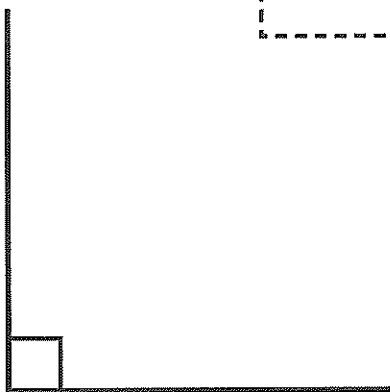
2. Underline the adverbs in these sentences.

- The class walked slowly around the museum.
- We eagerly explored the dinosaur exhibition.
- Jack looked carefully at each exhibit.
- The boys sat outside and ate their lunch quietly.
- The students ran quickly to catch the train.

List 1	List 2	List 3	List 4
radio	video	stereo	avocado
radios	videos	stereos	avocados
video	zero	piano	embryo
videos	zeros	pianos	embryos
love	shame	affect	vehemence
hate	pride	grief	sympathy
feel	thrill	despair	sensation
joy	feeling	happiness	excitably
anger	sense	satisfaction	melancholy
thrill	angry	sentiment	inspiration

Acute, Obtuse and Right Angles

Look at these different angles:



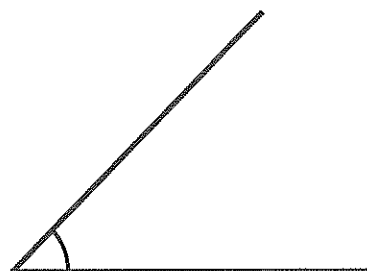
Right Angle

a square 90° .



Obtuse Angle

is greater than a right angle.

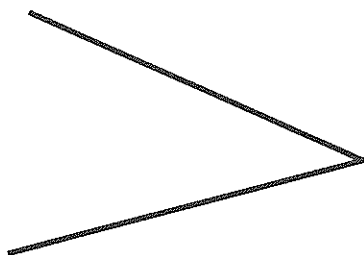


Acute Angle

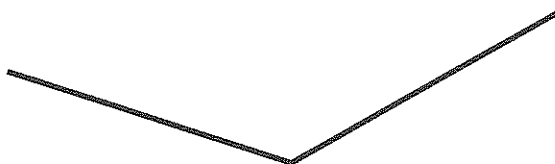
is smaller than a right angle.

Write the type of angle:

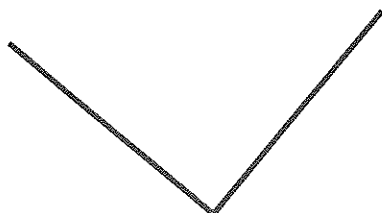
1



2



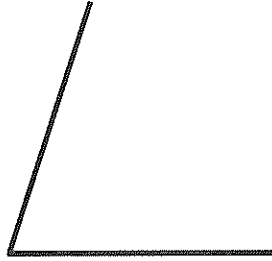
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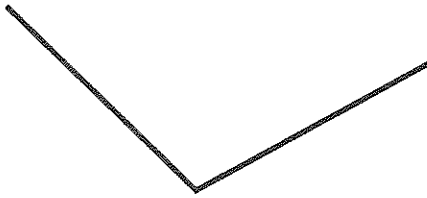
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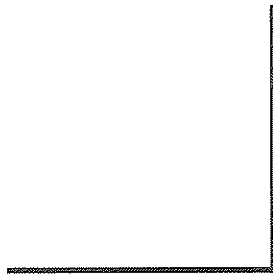
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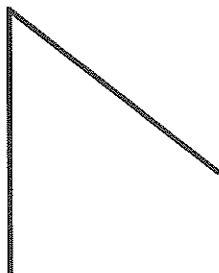
6



7



8



Name _____

Date _____

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

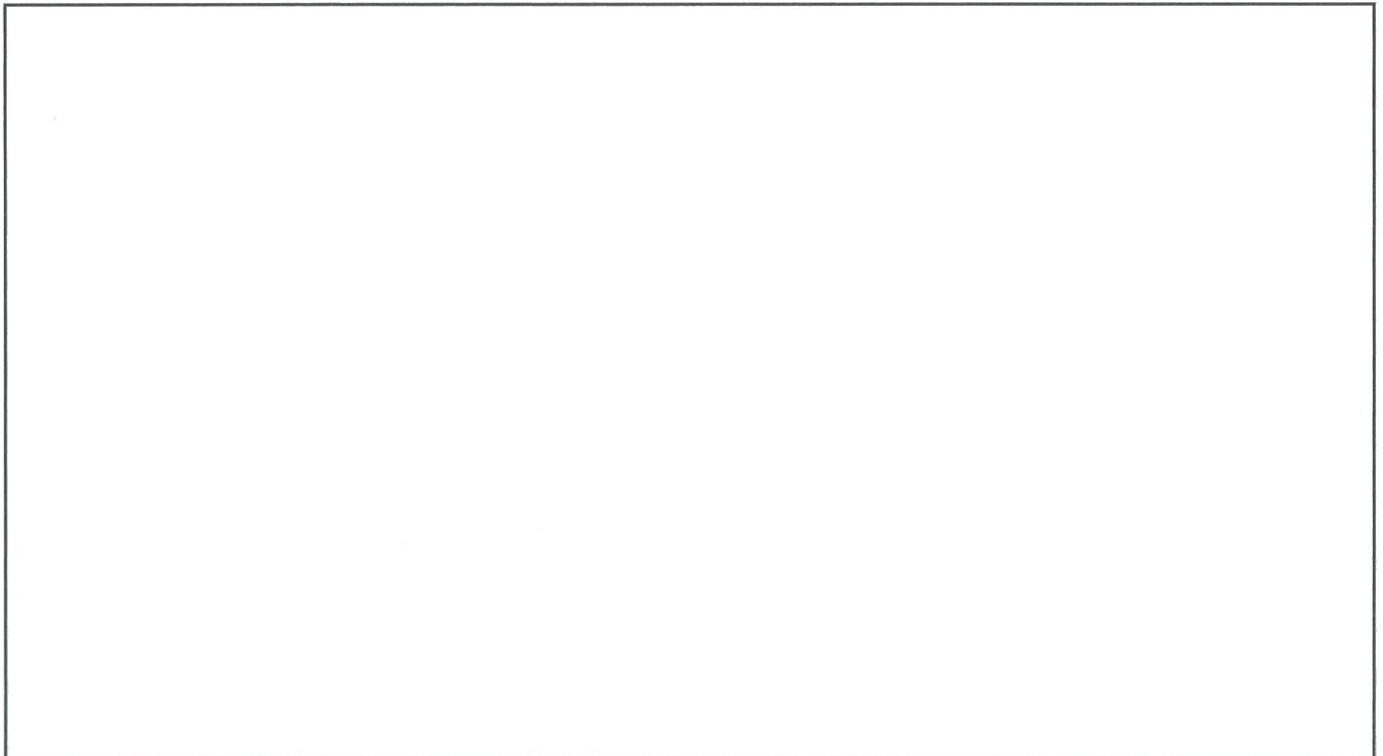
Name _____

Date _____

Paragraph 3 (Describe one detail about the subject of the text).

Conclusion (This is a concluding statement about the subject of the text).

Illustration



Tuesday

Identifying Adverbs

Adverbs are words that often describe verbs (action words) and show how an action happened. Many adverbs end in 'ly'.

Example:

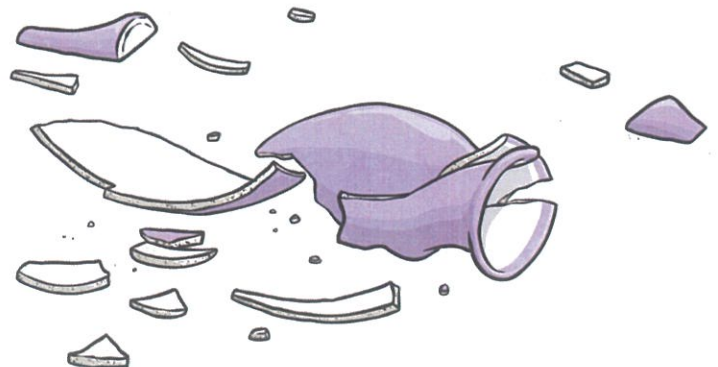
I ran quickly to class after lunch.

'Quickly' is an adverb that describes how the verb 'ran' happened.

Adverb Word Bank

proudly	accidentally	generously	anxiously	bravely	correctly
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- Answer each question with an adverb from the word bank above. The verb in each answer is underlined to help you decide which adverb you might need.
 - Did you break the vase on purpose? No, we broke the vase _____.
 - How did the winner display his trophy? He displayed his trophy _____.
 - Did many people contribute money? Many people contributed _____.
 - How well did he fight the illness? He fought _____ to overcome the illness.
 - Did she get all of the answers right? She answered all of the questions _____.
- Look at the sentences. Underline the verb (action word) and highlight the adverb (explaining how the action took place).
 - When he was told off by the teacher, he frowned angrily.
 - Carefully, she lifted the lid off the box.
 - They chatted excitedly at the news of the upcoming camp.
 - When she heard the joke, she laughed heartily.
 - She completed her driving course safely.



Activity 1: DIY Sundial

Objective: Students will construct a paper sundial to learn about Earth's position to the Sun.

Activate Your Knowledge:

Did you know our Earth is part of a larger solar system that is part of an even bigger galaxy? The Sun is the largest object in our solar system. Because of its mass, it exerts gravity on the other planets, like the Earth, in the solar system. As a result of this gravity, the Earth revolves around the Sun. Since the Sun doesn't shine all the time, we know the Earth is rotating, too. As the Earth rotates, different parts of the Earth receive different amounts of sunlight because it reaches the Earth at different angles. You can use a sun dial and the angle of the light to tell time



Materials Needed:

- ✓ 1 pack of pencils
- ✓ 1 pack of paper plates
- ✓ Markers
- ✓ Scissors
- ✓ Paper circle template

Summary of Student Action:

Students will use a paper template to create their own sundial to tell time on sunny days.

Setup Instructions:

Print out one circle template for each student

Additional Notes:

- The more precise you can be when setting up the gnomon on the sun dial and placing your numbers on the face, the more accurate your sundial will be.
- Kids can keep the circle templates if they prefer, they are there to help students find the centre of their sundial.
- Students may need help poking holes in the plate to attach their gnomon. Use caution.
- The paper circle template is included to make the activity easier and make the sundial more precise, but it is not necessary for the activity. The included instructions sheet is written for creating the sundial without the template. If using the paper templates, replace the instructions with the below.
- Template instructions: Cut out one of the circle templates on the table. Fold the circle in half and then in half again. Unfold the paper and look for where the folds meet – this is the centre. Line up the template with your plate and poke a hole through the plate where the folds meet. This hole is where the pencil will go. The template can help space out the numbers evenly, too. The 12, 3, 6, and 9 will each be at one of the folds in the circle.

Procedures:

1. First, locate the centre of your plate so you can position your pencil. The pencil will serve as your gnomon. The gnomon is the part of the sundial that casts a shadow on the sundial. The side of the plate where food is typically placed should be facing the ground. At the centre of the plate, using a pencil, poke a hole into the centre of the plate. This is where the pencil will go.
2. Using a marker, turn your sundial face into a clockface. Write numbers 1-12 on the plate like you would see on a clock.
3. Attach your gnomon by sticking the pencil in the hole in the middle of the sundial face.
4. When you get home, try taking your sundial outside and setting it up. To set it up, find a bright spot with direct sunlight. Turn the sundial until the shadow of the gnomon is on the appropriate time on your sundial face. Now, you can check back on the sundial later to see if the time is correct!

SPECIES SNAPSHOT

Sea Jellies

What animals have no blood, brain, backbone, eyes, arms or legs – and don't even breathe? Sea jellies! These marine creatures have existed for millennia. Although they are sometimes called jellyfish, they aren't really fish at all!

PHYSICAL DESCRIPTION

Sea jellies (or Cnidarians – the C is silent) are invertebrates and lack a backbone. Their skin is so thin that oxygen passes to it from the water, so they don't need to breathe or have blood or nerves.

Their bodies may be clear, orange, red, pink or blue. Some species are tiny and near invisible, but others grow huge. The tentacles on a lion's mane sea jelly can grow up to 27 metres – that's longer than a bus!

Some sea jellies even glow in the dark, which is called 'bioluminescence.' The genes that help them glow have been used in medical research to make other animals glow too.

The widest part of a sea jelly is usually its 'bell' – the round, wobbly part that is often called an 'umbrella' or a 'medusa'. When

sea jellies drift on the ocean currents, they pulse the muscles in this bell to help them move.

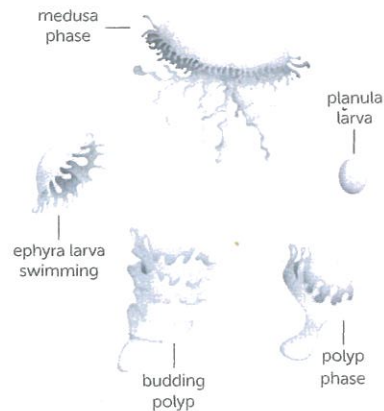
Within the bell is a single hole that works as the animal's mouth and also as its bottom!

Another feature all sea jellies share is that they sting. Most species have long, dangling stingers (called 'nematocysts'). These release venom to help sea jellies trap prey.

HABITAT AND DIET

Most sea jellies prefer warm, shallow waters, but they live in all oceans and have been seen in some of the deepest parts.

They use their stingers to paralyse plankton, fish, squid and prawns. They also sometimes eat other sea jellies. Some animals, such as marine turtles, include sea jellies in their diet.



LIFE CYCLE AND REPRODUCTION

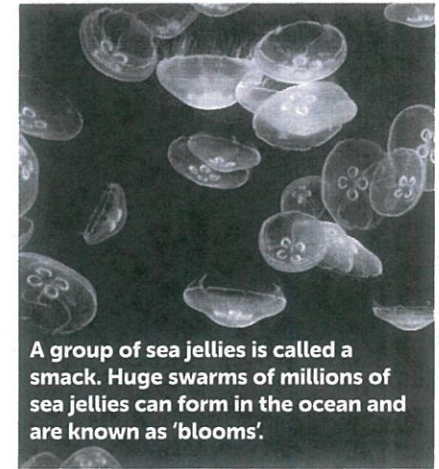
Like their relatives the corals, sea jellies spend part of their lives as tiny, clear blobs (polyps) that attach to reefs.

Buds grow from these polyps and soon float off (as ephyra larvae) alone on the currents. They keep on floating and growing until they grow to the larger medusa form.

Only medusas lay eggs. Eggs are clones of the parent jelly and are released as free-swimming 'planula larvae'. These larvae find a reef to cling to as a polyp – and the cycle starts all over again.

RELATIONSHIP WITH HUMANS

In some parts of South-East Asia, sea jellies are eaten fresh or dried and are seen as delicacies. But in most parts of the world, people try to avoid sea jellies because they can be deadly. That's why



you should not touch them on the beach or swim in waters that are known for stingers. Northern Australia has some of the most venomous species. Stings from box jellies and the irukandji jellyfish have killed in the past.

Blooms make swimming unsafe for humans, marine mammals and fish. But large blooms may also block pipelines or shipping channels and clog up fishing nets. As our planet warms, sea jelly blooms are likely to increase.

CONCLUSION

Sea jellies are incredible. Some were even sent into space on the shuttle *Columbia* in 1991! So, next time someone calls them 'jellyfish', you can explain why these odd creatures have much more in common with corals than with fish.

Trace and copy.

January February March April

January February March April

May June July August September

May June July August September

October November December

October November December

My birthday month is

My birthday month is

Christmas is in

Christmas is in



Symmetry in Nature

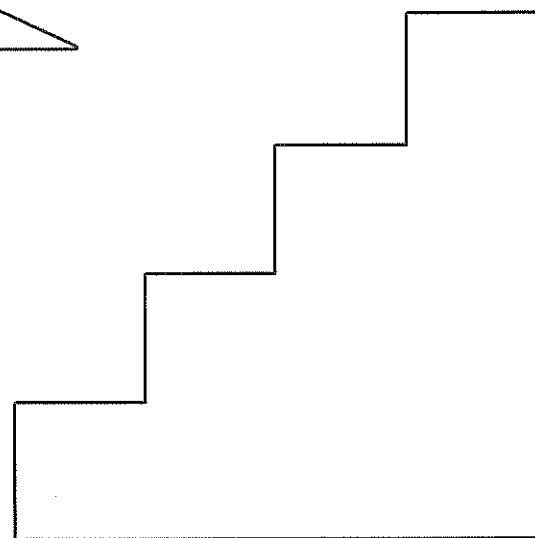
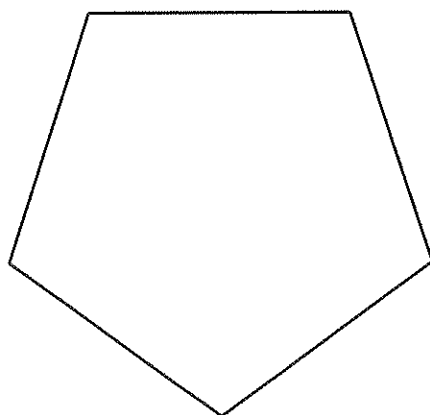
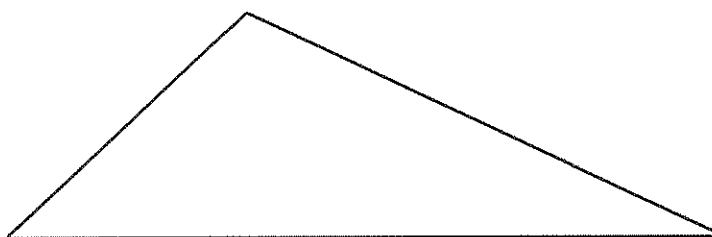
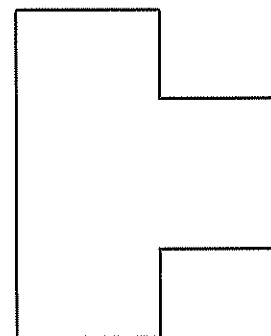
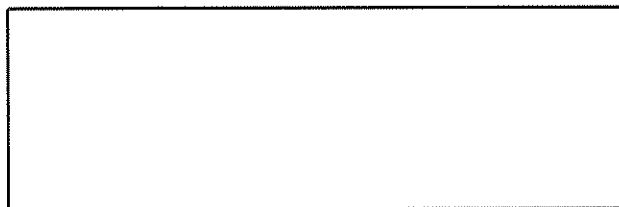
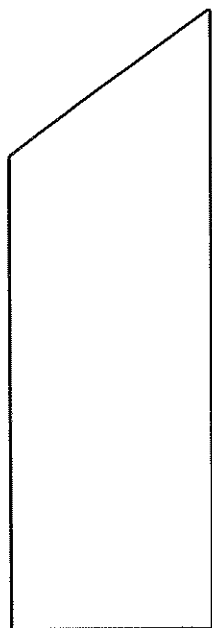
Location and Transformation

1. What does it mean if something is symmetrical?

2. Can you think of things that are symmetrical?

3. Draw the lines of symmetry on each shape below.

How many lines of symmetry does each shape have?



Ice Hockey

Ice hockey is an international team sport played between two teams of six players each. It is played on a rectangular ice surface called a 'rink'. The rink is divided into four zones – the neutral, defending, attacking and offensive zones. There is also a red line in the middle to divide the rink in half for 'icing' violations.

The aim of ice hockey is to score points by hitting a puck with a stick into the opponent's goal. An ice hockey game is divided into three 20-minute periods.

To play ice hockey, the following equipment is required:

Puck – The puck is a black round disc made out of rubber.

Hockey sticks – Each player needs a hockey stick to retrieve, control, carry, pass and shoot the puck.

Ice skates – Each player needs ice skates to skate on the ice.

Protective equipment – To ensure players are safe during a game, they need to wear a jersey, gloves, helmet, pants and socks, as well as shoulder, elbow and shin pads.



Ice Hockey

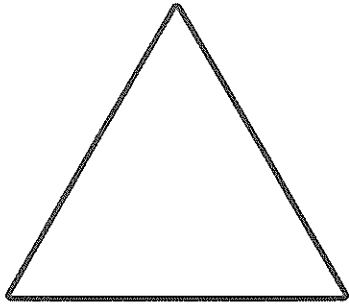
- In the text, the word **score** means
 - a piece of music.
 - the number of points achieved in a game.
 - a group of twenty people.
- The aim is to score points by hitting a puck with a stick.*
Write a sentence using the word **stick** in another way.
- Each player needs a hockey stick to shoot the puck.*
What is another word that could have been used instead of **shoot**?
- A red line divides the rink in half for 'icing' violations.*
In your own words, what does **violations** mean?

CRAZY CREATIVE CHALLENGE

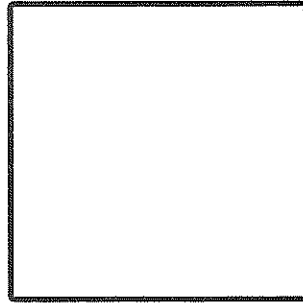
Design and create your own jersey to wear at an ice hockey game.

- ▶ Think of a name and a mascot for your team.

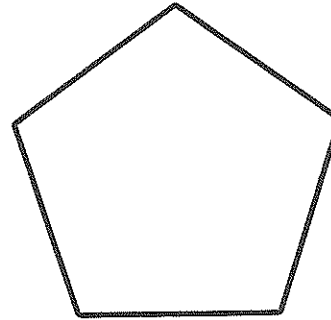
Investigating Lines of Symmetry



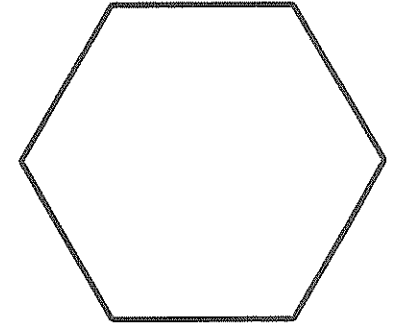
Name _____
Sides _____
Line of Symmetry _____



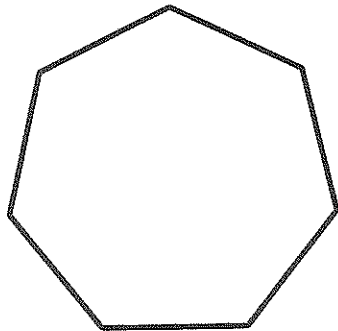
Name _____
Sides _____
Line of Symmetry _____



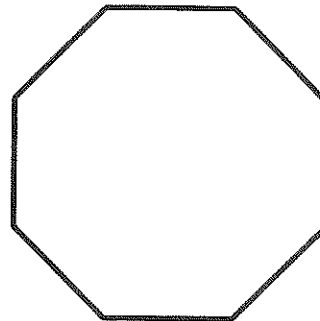
Name _____
Sides _____
Line of Symmetry _____



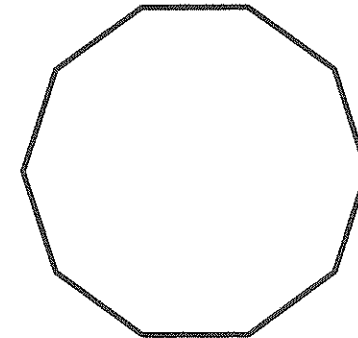
Name _____
Sides _____
Line of Symmetry _____



Name _____
Sides _____
Line of Symmetry _____

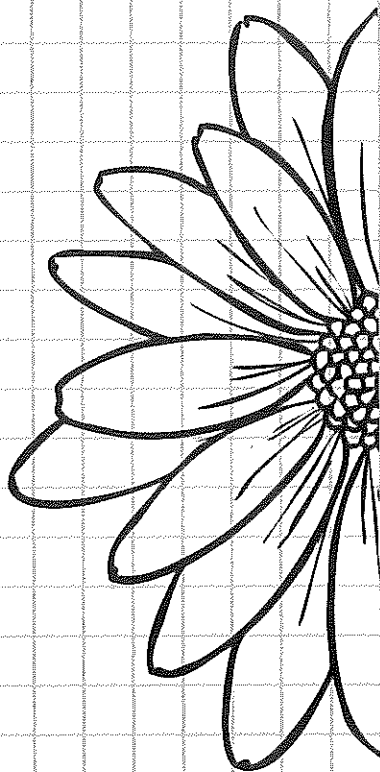


Name _____
Sides _____
Line of Symmetry _____



Name _____
Sides _____
Line of Symmetry _____

Flower (Daisy)



Beetle



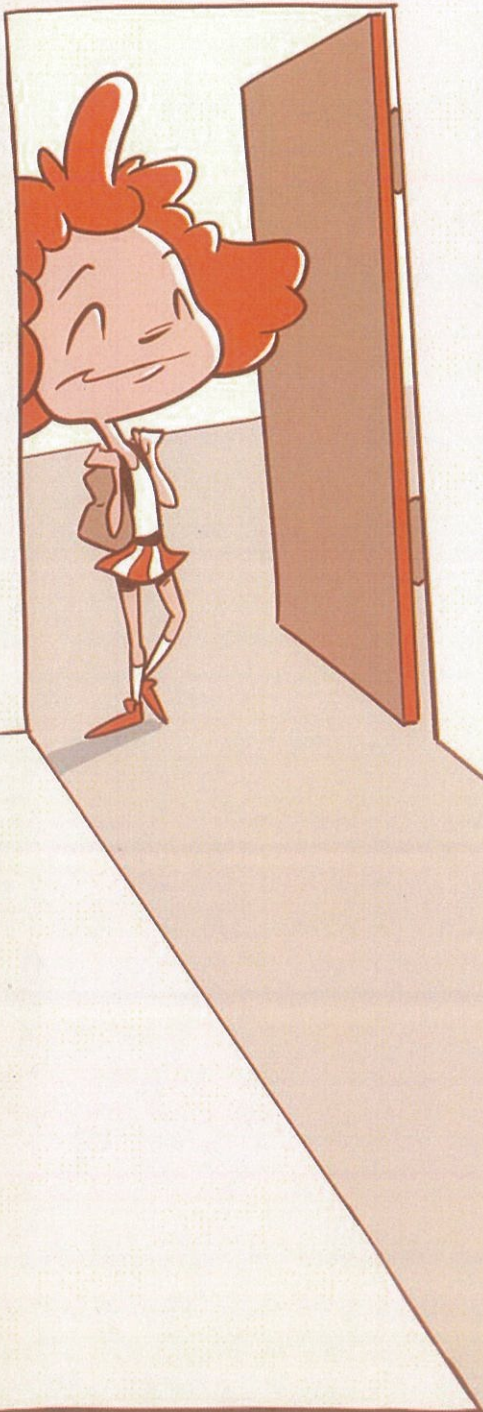
Back to School Today

Stephanie Mulrooney

I wake up with anticipation
tickling on my skin,
Excitement builds inside me, it's
so hard to hold it in!
I look at my reflection and I grin
from ear to ear,
The day that I've been waiting
for... yes finally, it's here!

It's time to read and write again,
to think and laugh and play,
I've missed my friends so very
much since we have been away.
I think of all the fun we have,
the silly jokes we share,
I cannot wait to see them all, I
can't wait to be there!

So why do I feel butterflies deep
down within my core?
Why do I feel nervous, and
reluctant, and unsure?
What if I've forgotten all the
things I'm meant to do?
What if things are not the same
as what I thought I knew?

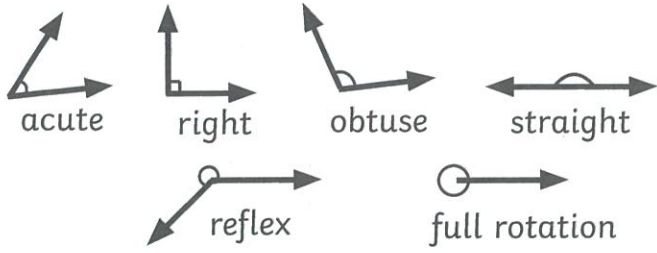


I enter the familiar grounds,
the memories returning,
Happy thoughts of special times,
of friendship and of learning.
There's bustle in the playground
as the children dash around,
Oh, how I've missed that cheerful
noise, it's such a joyous sound!

I turn to see my teacher smiling
at the classroom door,
I know at once that there's
no need to worry anymore.
A giant grin lights up my face,
I think it's fair to say,
That I am simply overjoyed to
be back at school today!



Angling Master



How to Play

1. You will need dice and counters.
2. Roll the dice and move the correct number of
3. Answer the question or follow the instruction
4. If you answer incorrectly, move back to your
5. If you land on a star, you can stay on the space
6. The winner is the player who reaches the 'finish'

The different types of angle are to the left

