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Educational Consultants

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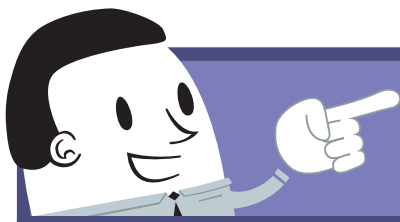


mission

Literacy

- Frog Friends
- Beautiful Butterflies
- Plant Plan

Resource code: 27053637



Frog Friends

Frogs have a well-understood lifecycle. *The begin their lives as tadpoles, and finally, they turn into a frog.*

Q1 Match the full phrase above the frogs with the contraction.

Who has

Let us

Will not

You are



They've



A

Arne't



P

on't



C

Let's



J

Willn'

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Whose



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Thats

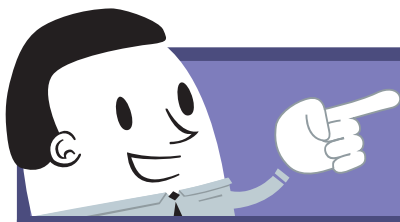


I



Match each of the tadpoles **not** connected to a frog to spell out the words. Each letter should be used once, but some appear twice!

Frogs are



Beautiful Butterflies

Butterflies exist in several distinct forms throughout their life cycle. The study of butterflies is called lepidopterology.

Q1

While using contractions is common and acceptable in informal writing, they should not be used in formal texts. Read through the text about the butterfly, highlighting any contractions.



There are four stages in the butterfly's life cycle. How long does each stage last, and how do these stages change based on the environmental conditions?

Egg Stage

This is the first stage in the butterfly's life. The eggs are laid on a leaf, and there are generally many eggs in one place. The more eggs there are, the better the chance that some will survive through the life cycle. Eggs are often found near a food source, meaning they are usually found on the leaves of plants. The shape of the eggs varies, but they are commonly round, oval or cylindrical.



Caterpillar Stage

When the eggs hatch, the larvae, also known as caterpillars, begin to eat. During this stage, caterpillars' main job is to eat. Without enough food, they can't survive. As they eat, they shed their old layers of skin as their size increases. They shed their skin about 4-5 times as their bodies grow to roughly 100 times their original size.



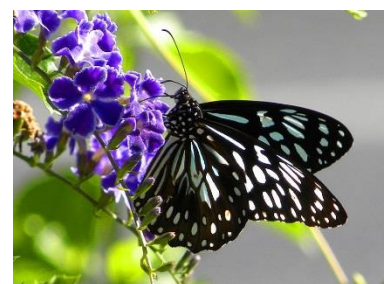
Chrysalis Stage

Once the caterpillar has finished eating, it forms a protective case called a pupa, or chrysalis. During this stage, the caterpillar is inside the chrysalis, often hanging from a stem or a branch. There's nothing visible inside the chrysalis, but that's where the caterpillar's body is reforming. What's left when the chrysalis hatches is the adult butterfly. This is the final stage of the butterfly's life cycle.

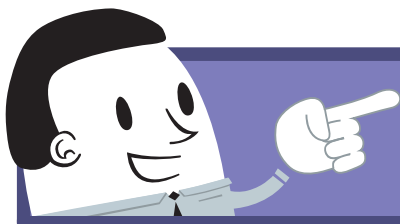


Imaginal Stage

After the chrysalis hatches, it emerges as an adult butterfly. At this stage of its life, the butterfly finds a mate, and the life cycle continues.



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Beautiful Butterflies

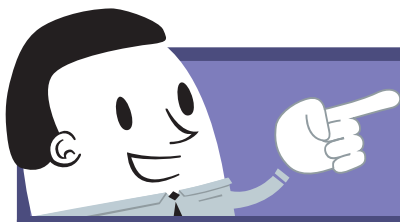
Q2

In the space provided, write out in order the full phrase of each word in Question 1.



SAMPLE





Plant Plans

Animals are not the only living things that have life cycles with *distinct stages*.

Q1

Kim is a budding scientist and has decided to keep a journal about her seedling. Each week, she makes notes about the plant's progress. Read the selection of journal entries below, choosing the correct pronoun to complete each sentence.



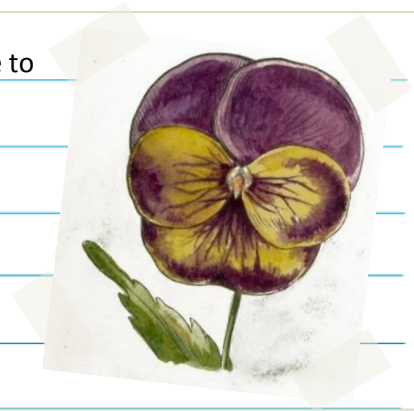
I/re/I'm/I planting the seed today. I've been to the garden center to the shop and got some good quality potting soil. I've also added lots of nutrients to grow, so we got some...

Its/It's/Its' been a week since we planted the seed. There haven't been any changes yet. I hope I didn't/ain't/din't...

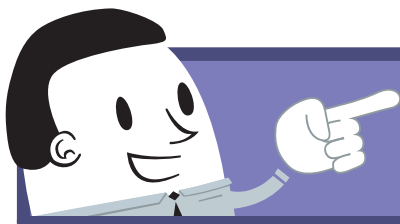
We'v/We've/We're/We've been waiting for the seedling to start growing up out of the dirt. I'd/I've/I almost...

The seedling is growing so fast. Barely any time has passed since I planted it. It already looks like a healthy plant. I wonder where the other one went?!

The seedling has its first flower! I/re/I'm/I'll have to record this in the journal...



SAMPLE



Plant Plans

Q2

Write out the full phrases of each of the contractions you circled.



Q3

The three dots at the end of the sentences are ellipses. What do you think they mean?

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Mighty Minds Lesson Installs

'Fundamentals' Lesson



Firstly, thank you for your support of Mighty Minds and our resources. We are proud to provide quality resources that are both educational and engaging, and we hope you enjoy using our works.

To assist you in using this resource, we have compiled some information for you.

About this resource

This Mighty Minds 'Fundamentals' Lesson focuses on a specific skill (in this case, *Maps and Plans* and *Maps and Plans* presents this skill through a theme from the Australian Curriculum (Geography). This lesson is also targeted at a certain skill level (in this case, *Year 5*) and is designed for completing work that is suited to them.

How to use this resource

Our 'Fundamentals' Lessons are split into two parts: the Teacher's Copy and the Student Workbook. Each contain different types of resources.

The student workbook contains:

- The main title page; and
- The blank student workbook pages.

The teacher resources contain:

- This set of instructions for using the resource;
- The Teacher's Copy of the lesson, which includes the lesson plan, the lesson content, and any resources that will be needed to teach the lesson;
- The Item Description, which includes the lesson's aims, as well as extension and differentiation ideas;
- The student model responses, which are provided to ensure that any student who is struggling with the lesson can see that answers are possible and to ensure that any student who is struggling with the lesson can see that answers are possible;
- The teacher's copy of the student workbook, which includes more detailed explanation of the model responses and any resources that will be needed to teach the lesson;
- Final notes for the teacher.

We recommend that you print out the Student Workbook (the first set of pages) for the students. If students are struggling with the lesson, you may also like to provide them with the student answer key.

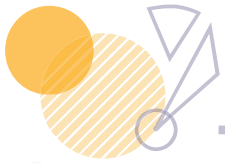


Helping us

We would love to hear from you. If you email us with suggested changes to any lesson, we will be happy to consider them. We will send you the revised lesson – free of charge.

You can email us at resources@mightyminds.com.au and we'll get back to you as soon as we can.





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Contraction	Full Phras
what's	what is; what ha
what've	what have
where's	where is; wh
who's	who is; wh
who'll	who wi
who're	who
who's	wh
who've	w
won't	
wouldn't	
would've	
you'd	
you'll	
you're	
you'	



Ellipses

An ellipsis is a type of punctuation mark that indicates the intentional omission of a word or phrase from a larger sentence. It is often used in writing to indicate a pause, a break in thought, or an unfinished thought. An ellipsis can also be used to indicate that a sentence is a quotation from another source. It is typically represented by three dots (...).

Example: "Ellipses are a wonderful way for writers to indicate a pause in their understanding of punctuation."

Example: "Where life in space?"

Example: "I will come soon..."

SAMPLE





Item Description

Please note: any activity that is not completed during class time must be undertaken at a later date.



'Frog Friends', 'Beautiful Butterflies'

Activity Description:

- In this lesson, students are provided with a passage of text that contains a contraction. They are required to identify the contraction and write it in its contracted form. Using the letters of the contraction, students must unscramble the name of the animal. The theme of this activity is the lifecycle of frogs.
- The next worksheet, 'Beautiful Butterflies', contains a passage of text. They are required to read through the passage and identify the contraction. They then need to write out the full phrase version of the contraction. The passage also contains words that use possessive apostrophes. Students are required to identify the difference. There are also some contractions used in the passage. Students are required to identify the contraction and write the full phrase, meaning they must be able to distinguish between the contraction and the full phrase in context. The theme of this activity is the lifecycle of butterflies.
- The final activity is a reading comprehension activity. Students are provided with extracts from a girl's journal. They are required to identify the contraction and write it in its contracted form. In some cases, one contraction is used in the extract; in other cases, students must rely on context to identify the contraction. Students then need to write a short paragraph about the girl's journal entries they chose in the first question. The final question is a writing task where students are required to identify the two ellipses used in the extracts. The theme of this activity is the lifecycle of butterflies.

SAMPLE



This lesson is to reinforce students' understanding of basic punctuation. Firstly, it introduces the ellipsis. Secondly, it introduces the contraction. The final question is a writing task to control the tone of a piece of text.

... (041)
... (044)
... correct spelling, punctuation, grammar (π9)

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Item Description – continued

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'Frog Friends', 'Beautiful Butterflies'

Suggested Time Allocation:

- This lesson is designed to take approximately 45 minutes per activity.

Teaching Notes:

- Before beginning this lesson, ensure that students understand the concept of a word.
- To make the second question more challenging, ask students to identify words that start with the first letter of the word.
- Suggest to students that they should check their answers to the first question to be verified by the second question.
- The second activity could be done as a class before attempting it individually through the text out loud as a class before attempting it individually.
- This activity provides an opportunity to discuss about the tone of a text and how it is affected by punctuation.
- To make this activity more challenging, ask students to identify words that are not only used to indicate omission.
- If students are struggling, suggest that they try reading each option out loud as possible to hear which options sounds right.
- If students are struggling, suggest that the third question may be overly simple.

Follow Up

- Which of the following sentences should not be used?
- Which of the following sentences was scientific? Justify your answer based on this?





Frog Friends

Frogs have a well-understood lifecycle. *The begin their lives as tadpoles, and finally, they turn into a frog.*

Q1 Match the full phrase above the frogs with the contraction

Who has Let us Will not You are



They've



A

Arne't



P

Let's



J

Willn'



T

n't

Don't



C

Aren't



R

Your



S

H

Arn't



A

Let's



A

Thats



I

Whose



M

SAMPLE



Each of the tadpoles **not** connected to a frog to spell out the word. Each letter should be used once, but some appear twice!

Frogs are

P H I B I A N S

Frog Friends

Question One:

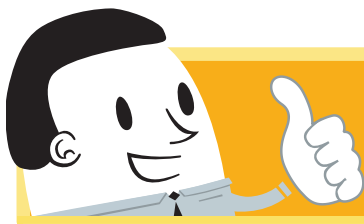
In this question, students were given seven phrases and were asked to identify the contraction that is associated with it. For each phrase, there were three options. Students needed to connect the phrase to the contraction correctly. If they did not choose the correct option, students needed to be familiar with the phrase and the contraction. The correct phrase-contraction pairs are provided below.

Who has – Who's
Let us – Let's
Will not – Won't
You are – You're
That is – That's
Are not – Aren't
They have – They've

Question Two:

This question requires students to identify the correct class of animal that frogs come under. They are asked to unscramble the letters below to form a word that belongs to a frog (i.e. an invalid contraction). Students were given three options. They should confirm that they have chosen the correct option by checking that the required letters are present. The correct answer is *AMPHIBIAN*.





Beautiful Butterflies

Butterflies exist in several distinct forms throughout their life cycle. The study of butterflies is called lepidopterology.

Q1

While using contractions is common and acceptable in informal writing, they should not be used in formal texts. Read through the text and highlight any contractions.



There are four stages in the butterfly's life cycle. How long does each stage last and the environmental conditions.

Egg Stage

This is the first stage in the butterfly's life. The eggs are laid on a leaf. There are generally many eggs in one place. The more eggs, the better the chance that some will survive through the life cycle. They are often found near a food source, meaning they are often found on the leaves of plants. The shape of the eggs varies but are commonly round, oval or cylindrical.



Caterpillar Stage

When the eggs hatch, the larvae, also called caterpillars, begin to eat. During this stage, caterpillars' main job is to eat. Without enough food, they can't survive. As they eat, they shed their layers of skin as their size increases. They shed their bodies grow to roughly 10 times their original size.



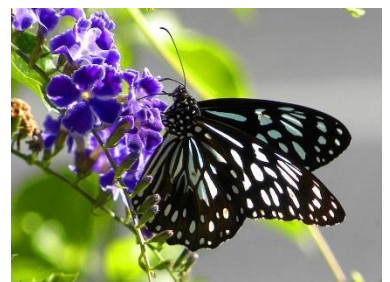
Chrysalis Stage

Once the caterpillar has finished eating, it forms a chrysalis, or pupa. During this stage, the caterpillar is inside the chrysalis, often hanging from a leaf or a branch. There's nothing visible. The chrysalis is the caterpillar's shell that reforms. What's left when the caterpillar reforms is a butterfly. When we think of a butterfly, we think of a butterfly.

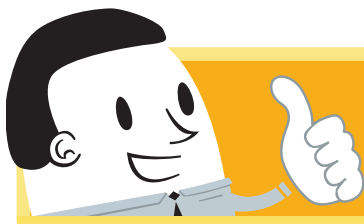


Imaginal Stage

After the chrysalis hatches, it emerges as a butterfly. At this stage of its life, it finds a mate, the life cycle continues.



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meant.



Beautiful Butterflies

Q2

In the space provided, write out in order the full phrase of each sentence in Question 1.

Are not

Cannot

They are

Do not

They will

There is



SAMPLE



Beautiful Butterflies

Question One:

In this question, students were provided with a passage of text about the life cycle of a butterfly. They were asked to highlight any contractions they could find in the text. Contractions are often not appropriate in formal texts. The only contraction used in the text was the possessive apostrophe, so students needed to identify it in the two situations. A copy of the text with the contractions highlighted is provided below.

There are four stages in the butterfly's life cycle, which are dependent on the species and the environmental conditions.

Egg Stage

This is the first stage in the butterfly's life cycle. In this stage, there are generally many eggs in a cluster. This helps to give the eggs a better chance that some will survive. Eggs are often found near a food source, such as the leaves of plants. The shape of the eggs varies by species, but are commonly round, oval, or cylindrical.

Caterpillar Stage

When the eggs hatch, a caterpillar emerges. During this stage, the caterpillar grows as fast as possible. Without enough food, the caterpillar will not reach the next stage of its life cycle. Caterpillars shed their skin as they actually shed layers of skin. They shed their skin four or five times, as their bodies grow larger.

Chrysalis Stage

*Once the caterpillar has grown large enough, it becomes a pupa, or chrysalis. The pupa encases itself in its chrysalis, which is often attached to leaves and branches. Inside the chrysalis, the caterpillar's body breaks down and reforms. **What's** interesting about the chrysalis is that it is not a new picture when we think of a butterfly. It is a picture of a butterfly in the process of metamorphosis.*

By the time the chrysalis hatches, it has a body and antennae. At this stage of its life, the butterfly is ready to fly. By finding a mate, the life cycle continues.

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Question Two:

For this question, students were asked to write the full phrase associated with the contraction in Question 1. To do this, they needed to be able to recall which contraction was correct in the given grammatical context to determine which was the correct associated full phrase. The correct associated full phrase is shown below.

Aren't – Are not

They're – They are

They'll – They will

Can't – Cannot

Don't – Do not

There's – There is

What's – What is

Should've – Should have

It's – It is

SAMPLE





Plant Plans

Animals are not the only living things that have life cycles with *distinct stages*.

Q1

Kim is a budding scientist and has decided to keep a journal about her new seedling. Each week, she makes notes about the plant's progress. Read the selection of journal entries below, choosing the correct verb form.



I've/I'm/I planting the seed today. I've/I've been to the shop and got some good quality potting soil. It has lots of nutrients to grow, so we got some...

It's/Its/Its' been a week now. I haven't seen any changes yet. I hope I didn't/ain't/din't...

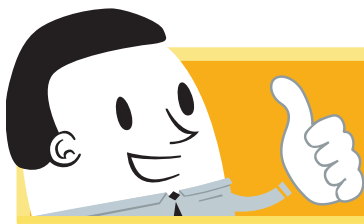
We've/We've been waiting for the seedling to come up out of the dirt. I'd/I've/I almost...

The seedling is growing so fast. Barely any time has passed since I planted it. It already looks like a healthy plant. Where did the soil go?!

It's my first flower! I've/I'm/I'll have to record this in the journal...



SAMPLE



Plant Plans

Q2 Write out the full phrases of each of the contractions you circled.

I am _____

I have _____

It is _____

Have not _____

Did not _____

We have _____

I had _____

Was _____

Y _____



Q3 The three dots at the end of the sentences are called ellipses. What do you think they mean?

It indicates a pause, or that she was thinking about something that the thought is not complete.

SAMPLE





Plant Plan

Question One:

In this question, students were given extracts from a girl's journal about the growth of a plant. Students were asked to read through the extracts and were asked to choose between three options for the word that best fits. Students needed to use the context of the sentence to decide which option was correct. The options shown below, with the correct options shown in bold.

I'm planting the seed today. I've got the pot, some soil and some good quality potting mix. Mum told me that plants need water and I've got some fertiliser too.

It's been a week and I haven't noticed any signs of growth. I water it too much...

We've finally noticed a little sprout! I've given up hope! Mum says that this is a seedling.

I wasn't expecting it to grow so fast! It's already as tall as I am! Since the seedling first came out and it already looks like a real plant, I wonder when it will be ready to eat?!

The plant has its first leaves. I'll take a photo and record this in the journal...

Question Two:

For this question, students were asked to identify the phrases for each of the contractions they chose. Since the space provided was limited, there were only ten spaces provided. This question was designed to test students' ability to identify only ten contractions used in the extracts. The answers are provided below.

I'm

I've

I'm

I've

I'm

I've

I'm

I've

I'm

I've

I'm

I've

I'm

I've

I'm

I've

I'm

I've



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Question Three:

This question drew students' attention the inclusion of two ellipses. The students were called and were asked to explain what purpose they served in the two extracts, the ellipses were used to indicate a 'trail off'. The students should have attempted to determine the overall mood of the passage. It was not necessary for them to be familiar with the meaning of the ellipsis below.

It indicates a pause, or that she is trailing off, or that the sentence is not complete.



SAMPLE





End of Learning

Please

If you feel there are any issues with this booklet for you to use in your class, you may contact us via email or phone. We offer a variety of activities (whole worksheets, half worksheets, and worksheets) for

Alternative activities for the entire worksheet to be used at a later date.

