|  |
| --- |
| Home Tasks Rubric - **Literacy**You will need to have at least one read-to-self book on the go, as most of these activities will be used in conjunction with your reading text. Use your homework book and set out each task with a heading and sub heading e.g. Comprehension – Main Idea. Please use your best handwriting and set your work out neatly for each task. |
| Comprehension | Spelling | Writing | Grammar/Punctuation |
| **Character Analysis**Who is the ‘***main***’ character in your book? Who is another ‘***supporting***’ character?Write a paragraph on each, describing them. These can be physical characteristics like hair colour, eye colour etc., or age, relationship to other characters. It can also be about their personality traits; confident, shy, outspoken, angry. Anything that you feel describes the character. Write the characters names as the sub heading above each paragraph.**Create a W-H Organiser** about your book.**What** happened? **When** did it happen? **Where** did it happen? **Who** was invloved? **Why** did it happen? **How** else could the story have ended?**Illustrate a scene** from your read-to-self book.Make sure you write about your illustration, either by adding a couple of sentences below – or you could use speech bubbles to explain the illustration. | This term we have learnt **3 spelling** **rules** during our Spelling Mastery sessions.* Drop the ‘e’ when adding a vowel morphograph. e.g. hike – hiking
* Double the consonant when adding a vowel morphograph.

e.g. sad – saddest* Change Y to I when adding most morphographs to words that end in consonant + y. e.g. pity – pitiful

Find words from your book and make two list of words that fit these 3 rules.**The 1st list** will be of the base/root words that can be changed using the rules.e.g. like, hope, run, happy, sunnyWith your list – add different morphographs (suffixes) to them using the rules.e.g. Like – likely, likeness, liking happy – happiness, happily**The 2nd. List** will be words that have morphographs (1 or 2) added to those base words. e.g. liked, running, happiness.With this list – break down the word into the different morphographs.e.g. liking – like + ing happiness - happy + ness | **Create another ‘Chapter’** to your read-to-self text by introducing a new character into the story. You will need to maintain cohesion with the book’s storyline by using the same or familiar settings and characters.Perhaps it could be a ‘friend who visits’, ‘a grandparent’, ‘a cousin’, ‘a new neighbour’. Be as creative as you can be – good luck. | Draw up 2 columns in your book and label them Adjectives and Nouns.  eg Adjectives NounsUsing your book OR a newspaper, select 20 **NOUNS** from your text and list themin the right hand column. Remember a Noun, is a person, place or thing. Please use a capital letter if the noun is a proper noun – e.g. Melbourne. |
| Search through a newspaper or a magazine for a ‘**quirky’ photo.** Use the photo as a stimulus for a Narrative or Recount. It doesn’t need to be pages and pages, just make it a fun article.  | Copy a passage of text from your book.Use this as a **‘handwriting’** exercise AND also to highlight all the punctuation marks. You should highlight, circle or underline all the full stops, commas, apostrophes, question marks, exclamation marks and speech marks. You should do at least a ½ page of handwriting.  |
| **Burst Writing -** pick a subject – it could be a piece of fruit, your dinner, a flower, an insect, a bird………any one specific thing.Now you need to describe it using rich, descriptive vocabulary. A hint would be to use your senses to help you. What does it look like? How does it smell? What does it taste like? How does it feel? Imagine for example writing about watermelon……mention the juice running down your hand, the pip you accidentally bit into, how sweet it is. You could also add an illustration.  | Using your list of nouns, fill in the column for **Adjectives** with appropriate words to match each noun.e.g. Adjectives Nouns rosy apple blue dress shaggy dog lovely Melbourne |