



MIGHTY MINDS
Educational Consultants

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SAMPLE

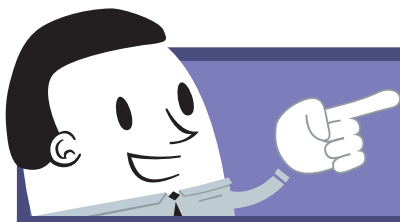


Spelling

Literacy

- All Mixed Up
- Mummified Mistakes
- Historical Homophones

Resource code: 27052314



All Mixed Up

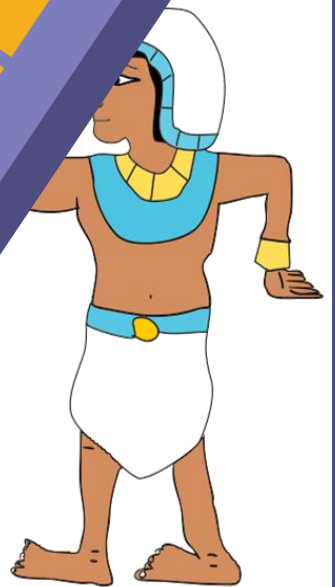
Prefixes are affixed before, and suffixes are affixed after, information. *Maherpa is an ancient Egyptian writing hieroglyphic Pharaoh. However, he has all of his prefixes and suffixes mixed up.*



Q1

Help Maherpa unscramble the words before the Pharaoh. Match the prefixes below with their correct base word. Then, rearrange the base words.

Prefix	Base Word
de-	appear
dis-	visible
il-	fiction
im-	fix
in-	kind
mis-	most
non-	strong
pre-	act
un-	mess

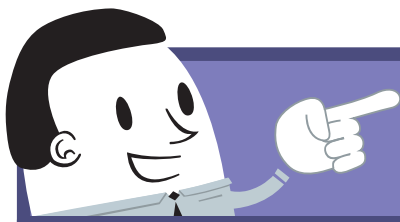


Prefix	Base Word
-al	comfort
-ing	comic
-ness	strong
-y	act
-able	most
-ly	kind
-er	mess



...ning
g
ning 'relating
e of'.

SAMPLE



Mummified Mistakes

English spelling can be tricky, even for people who have spent their whole lives. *Even with an understanding of spelling rules, good spelling skills can be difficult, as the English language is not entirely predictable and has many exceptions to the rules.*



Q1

The following diary entry was found in the tomb of an ancient Egyptian pharaoh. It contains many spelling errors. Help the archaeologist by identifying the incorrectly spelt words, and then rewriting the paragraph correctly.

Dear Diary,

Today has been an exhorsting day. Being the Pharaoh of Egypt is certainly no easy task. People have been complaining that there is no kulture in Egypt, so to prove I am wrong I have decided to throw an Egyptian selebration tomorrow night. The music and drink, and I will have the famoose Rahotebe sing from across the river.

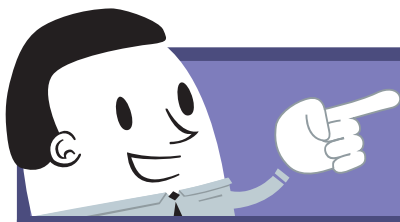
It is also nice to see the dancers perform. The micals said that they would get the equipment to make sure it is in top working order. The but I still want to check it myself, just to be sure.

I hope that everything will be fantastick tomorrow night!

SAMPLE



Handwriting practice lines consisting of five horizontal lines.



Mummified Mistakes

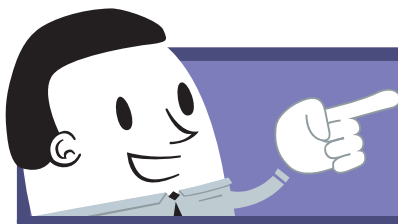


SAMPLE

Q2

Time to get creative! Imagine you have attended the cultural celebration that the class is planning. Write a diary entry about your experience, remembering to include the date, time, and location.





Historical Homophones

A homophone is a word that is pronounced the same as another word but has a different meaning. The word 'homophone' derives from the Greek 'homo-' meaning 'same' and '-phone' meaning 'voice, utterance'. Homophones are words that sound alike but have different meanings, such as rose (flower) and rose (past tense of 'rise'), or dirt and dirt (vegetable) carrot.



Q1

Osiris is an Ancient Egyptian priest scribing sentences. Choose the correct homophone for each sentence as to which homophone is the correct one to use. Write the words from the options provided in the empty space.

- The Pharaoh's daughter was _____ to the throne.
 - air/heir
- I walked _____ the Great Pyramids.
 - by/buy/bye
- The bride walked down the _____.
 - isle/aisle
- The slave's _____ back was broken.
 - bear/bare
- The _____ old women were poor.
 - pour/poor
- After writing for so long, he had a _____.
 - break/brake
- I went to _____ the Great Pyramids.
 - by/buy/bye
- The thief _____ the Pharaoh's treasure.
 - by/buy/bye
- One _____ of the Pharaoh's treasure was eaten.
 - by/buy/bye
- The Pharaoh _____ to rule again tomorrow.
 - by/buy/bye

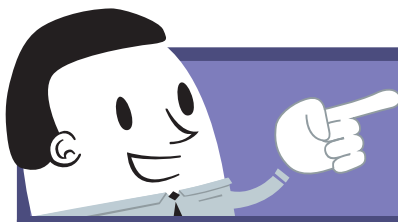


Did you know... The longest reigning Pharaoh was Pepy II, who ruled from age 6 until age 94



Write an Egyptian-themed sentence that correctly uses the words

Four horizontal lines for writing an Egyptian-themed sentence.



Historical Homophones

Q3

Amun, an ancient Egyptian boy, has to write out sentences for his teacher, Osiris the priest, he does not know which homophone is the correct one. Help him out by writing the correct words from the options provided.

Be careful, as these ones are harder than in the previous questions.

- The Pharaoh's fantastic festival costume was a _____ to _____.
 - site/sight, see/sea
- The _____ of fresh flowers is refreshing in the morning.
 - scent/cent, mourning/morning
- I don't like to see all that _____ go to ______.
 - meet/meat, waste/waist
- The dress that the _____ wore was made of _____ material.
 - maid/made, plane/plain, plain/plane
- I _____ that the Pharaoh preferred _____ over _____ in savoury.
 - know/no, suite/sweet, sweet/suite
- Come and _____ the _____ in the middle of the _____, stole ten _____ loaves of _____ as fast as a _____, they were caught nonetheless.
 - here/hear, here/hear, hole, deer/dear, sell/cell



SAMPLE



How many times do I have to tell you? It's eagle before snake, except after feather!

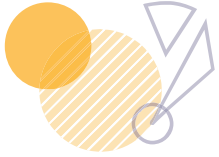
School Name Here



SAMPLE



MIGHTY MINDS
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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 presents this skill through a theme from the Australian Curriculum (in this case, 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 Resources 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 include:

- This set of instructions for how to use the resource;
- The Teacher's Copy of the Lesson, which contains all the resources you will need to teach the lesson;
- The Item Description, which provides a detailed overview of the lesson and its aims, as well as extension ideas;
- The student model responses, which provide examples of student responses on the student worksheets to ensure that answers are clear and easy to understand;
- The teacher model responses, which provide a more detailed explanation of the model responses to ensure that answers are clear and easy to understand;
- The final page, which provides a summary of the lesson and its aims.

We also provide a Student Workbook (the first set of pages) for the students. If students are using the Student Workbook, you may also like to provide them with the student answer key.

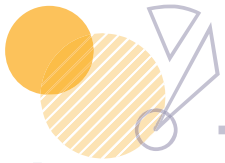


Contacting us

We would love to hear from you. If you have any feedback or suggestions that 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 contact us at resources@mightyminds.com.au and we'll get back to you as soon as we can.





Spelling for the Language Com

Spelling Rules

I before the E except after C

This rule applies when there is an 'ie' combination. When the 'i' and 'e' are not preceded by a 'c', the 'i' generally just 'ie', for example *grieve, chief, fiend, hygiene*. When the 'i' and 'e' are preceded by a 'c', the 'e' goes before the 'ie' combination, the 'ie' is switched to 'ei' – for example *receive, ceiling, ceiling*. Exceptions occur in words containing the 'ay' sound, such as *they, weight, weigh*. Words with the 'en' letter pattern, with words like *efficient, sufficient, consistent* are also exceptions. Words with the 'ion' suffix to the 'ie' combination like *caffeine, either, heir, height* also follow the 'ie' rule.

Drop the E and add 'ING'

This rule applies to verbs ending in 'e' when changing to the present participle form. For example, *judge* becomes *judging*, *decide* becomes *deciding*. This rule does not apply when adding 'ing' to a verb that ends in 'ee' or 'ie' or when the 'e' is preceded by another vowel. For example, *manage* becomes *managing*, *enhance* becomes *enhancing*, but *argue* becomes *arguing* because of the 'u'.

Change the Y to I and add 'ES'

This rule applies to words ending in 'y' when adding an 'es' based ending. For example, *company* becomes *companies*, *thirty* becomes *thirties*, and *early* becomes *earlier*. Exceptions occur when the 'y' is preceded by a vowel followed by a 'y': *monkey* becomes *monkeys*, *valley* becomes *valleys*.

Adding Prefixes

When adding prefixes to words, the spelling of the word is generally not altered. For example, *satisfied* becomes *dissatisfied*, *necessary* becomes *unnecessary*.

Spelling

The Spelling Book provides knowledge of:

Phonics: Letter patterns that represent them – that is what a word sounds like.

Word formation: Suffixes are added to words to make them function as nouns, verbs, adjectives, etc. For example, *excel* into *excellent*.

Word families: Words that share the same elements of meaning will be spelt with the same elements. For example, *sign, signal, signature* but not *sine*.

Word origins: The origins of words have shaped their spelling patterns – for example, the Late Latin root *sym* meaning 'together with', *pathos* meaning 'suffering' and *sign* meaning 'to mark' –y at the end of a word.





Item Description

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



'All Mixed Up', 'Mummified Mistakes' and 'Homophones'

Activity Description:

- In these activities, students are expected to use their knowledge of spelling conventions to assist them in answering questions.
- In the first activity, students are expected to identify prefixes and suffixes – grammatical and linguistic – in words provided.
- In the second activity, students are given a list of words, some of which are incorrectly spelt words, then they are required to identify the correct spelling. Following this, students then must write the words using accurate spelling and punctuation in their writing.
- Finally, the third activity involves using a list of homophones to complete the sentences provided.

Purpose:

- To develop and enhance students' spelling skills.
- Specifically, this lesson focuses on identifying and correcting spelling errors and homophones.

•

- Identify words and other symbols (α1)
- Recognise the meaning of words or other symbols (α4)
- Use punctuation, grammar (π9)
- Use appropriate language appropriate to a context (π10)

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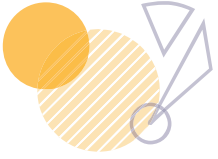
It will take approximately an hour to complete – 20 minutes per activity.



'All Mixed Up', explores prefixes and suffixes. Explain exactly what prefixes and suffixes are, including examples, before students commence the activity. In the 'Mummified Mistakes' activity, to ensure a measure of which homophones to use, encourage them to think about where the words are used in the sentences and choose the most appropriate spellings before.

This Item Description is continued on the next page...





Item Description – continued

...This Item Description is continued from the previous page.

'All Mixed Up', 'Mummified M

Homopho

- As an extension activity, list some le... board and begin a class discussion. Do stud... at contexts have they seen them before?
- **Follow Up/ Class Discussion C**
 - What are some techniques... homophones to use in different contexts?
 - From which languages...
 - How can prefixes and... why do you think this is? anings?
 - What are some pro... and spelling errors?



SAMPLE





All Mixed Up

Prefixes are affixed before, and suffixes are affixed after, information. *Maherpa is an ancient Egyptian writing hieroglyphic Pharaoh. However, he has all of his prefixes and suffixes mixed up.*



Q1

Help Maherpa unscramble the words before the Pharaoh. Match the prefixes below with their correct base word. Then, write the correct base words.

Prefix	Base Word
de-	appear
dis-	visible
il-	fiction
im-	fix
in-	appear
mis-	visible
non-	fiction
pre-	fix
un-	appear



SAMPLE

Prefix	Base Word
-al	comfort
-ing	comic
-ness	strong
-y	act
-able	most
-ly	kind
-er	mess



...ning
...g
...ing 'relating
...e of'.

All Mixed Up

Question One:

In this question, students were expected to use their knowledge of grammatical and linguistic 'affixes' – to unscramble the words using the appropriate prefixes and suffixes. They were then expected to use the unscrambled words and prefixes, then match base words and suffixes.

Correct responses:

Prefixes:

- *decrease*
- *disappear*
- *illegal*
- *impossible*
- *invisible*
- *misplace*
- *nonfiction*
- *prefix*
- *unequal*

Suffixes:

- *comfortable*
- *comical*
- *stronger*
- *acting*
- *mostly*
- *kindness*
- *messy*

It is important to note that some of the base words provided could fit with more than one prefix or suffix. If a student identifies more than one base word per list that will do this, and students do not identify the correct prefix or suffix to do this, there will only be one prefix or suffix left which will match. Students should be encouraged to match up this base word with the wrong correct prefix, the correct prefix or suffix, or the correct prefix and suffix to identify the appropriate matching prefixes and suffixes.





Mummified Mistakes

English spelling can be tricky, even for people who have spent their whole lives. Even with an understanding of spelling rules, good spelling skills can be difficult, as the English language is not entirely predictable. There are many exceptions to the rules.



Q1

The following diary entry was found in the tomb of an ancient Egyptian. It contains many spelling errors. Help the archaeologist by identifying the incorrectly spelt words, and then rewriting the paragraph on the lines below.

Dear Diary,

Today has been an exhorsting day! Being the Pharaoh of Egypt is curtanly no easy task. People have been complaining that there is no kulture in Egypt so to prove them wrong, I have decided to organise an Egyptian celebration for tomorrow night. There will be food and drink, and I will get the famoose Rahotep to come and sing from across the Nile. It is also necessary to get the equipment for the dancers to be in top working order. The musicals said that they would perform for me but I still want to check it myself, just to be sure.

I hope that everything will be fantastick tomorrow night!

SAMPLE



...an exhausting day! Being the Pharaoh of Egypt is

...easy task. People have been complaining that there is no

...Egypt, so to prove them wrong, I have decided to organise an

...celebration for tomorrow night. There will be food and drink,

...I will get the famous Rahotep to come and sing from across the Nile.



Mummified Mistakes

It is also **necessary** to have dancers from the Royal Court perform with them - it would be good for me to get some **exercise** rather than sitting all day, as well as entertaining for the **audience!** Everyone is excited tomorrow night. I am also **excited** - but also nervous. I must **remember** to get Henuttawy to wash my festival mask. The **consequence** of all of this work I have been doing is that I had a good night's sleep, as tomorrow I need to survey the festival grounds. It is in top working order. The royal **officials** said that I should go to check it myself, just to be sure. I hope that you have a good night!



Q2

Time to get creative! Imagine you have attended the cultural celebration that the Pharaoh has planned. Write a diary entry about your experience, remembering to include the following information.

Dear Diary

write part of the

Tonight was the dance

at the performance by the Royal Court

Dancers. Not only were they

fabulous, but there was a

special surprise - half way

through, the Pharaoh himself

joined them! He made us all

laugh with his interpretation of

the dance. Overall, it was a

very enjoyable night.

ow seat!



SAMPLE

Mummified Mistakes

Question One:

In this question, students were expected to use their knowledge to identify and correct errors in a provided text. Students should have looked for excessive repetition of letters, and incorrect use of y as the letter i. The words that should have identified as incorrect and circled are listed below.

Correct answers:

- exhorsting
- curtanly
- kulture
- selebration
- famoose
- neccessary
- exercise
- audyence
- neccessary
- excyted
- excyted
- remembur
- conssequence
- equiptment
- oficals
- fantastick

On the lines provided, correct the errors in the passage as shown below.

Correct response:

Dear *Pharaoh*, becoming the Pharaoh of Egypt is certainly no easy task. There is no culture in Egypt, so to prove them wrong, I will have a celebration for tomorrow night. There will be food and everyone is expected to come and sing from across the Nile. It is also expected that the Royal Court perform. Perhaps I should join them – it is more exercise rather than sitting on the throne all day, as well as making sure everyone I have spoken to is very excited for tomorrow night. I am very nervous, as I want everything to go well. I must remember to get my royal outfit so that I look my best. As a consequence of all of this I am now very tired. I must get a good night's sleep, as tomorrow I must check the equipment to make sure it is in top working order. The royal court would do it, but I still want to check it myself, just to be sure. I hope that it will be a fantastic tomorrow night!

This answer guide is continued on the next page...





...This answer guide is continued from the previous page.

Question Two:

In this question, students were expected to respond to the situation and imagine that they were an Egyptian person who had attended a festival organised by the Pharaoh. Using correct spelling and punctuation, students were asked to write about their experience, putting to use the skills that they have learned. This question has been structured so that it is relatively open-ended, giving students the opportunity to be as creative as they like. It is recommended that students have students swap their answers with a friend for peer review. The model response below, although students' answers will vary.

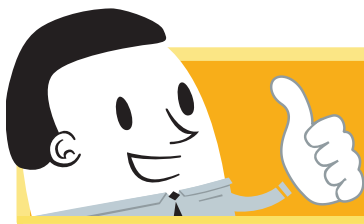
Model response:

Dear Diary,

Tonight I had a fantastic time at the festival. The Pharaoh was there, and the courtyard was elaborately decorated. The Pharaoh was dancing above our heads. The Pharaoh was dancing above our heads. My all-time favourite singer, Herodotus, was performing. I was lucky enough to get a front-row seat!

My favourite part of the festival was the dance performed by the Royal Court Dancers. Not only were they fabulous, but they were also very entertaining. Half way through, the Pharaoh himself joined the dance. His interpretation of the dance was very enjoyable. Overall, it was a very enjoyable evening.





Historical Homophones

Q3

Amun, an ancient Egyptian boy, has to write out sentences for his teacher, Osiris the priest, he does not know which homophone is the correct one. Help him out by writing the correct words from the options provided.

Be careful, as these ones are harder than in the previous questions.

- The Pharaoh's fantastic festival costume was a sight to see.
 - site/sight, see/sea
- The scent of fresh flowers is refreshing in the morning.
 - scent/cent, mourning/morning
- I don't like to see all that meat go to waste.
 - meet/meat, waste/waist
- The dress that the maid wore was made of cheap material.
 - maid/made, plane/plain, maid/made
- I know that the Pharaoh prefers sweet over sour in savoury.
 - know/no, suite/sweet
- Come and hear the story of the Pharaoh who, in the middle of the night, stole ten whole loaves of bread. He was as fast as a deer, they were caught nonetheless.
 - here/hear, whole, deer/dear, sell/cell



SAMPLE



How many times do I have to tell you? It's eagle before snake, except after feather!

Historical Homophones

Question One:

In this question, students were expected to use their knowledge of homophones. Homophones are words pronounced the same as another word but differ in meaning. They were supplied with the option of two homophones and asked to choose the most appropriate in the situation. The answers to the first set of questions are as follows:

Correct answers:

- The Pharaoh's daughter was **heir** to the throne.
- I walked **by** the Great Pyramids.
- The bride walked down the **aisle**.
- The slave's **bare** back was buried in the sand.
- The **poor** old women couldn't afford to buy a new dress.
- After writing for so long, I needed to **buy** a new pen.
- I went to **buy** a sack of grain.
- The thief was locked up in a **cell**.
- One **piece** of the pottery was broken.
- The **prophet** predicted the future.

Question Two:

In this question, students were expected to write sentences using the provided words. These sentences had to contain the word and be ancient Egyptian-themed. Model answers are shown below. Answers may vary.

Model responses:

- Flour was the best flour in his baking.
- Flowers were scattered through her dark hair.
- The woman was able to heal her sick child.
- His back was very sore after moving bricks all day.



This answer guide is continued on the next page...



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Question Three:

This question is similar to Question One, in that students were given words that are homophones – words that are pronounced the same as another word. Students were required to complete the sentences provided. However, this question was more challenging as it had blank spaces per sentence that students were required to fill in with the correct word from below.

Correct responses:

- The Pharaoh's fantastic festival cost **thousands** of dollars.
- The **scent** of fresh flowers is refreshing.
- I don't like to see all that **meat** going to waste.
- The dress that the **maid** wore was made of **fine** material.
- I **know** that the Pharaoh preferred **gold** over silver and ivory.
- Come and **hear** the **tale** of the Pharaoh's **treasure**. **He** **thought**, stole ten **whole** loaves of freshly baked bread, but he was **caught**, they were caught nonetheless, and now he is in prison.

SAMPLE





End of Lesson



Please

If you feel there is a need for this booklet for you to use with your class, you may use the activities (whole worksheets or worksheets)

Alternatively, you may use an entire worksheet as a lesson at a later

