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**SAMPLE**



Grade 5 II Lesson –  
Indirect Speech

Literacy  
Foundation Level

Scientist Says ...  
Gravitational Grammar  
Surprising Skeletons

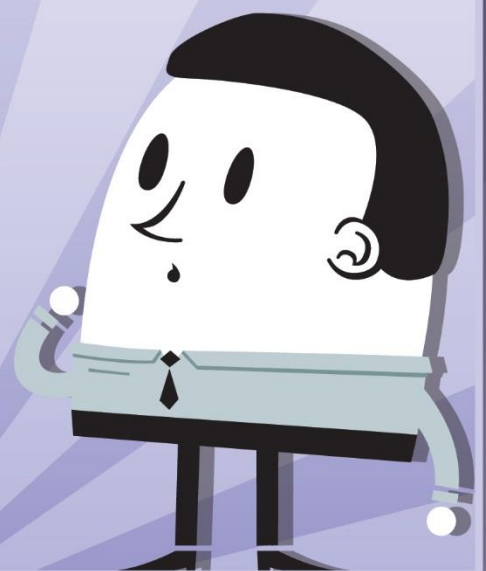


Resource code: 27053883

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practise using and id  
and indire



**SAMPLE**





# Scientist Says ...

Many scientific discoveries significantly change people's world. A large number of the most famous scientists have made



Q1

Below are some quotes from famous scientists. All quotes in direct speech have been removed, along with some punctuation. Add the correct punctuation. Be careful – some require direct speech and some do not.

Imagination is more important than knowledge said Albert Einstein

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Galileo Galilei had an openminded approach to science. He said that no man is so ignorant that he couldnt learn something from him

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Another humble scientist Isaac Newton said that he was standing on the shoulders of giants

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The Earth also is spherical. Gravity presses upon its centre from every direction

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Charles Darwin once said that he was not apt to follow blindly the lead of other men

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Both the Earth and the Moon are spherical in shape. The Earth lies in the middle of the universe with the Sun at its centre

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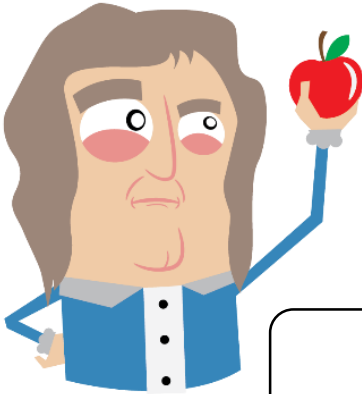
Write the quotes above as either direct speech, indirect speech or both.



# Scientist Says ...

Q3

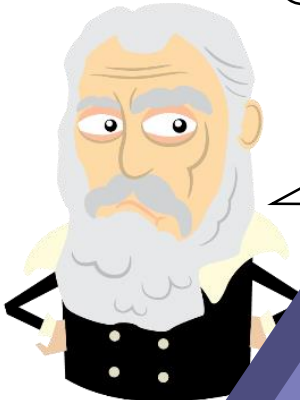
Convert the indirect quotes in Question One to direct speech speech bubbles beside the correct scientist below. Also, convert direct speech to indirect speech and place each in a box.



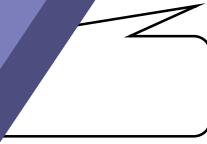
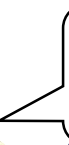
Isaac Newton



Nicolaus Copernicus



Galileo Galilei



Charles Darwin



Claudius Ptolemaeus

SAMPLE



Note that scientific knowledge has proven to be false.



# Gravitational Grammar

**Gravity is the force that pulls two objects together. The more mass an object has, the more we are drawn towards it. This is why objects fall to the ground.**



Q1

Luke is writing a short article on people's beliefs about gravity. He believes that gravity is the force that pulls two objects together. This is why objects fall to the ground. If you asked him, he would tell you that it didn't come from a single moment of inspiration. Newton himself said that Plato was his friend, but his greatest friend was truth. He found science to be more logical than philosophy, claiming that he could calculate the motions of the heavenly bodies, but not the madness of people.



Sir Isaac Newton believed that gravity. It is believed that gravity is the force that pulls two objects together. This is why objects fall to the ground. If you asked him, he would tell you that it didn't come from a single moment of inspiration. Newton himself said that Plato was his friend, but his greatest friend was truth. He found science to be more logical than philosophy, claiming that he could calculate the motions of the heavenly bodies, but not the madness of people.

Q2



SAMPLE

...ing the indirect speech.

...covery of gravity. It is believed that an apple fell from a tree and ... the idea for gravity. If you asked him, he would tell you that it didn't ... said that "if [he has] done the public any service, it is due to [his] ... at the discovery of gravity was probably not due to a single moment of ... inspiration from the work of those before him. Newton himself said that Plato ... was his friend, but his greatest friend was truth. He found science to be ... e, claiming that he could calculate the motions of the heavenly bodies, but not ... le.



# Gravitational Grammar

**Q3** Explain why each of the lines you underlined in Question Two

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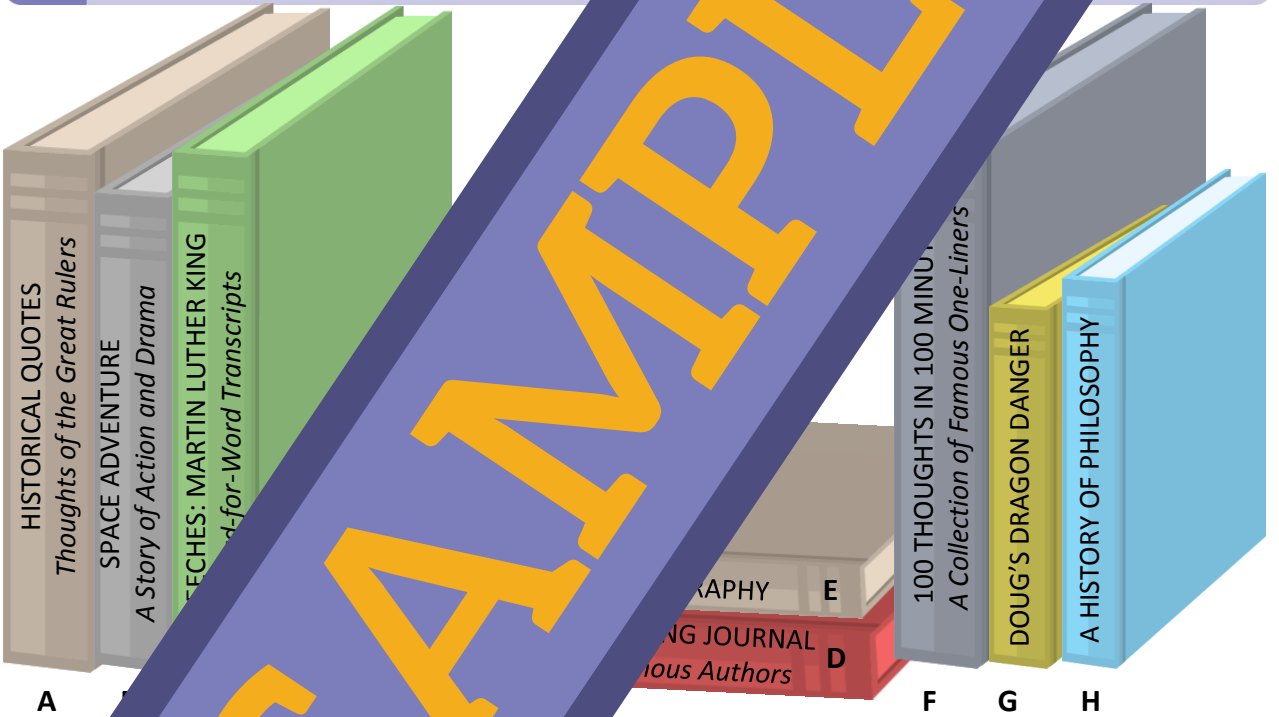
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**Q4** Decide whether each of the following books is written in direct speech, mostly indirect speech or a mixture of both. Justify your answer.



A:

B:

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# Surprising Skeletons

**Vestigial traits are useless features in the bodies of animals that have evolved.** *The process of discovering and reporting these traits to the scientific community, as with any scientific discovery, occurs in a number of steps.*



**Q1** Meet some scientists researching vestigial traits who have made some interesting discoveries. Some are described with direct speech, and some with indirect speech. Write down the scientists' remarks from the type of speech given to you.



Darwin began to speculate about the origin of life. He wrote in his journal, "I have been thinking about the fact that they are a leftover from our bodies. When it is cold, goosebumps would be a sign of heat."

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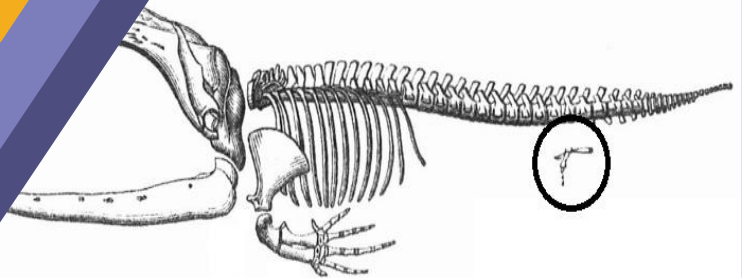
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"I have come to the conclusion," as he turned to his group, "that the bones of the snake are what remains of the legs of its ancestors."



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# Surprising Skeletons



Hunched over her desk, Maxwell all of a sudden leapt out of her chair, shouting for her assistant in excitement. She had figured out the connection! The reason emus have their small, useless wings, she explained in a rush, is because they are descended from the flying birds called ratites.

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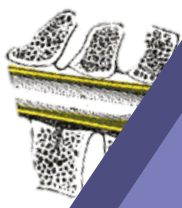
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In his report, Russell wrote, "The familiar tailbone at the end of the human spine – the bone that causes pain should a person sit down too fast on a hard surface – is the last bone left of our ancestors' true tails."



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# Surprising Skeletons



Q2

With your new knowledge on vestigial traits and the scientific method, complete the crossword below.

**Across**

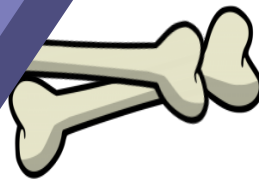
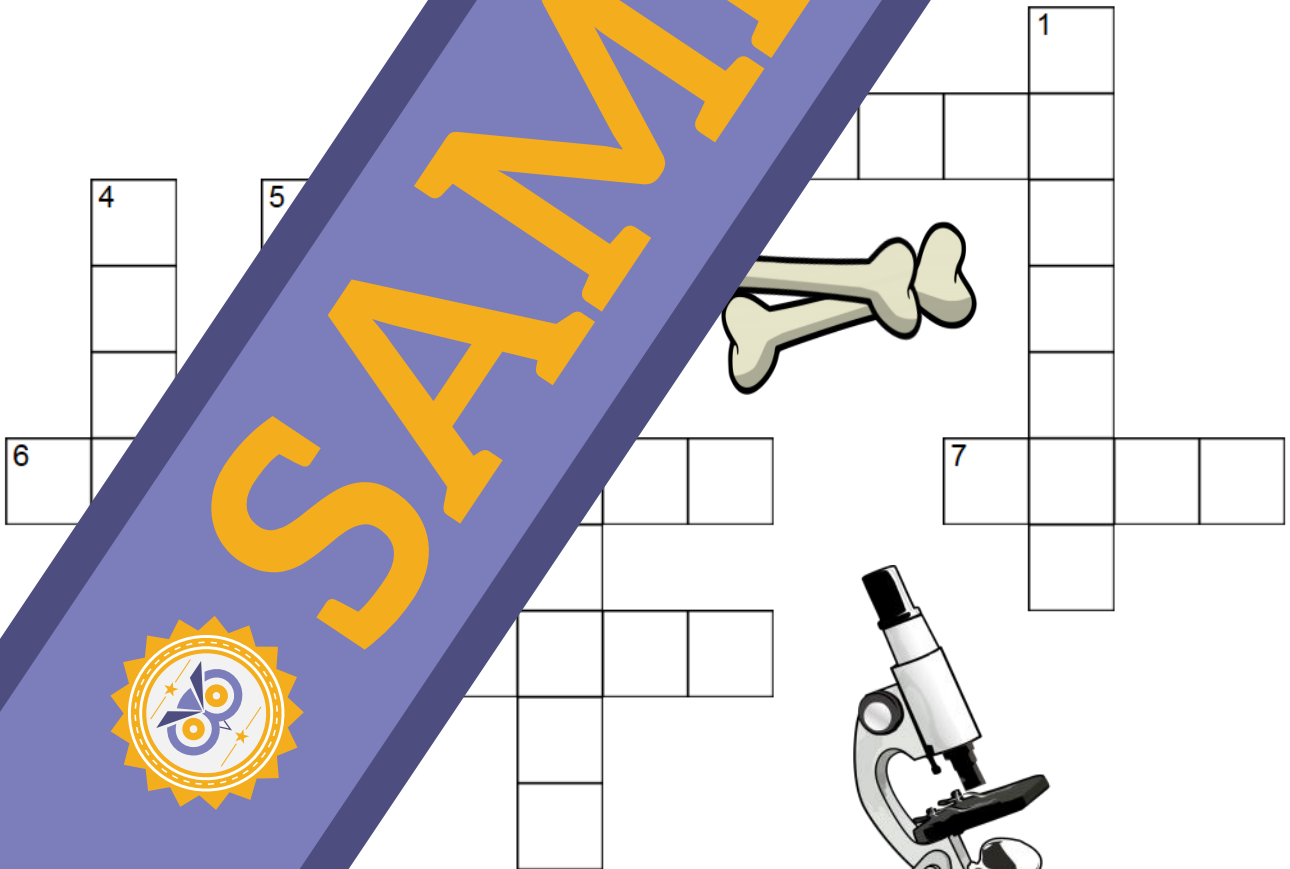
- 2. To discover new things, scientists have to do \_\_\_\_\_.
- 6. These famous extinct animals are thought to have been wiped out by a comet or volcano.
- 7. In our ancestors, goosebumps raised hairs to trap \_\_\_\_\_.
- 8. Another small, flightless bird from New Zealand.

**Down**

- 1. The first name of Darwin, who originally proposed the theory of evolution by natural selection.
- 3. The process describing the changes in the characteristics of a population over time.
- 4. The flying ancestor of the emu.
- 5. Scientists usually present their findings at a \_\_\_\_\_.

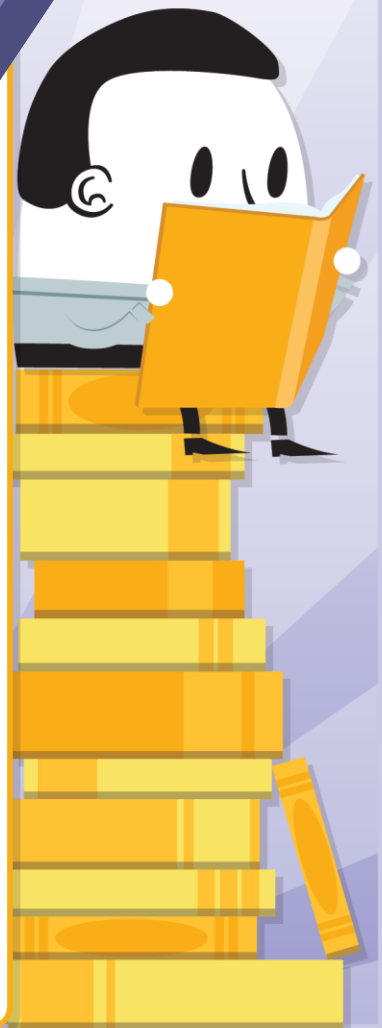


SAMPLE



## In this lesson we...

- ✓ Looked at the difference between direct and indirect speech.
- ✓ Developed a greater understanding of famous scientists.
- ✓ Used both direct and indirect speech.
- ✓ Identified direct and indirect speech.



# Teacher's Guide

## Fundamentals II Lesson – FS11 Direct & Indirect Speech

### Literacy Foundation Level

- Scientist Says ...
- Gravitational Grammar
- Surprising Skeleton

Resource code: 27



#### Purpose of Lesson:

To develop students' knowledge of the conventions of, direct and indirect speech through

#### General Capabilities:

#### Learning Areas:

#### Subject:

#### Australian Curriculum

ACELA147

#### Component



...ner symbols (α1)  
...s or other symbols (α4)

...sues (β31)  
...on (β38)

...5)

...ng, punctuation, grammar (π9)  
...rs (π26)  
...ewpoint (π27)

...explaining the difference between direct and indirect speech.

...Identifying the similarities and differences between concepts, problems,  
...s, texts or ideas.

# TEACHER'S GUIDE

Firstly, thank you for supporting Mighty Minds and our resources. We endow quality resources that are both educational and engaging. Before you begin, please check the Mighty Minds Portal for the latest version of this resource.

To assist you in using our resources, we have compiled some brief information.

## About this resource

This Mighty Minds Lesson focuses on one fundamental skill. We explore this skill through a theme from the Australian Curriculum, and at a skill level, to ensure that your students are completing work that is appropriate for their

## How to use this resource

Our lessons are split into two main categories: Fundamentals and Working With.

Mighty Minds Fundamentals resources cover the fundamental skills that are central to the successful development of literacy and numeracy. These resources have been designed to align directly with the Australian Curriculum, learning areas and subjects. In addition, these lessons are available at a basic, intermediate or extension level. This approach allows students to build their literacy or numeracy capabilities in the context of another subject.

Mighty Minds Working With resources focus on building students' understanding in text, mathematical concepts and literacy skills. These resources, which cover the identified themes, are designed to build the literacy and numeracy skills that are central to successful literacy and numeracy development.

All Mighty Minds resources:

- save you time
- provide a clear focus on a fundamental skill
- be user-friendly so that the information can be displayed as a page to your students; and
- serve as a guide to replace the effective teaching practices that are used in your environment.

We suggest that you keep a copy of the book (the first set of pages with purple borders) for the student answer pages. If students are completing this resource, please provide them with the student answer pages.

We would love to hear from you if you email us with suggested changes to any resource, we will update the portal with the the revised files – free of charge. There is a feedback form at the end of each resource. We will reply with suitable changes as soon as possible. If you have any feedback please email [feedback@mightyminds.com.au](mailto:feedback@mightyminds.com.au) for a prompt response.



SAMPLE

## Direct & Indirect Speech



Speech is often annotated, both directly and indirectly. Students should be able to identify each.

### Direct Speech

Direct speech is a quoted record of exactly what was said. It is enclosed by inverted commas (“”), which are also called speech marks. eg “Can I please go to the movies tonight?” asked Bella.

The beginning of direct speech is treated like the beginning of a sentence and should always be capitalised. If the direct speech is broken up in the middle of a sentence, only the start of the sentence is capitalised. eg Bella asked, “Can I please go to the movies tonight?” Mum replied, “All my friends are going,” she continued, “I’ll go tomorrow.”

If the end of the direct speech does not finish a sentence, it must be followed by a comma, not a full stop. If the direct speech does signify the end of a sentence, it must be followed by a full stop, question mark or exclamation mark. Be sure to read the punctuation carefully. Punctuation accompanying the direct speech must also be placed inside the inverted commas. eg “All right,” Mum relented, “I’ll go with you on the way home?”

When an introductory or explanatory phrase is used with direct speech, it must be separated from the speech with a comma. eg Bella replied, “I would love to go to the movies tonight.” Mum said, “Did you know,” she said, “I’ll see *The Adjustment Bureau*?”

New speakers must be identified.

### Indirect Speech

Indirect speech is a reported version of what was said – a paraphrased version. As such, it does not require inverted commas. It does not necessarily have to be word-for-word. eg Bella asked her mother if she could please go to the movies.



When reporting speech, the tense almost always has to be changed to past tense. eg Bella asked her mother if she could please go to the movies.

# LESSON OVERVIEW

## Scientist Says ..., Gravitational Grammar and Skeletons

These three activities students will be required to demonstrate knowledge of the grammatical conventions of direct speech, identify indirect speech, and convert direct speech to indirect and vice versa.

The first activity, *Scientist Says ...*, requires students to demonstrate an understanding of the quotes. In this activity students will:

- rewrite the quotes with the correct punctuation
- identify each of the quotes from the text as either direct speech.
- convert the indirect quotes from the text to direct speech and write each quote in the speech bubble
- identify which quote represents the hypothesis that was disproven.

The second activity, *Gravitational Grammar*, requires students to demonstrate skills in identifying direct and indirect speech, and understanding the difference between the two. In this activity students will:

- consider whether each instance of speech in the text is direct or indirect speech
- correctly understand the difference between direct and indirect speech
- explain why the text in Question Two contained indirect speech
- deduce whether the text in Question Two was likely to contain mostly direct speech or a combination of both types of speech, as well as why

The third activity, *Skeletons*, requires students to demonstrate skills in practice identifying, changing and correctly punctuating direct and indirect speech. In this activity students will:

- identify which type was presented to the other type - for example, direct to indirect or indirect to direct
- change the type of speech to the other type - for example, direct to indirect or indirect to direct
- correctly punctuate the speech to the theme of the previous question.



# LESSON OVERVIEW

## Teaching Notes:

- A highlighter is recommended for Activity One, Scientist Sa... necessary; students without a highlighter may simply circle... pencil.
- Students should be reminded that although the word 'indirect' in indirect speech distinction applies to spoken word o... terms can also apply to written text, which is 'direct' or paraphrased.
- Should students struggle to identify indirect speech in 'Gravitational Grammar', ask them to recall how direct speech – being a paraphrased account of someone's words – uses quotation marks – and keep this knowledge in mind when identifying indirect speech.
- Likewise, should students have difficulty identifying indirect speech from the book titles in Activity Two, encourage them to consider the books' likely genres. They should be encouraged to use the more frequent use of the active (indicating direct speech) voice.

## Class Discussion Questions:

- Are you able to name... indirect speech would not be appropriate? Why is... speech?
- Do the two forms of... impression does each give you?
- As you saw in... often have much to say about topics not directly... his assertion that imagination is more important... scientists' opinions on things unrelated... the opinions of the public?
- There... began to create his theories on gravity when... you saw in Activity Two, 'Gravitational Grammar'... other myths about famous scientists are... failed mathematics in school. Why do you think... How can we tell whether a common belief is... may wish to explore the differences between direct... searching for texts of varying genres such as academic... adult fiction and biographies. Then, students can... of speech used, if any, and consider the potential... and the purpose of the genre.



SAMPLE



# Scientist Says ...

Many scientific discoveries significantly change people's world. A large number of the most famous scientists have made such discoveries.



**Q1** Below are some quotes from famous scientists. All quotes in indirect speech have been removed, along with some punctuation. Add the correct punctuation. Be careful – some require direct speech.

Imagination is more important than knowledge said Albert Einstein

*“Imagination is more important than knowledge,” said Einstein.*

Galileo Galilei had an openminded approach to science. He said that no man so ignorant that he couldnt learn something from him

*Galileo Galilei had an open-minded approach to science. He said that no man so ignorant that he couldn't learn something from him.*

Another humble scientist Isaac Newton said that he was standing on the shoulders of giants

*Another humble scientist Isaac Newton said that he was standing on the shoulders of giants.*

The Earth also is spherical. Aristotle said that the Earth presses upon its centre from every direction

*“The Earth also is spherical,” Aristotle said, “since it presses upon its centre from every direction.”*

Charles Darwin said that he was not apt to follow blindly the lead of other scientists

*Charles Darwin, in his book On the Origin of Species, once said that he was not apt to follow the lead of other scientists.*

Galileo Galilei said that the Earth and Moon are spherical in shape. The Earth lies in the middle of the Moon's orbit

*Galileo Galilei said that the Earth and Moon are spherical in shape. “The Earth lies in the middle of the Moon's orbit, very much like its centre.”* (Direct and indirect speech)

Write the notes above as either direct speech, indirect speech or both.



SAMPLE

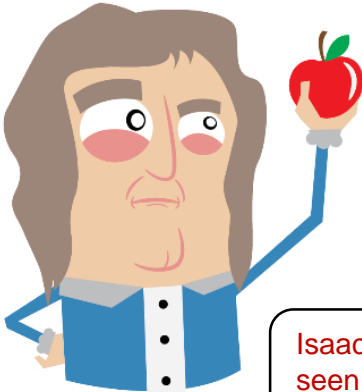




# Scientist Says ...

Q3

Convert the indirect quotes in Question One to direct speech speech bubbles beside the correct scientist below. Also, convert direct speech to indirect speech and place each in a box.



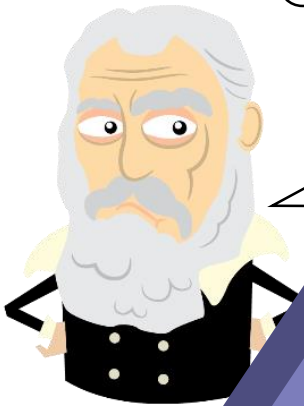
Isaac Newton

Nicolaus Copernicus reasoned that the Earth is spherical because he observed that the Earth's shadow upon the Moon was always curved.

Isaac Newton explained that gravity was seen further it was on the shoulders of giants.



Nicolaus Copernicus



Galileo Galilei

"I have discovered that the Earth is round."

Charles Darwin said, "I have discovered that the Earth is round."



Charles Darwin



Galileo Galilei said, "I have discovered that the Earth is round."



Claudius Ptolemaeus said, "The Moon and Earth are spherical in shape and the Earth lies in the middle of the universe, very much like its centre."



Claudius Ptolemaeus

Note that scientific knowledge has proven to be false.

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SAMPLE



# Gravitational Grammar

**Gravity is the force that pulls two objects together. The more mass an object has, the more gravity it has. We are drawn towards it. This is why objects fall to the ground.**

Q1

Luke is writing a short article on people's beliefs about gravity. He says that gravity is the force that pulls two objects together. The more mass an object has, the more gravity it has. We are drawn towards it. This is why objects fall to the ground. Underline each instance of indirect speech. Has he done it correctly?



Sir Isaac Newton discovered gravity. It is believed that an apple fell from a tree and gave him the idea for gravity. If you asked him, he would tell you that it didn't. Newton himself said that "if [his] done the public any service, it is due to [his] patient discovery of gravity was probably inspiration. Newton drew from those before him. Newton himself said Aristotle was his friend, but his greatest friend was truth. He found science to be more logical than Aristotle, claiming that he could calculate the motions of the heavens, but not the madness of people.

No, he has not done it correctly.

Q2

Underline each instance of indirect speech.



discovery of gravity. It is believed that an apple fell from a tree and gave him the idea for gravity. If you asked him, he would tell you that it didn't. Newton himself said that "if [he has] done the public any service, it is due to [his] patient discovery of gravity was probably inspiration from the work of those before him. Newton himself said that Plato said Aristotle was his friend, but his greatest friend was truth. He found science to be more logical than Aristotle, claiming that he could calculate the motions of the heavenly bodies, but not the madness of people.



# Gravitational Grammar

**Q3** Explain why each of the lines you underlined in Question Two

The first underlined sentence uses the content clause 'tell you that

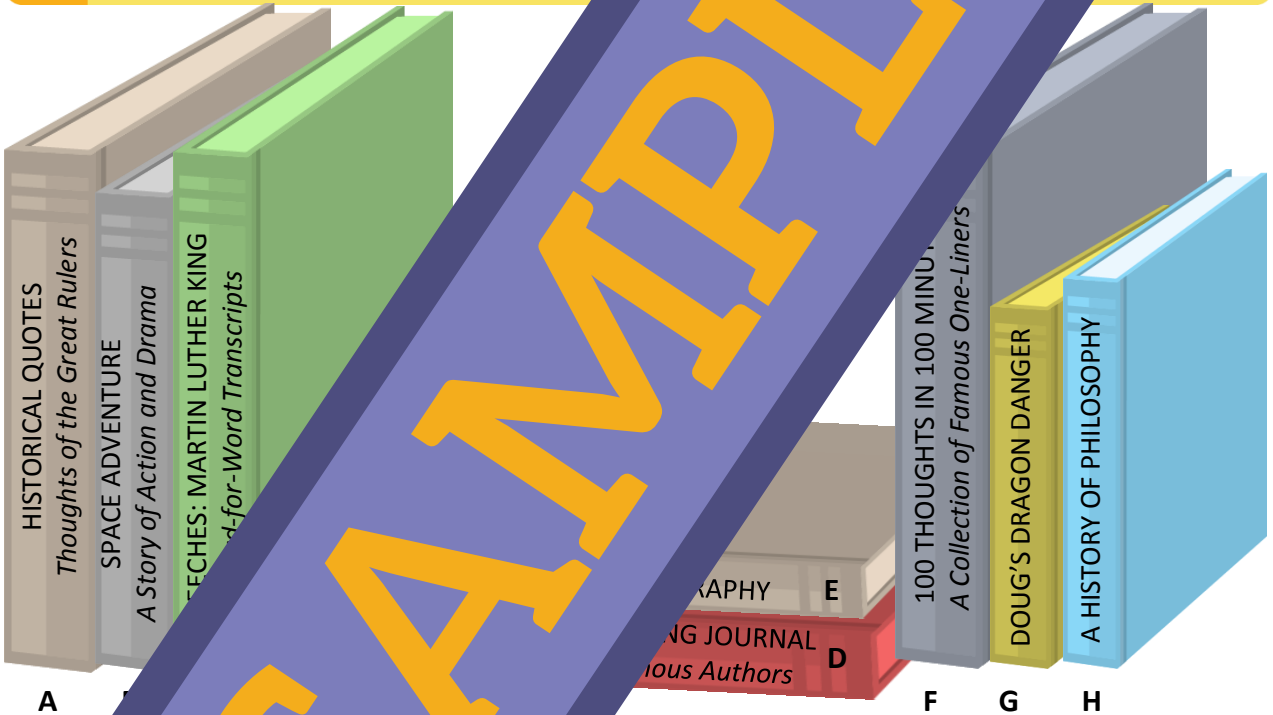
Newton would tell you. Even though it is not something he actually

The second underlined sentence uses the content clause

what Newton said. The third underlined sentence uses

going on to describe what Newton claimed.

**Q4** Decide whether each of the following books is written in direct speech, mostly indirect speech or a mixture of both. Justify your answer.



**A:** Direct speech. The book has little, if any, indirect speech.

**B:** Indirect speech. The book is mostly talking between characters and paraphrasing.

**C:** Mixture of both. The book contains both directly copied, 'word-for-word' speeches.

**D:** Indirect speech. The book contains mostly quotes from famous authors.

**E:** Mixture of both. The book is usually passive, though there may also be some direct speech.

**F:** Direct speech. The book's chapters will be full of short quotes.

**G:** Mixture of both. The book is an adventure, this sounds like a fiction story containing both speech types.

**H:** Indirect speech. The book's chapters are written passively, and direct speech is used only occasionally.



SAMPLE



# Surprising Skeletons

Vestigial traits are useless features in the bodies of animals that have evolved. *The process of discovering and reporting these traits to the scientific community, as with any scientific discovery, occurs in a number of steps.*



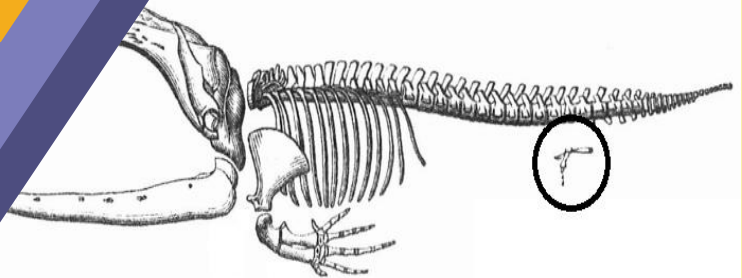
**Q1** Meet some scientists researching vestigial traits who have made some interesting discoveries. Some are described with direct speech, and some with indirect speech. Write down the scientists' remarks from the type of speech given to you.



Darwin began to speculate on many things. One day he wrote in his journal, "I have noticed that goosebumps are a leftover from our hairy ancestors. When the weather grew cold, goosebumps would cause the hair to stand up, trapping heat."

Darwin began to speculate on many things. One day he wrote in his journal that it is highly likely goosebumps are a leftover from our hairy ancestors. When the weather grew cold, goosebumps would cause the hair to stand up, trapping heat.

"I have come to the conclusion," he said as he turned to his group, "that the strange bones near the back of the snake are vestigial back legs. After a pause, he explained the vestigial legs indicate that snakes once walked on land."



He had come to the conclusion the strange bones near the back of the snake were vestigial back legs. After a pause, he explained the vestigial legs indicate that snakes once walked on land.



# Surprising Skeletons



Hunched over her desk, Maxwell all of a sudden leapt out of her chair, shouting for her assistant in excitement. She had figured out the connection! The reason emus have their small, useless wings, she explained in a rush, is because they are descended from the flying birds called ratites.

Hunched over her desk, Maxwell all of a sudden leapt out of her chair, shouting for her assistant in excitement. She had figured out the connection!

"The reason emus have their small, useless wings, she explained in a rush, is because they are descended from the flying birds called ratites."

\_\_\_\_\_

\_\_\_\_\_

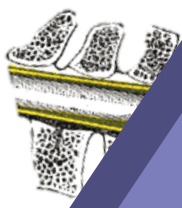
In his report, Russell wrote, "The familiar tailbone at the end of the human spine – the bone that causes pain should a person sit down too fast on a hard surface – is the last bone left of our ancestors' true tails."

tailbone at the end of the human spine, which causes pain if a person sits on a hard surface, is the last bone left of our ancestors' true tails.

\_\_\_\_\_

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\_\_\_\_\_



SAMPLE

