










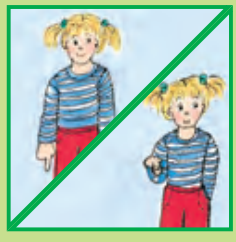
Week	Spelling Lessons	English Grammar and Punctuation	Grammatica e Punteggiatura Italiano	Color - Colore	Action - Azione	
1	Silent The children learn that some words have ‘silent’ letters: letters that are there in the written word, but not pronounced in the spoken word. They are taught the meanings and spellings of a number of words containing a silent (such as ‘lamb’ and ‘thumb’), and learn ten words (including silent words) for a test.	Alphabetical Order The children are reminded about alphabetical order and dictionary usage. They practise writing the alphabet in capital letter and lower-case letters. They then put sets of four letters into alphabetical order and look up six words in their dictionaries.	Ordine Alfabetico Attività per ripassare l’ordine alfabetico, includendo la scrittura delle lettere maiuscole e minuscole. Cercare parole nel dizionario.			
2	Silent <w> The children are taught the meanings and spellings of a number of words containing a silent <w> (such as ‘wrist’ and ‘answer’). They learn ten words (including silent <w> words) for a test.	Sentence Writing The children are reminded about sentences: sentences help to organise the words we use; they begin with a capital letter and end with a full stop, and the words in between must make sense. The children look at the ski scene picture on their page and write some sentences (of their own choosing) about what they can see. They are encouraged to proofread and correct their own work.	Scrittura delle Frasi - Divisione Sillabe Ripasso delle frasi: servono ad organizzare le parole che usiamo; incominciano con la lettera maiuscola e terminano col punto; le parole in mezzo devono aver senso. Produzione di frasi con auto-correzione.			
3	Silent <k> The children are taught the meanings and spellings of a number of words containing a silent <k> (such as ‘knight’ and ‘penknife’). They learn ten words (including silent <k> words) for a test.	Speech Marks The children are reminded that when we put spoken words, or ‘direct speech’, into a sentence we use speech marks before and after the words we are quoting. They read the text on their page and fill in the missing speech marks. Next, they write out a conversation (of their own choosing) as complete sentences, using all of the necessary speech marks and explaining who is speaking.	Speech Marks - Discorsi Diretti e Indiretti Ripassare la funzione degli speech marks. Esercitarsi, scrivendo dialoghi a piacere, spiegando chi sta parlando.			
4	<wh> (saying /w/) The children practise the <wh> spelling of the /w/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘whiskers’ and ‘whatever’), and learn ten words (including <wh> words) for a test.	Questions The children are reminded that questions are used to gain information. They decide what animal they would like to have as a pet and write it at the top of the page. They think about what questions they would need to ask to find out how to look after this animal and write them on the lines underneath.	Domande Viene ricordato che le domande servono per acquisire le informazioni. Attività es.: scegliendo un animale, devono scrivere le domande per comprendere come prendersene cura.			
5	<ph> (saying /f/) The children learn the <ph> spelling of the /f/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘elephant’ and ‘alphabet’), and learn ten words (including <ph> words) for a test.	Commas in Lists The children learn that commas are used to separate the items in a list, and are taught how to form a comma. They read the lists at the top of their page and write in the missing commas. Next, they write some lists of their own, making sure that they use commas and the word ‘and’ to separate the items in their lists.	Introduzione della Virgola negli Elenchi			

6	<p>«ea» (saying /e/)</p> <p>The children learn the «ea» spelling of the short /e/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘weather’ and ‘treasure’), and learn ten words (including «ea» words) for a test.</p>	<p>Exclamation Marks</p> <p>The children are introduced to exclamations and exclamation marks. They are told that ‘to exclaim’ means to cry out suddenly with emotion, (especially anger, surprise or pain), and that an exclamation mark is used at the end of an exclamation in place of a full stop to show strong feeling. The children write a suitable exclamation for each emotion illustrated on their page. Then they read the sentences at the bottom of the page and write in the missing punctuation marks.</p>	<p>Punto Esclamativo</p> <p>Significato dell’esclamazione e di come la punteggiatura supporta lo stato d’animo espresso dall’esclamazione. Esercitarsi, scrivendo un’esclamazione in corrispondenza di immagini e aggiungendo la punteggiatura mancante in frasi scritte.</p>			
7	<p>Soft «c»</p> <p>The children learn that when the letter «c» is followed by «e», «i» or «y» it makes a ‘soft’ /s/ sound instead of a /c/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘dance’ and ‘cylinder’), and learn ten words (including soft «c» words) for a test.</p>	<p>Alphabetical Order</p> <p>The children are already able to put sets of words into alphabetical order when each word begins with a different letter. They practise this skill at the beginning of this lesson, before learning how to put sets of words into alphabetical order when each word begins with the same letter.</p>	<p>Ordine Alfabetico</p> <p>Imparare a mettere in ordine alfabetico parole che cominciano con la stessa lettera, es. <i>banana, bingo, buccia</i>.</p>			
8	<p>Soft «g»</p> <p>The children learn that when the letter «g» is followed by «e», «i» or «y» it makes a ‘soft’ /j/ sound instead of a /g/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘orange’ and ‘giant’), and learn ten words (including soft «g» words) for a test.</p>	<p>Proper Nouns</p> <p>The children are reminded that a proper noun is the ‘special name’ given to a person, place or thing, and they learn that the names of the months and the days of the week are also proper nouns. They complete the ‘calendar’ on their page by writing the names of the months (in order and with capital letters at the beginning) and drawing a picture for each one.</p>	<p>Nomi Propri</p> <p>Ai bambini viene ricordato che i nomi propri sono “nomi speciali” che si danno a città, posti e persone. Attività di disegno e scrittura.</p>			
9	<p>«wa» (saying /wo/)</p> <p>The children learn that when the letters «w» and «a» are together in a word they are often pronounced /wo/ instead of /wa/. The children are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘watch’ and ‘swallow’), and learn ten words (including «wa» words) for a test.</p>	<p>Adjectives</p> <p>The children are reminded that an adjective is a word that describes a noun or a pronoun. They discuss aliens, and think of different types of adjectives that could be used to describe an alien’s texture, colour, age and mood. They choose one adjective that could be used to describe an alien’s head, and draw the head accordingly. They do the same for the alien’s body and feet choosing a different adjective each time.</p>	<p>Aggettivi</p> <p>Ripassare che gli aggettivi sono parole che descrivono i nomi o i pronomi. Scegliere un soggetto (es. un alieno) e ricercare tutti gli aggettivi che possono essere associati.</p>			
10	<p>«ou» (saying /u/)</p> <p>The children learn the «ou» spelling of the short /u/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘country’ and ‘nourish’), and learn ten words (including «ou» words) for a test.</p>	<p>Plurals Ending «-s» and «-es»</p> <p>The children are reminded that they know two ways to make a plural noun: adding «-s» to the end of a noun (as in ‘cats’ and ‘dogs’), and adding «-es» to the end of a noun that ends with «s», «x», «sh» or «ch» (as in ‘brushes’ and ‘foxes’). They complete the pictures at the top of their page and write the plural nouns underneath, deciding whether to add «-s» or «-es» in each case. Then they look at the pictures at the bottom of their page, decide whether the picture shows a singular or a plural noun, and write the appropriate word underneath.</p>	<p>Plurale delle Parole con Trigramma - Parole derivanti da Scienza e Coscienza</p> <p>Regole per parole con <i>cia - gia - che - gie</i>.</p>			
11	<p>«air» (saying /air/)</p> <p>The children learn the «air» spelling of the / air/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘stair’ and ‘hairbrush’), and learn ten words (including «air» words) for a test.</p>	<p>Possessive Adjectives</p> <p>The children are reminded about the personal pronouns, and are taught that there is a possessive adjective for each one: ‘I’, ‘my’; ‘you’ (singular), ‘your’; ‘he’, ‘his’; ‘she’, ‘her’; ‘it’, ‘its’; ‘we’, ‘our’; ‘you’ (plural), ‘your’; ‘they’, ‘their’. They learn that a possessive adjective describes a noun by saying to whom - or to what - it belongs. They then practise using possessive adjectives to complete close sentences, and identify the possessive adjectives in a piece of text.</p>	<p>Aggettivi Possessivi</p> <p>Introdurre gli aggettivi possessivi, collegandoli ai pronomi personali (io-mio, tu-tuo...). Spiegare che sono parole che dicono a chi appartiene una cosa. Attività di completamento frasi con l’aggettivo mancante - individuare gli aggettivi possessivi all’interno di frasi, sottolineandoli col colore <i>bluette</i>.</p>			

12	<p>«ch» (saying /k/)</p> <p>The children learn the «ch» spelling of the /k/ sound (which comes from Greek). They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘echo’ and ‘character’), and learn ten words (including «ch» words) for a test.</p>	<p>Homophones</p> <p>The children are introduced to homophones (words that sound similar to one another despite having different meanings). They are taught the differences in meaning, spelling and usage between the homophones ‘their’ and ‘there’, and ‘our’ and ‘are’, and practise using these words to complete cloze sentences. Then they write some sentences of their own containing the words ‘there’, ‘their’, ‘our’ and ‘are’.</p>	<p>La Doppia e l’Accento che cambiano significato alle parole</p> <p>Capello > Cappello Pero > Però</p>			
13	<p>Spellings for the /ai/ Sound</p> <p>The children practise the known spellings of the /ai/ sound: «ai», «ay» and «a_e». They are taught the meanings and spellings of a number of words containing these spelling patterns (such as ‘clay’ and ‘rainstorm’), and learn ten words (including /ai/ words) for a test.</p>	<p>Alphabetical Order</p> <p>The children are already able to put sets of words into alphabetical order when each word begins with the same letter. They practise this skill at the beginning of this lesson, before learning how to put sets of words into alphabetical order when each word begins with the same two letters.</p>	<p>Ordine Alfabetico</p> <p>Mettere in ordine parole che hanno le stesse prime due lettere, es. <i>bambola</i>, <i>banana</i>.</p>			
14	<p>Spellings for the /ee/ Sound</p> <p>The children practise the known spellings of the /ee/ sound: «ee» and «ea». They are taught the meanings and spellings of a number of words containing these spelling patterns (such as ‘please’ and ‘teenager’), and learn ten words (including /ee/ words) for a test.</p>	<p>Sentences and Verbs</p> <p>The children learn that as well as starting with a capital letter and ending with a full stop a sentence must contain a verb. They read each line of text on their page and identify the complete sentences. They then write some sentences of their own about the picture on their page. They make sure that each sentence starts with a capital letter, includes a verb, and ends with a full stop.</p>	<p>Frase e Verbi</p> <p>Viene spiegato che una frase, oltre che cominciare con la lettera maiuscola e terminare col punto fermo, deve contenere anche un verbo. Attività per individuare frasi di senso compiuto. Produzione frasi di senso compiuto in relazione ad immagini.</p>			
15	<p>Spellings for the /ie/ Sound</p> <p>The children practise the known spellings of the /ie/ sound: «ie», «y», «igh» and «i_e». They are taught the meanings and spellings of a number of words containing these spelling patterns (such as ‘flying’ and ‘sunshine’), and learn ten words (including /ie/ words) for a test.</p>	<p>Adverbs</p> <p>The children are reminded that an adverb describes a verb by telling us how, when or where the action is performed. They complete the <i>Adverb Poem</i> on their page by adding an appropriate adverb in each gap.</p>	<p>Adverbs</p> <p>Viene ricordato che gli avverbi descrivono i verbi. Completare un testo con gli avverbi appropriati.</p>			
16	<p>Spellings for the /oa/ Sound</p> <p>The children practise the known spellings of the /oa/ sound: «oa», «ow» and «o_e». They are taught the meanings and spellings of a number of words containing these spelling patterns (such as ‘froze’ and ‘snowball’), and learn ten words (including /oa/ words) for a test.</p>	<p>The Verb ‘to be’ (simple present)</p> <p>The children practise conjugating some regular verbs. Then they learn that not all verbs follow this regular pattern, and that the verb ‘to be’ is very irregular. They are taught how to conjugate the verb ‘to be’ in the simple present tense. They complete a number of cloze sentences by adding in the correct part of the verb ‘to be’, and identify the parts of the verb ‘to be’ in the text at the bottom of their page. (This lesson helps to prepare the children for learning about the continuous tenses, which are taught in <i>Grammar 3</i>.)</p>	<p>Verbo “Essere” al Presente</p> <p>Proprietà del verbo “essere” e coniugazione al modo Indicativo, tempo Presente. Attività a supporto della coniugazione corretta.</p> <p>Verbo “Avere” al Presente</p> <p>Differenza tra <i>a - ha</i> / <i>o - ho</i></p>			
17	<p>Spellings for the /ue/ Sound</p> <p>The children practise the known spellings of the /ue/ sound: «ue», «ew» and «u_e». They are taught the meanings and spellings of a number of words containing these spelling patterns (such as ‘ewe’ and ‘rescue’), and learn ten words (including /ue/ words) for a test.</p>	<p>Verbs and the Regular Past Tense</p> <p>The children are reminded that the suffix «-ed» is used to form the simple past tense of a regular verb. They are reminded about the three different ways in which «-ed» can be added to a verb root: as in ‘looked’ (from ‘look’), as in ‘baked’ (from ‘bake’), and as in ‘hopped’ (from ‘hop’). The children read each verb root on their page and decide how the «-ed» suffix should be added to it.</p>	<p>Revisione Imperfetto, Passato Remoto</p> <p>Conceptual Understanding dei “tempi passati” sulla linea del temporale all’interno di una frase / storia / discorso. Coniugazione modo Indicativo, tempo Imperfetto e Passato Remoto (Simple Past).</p>			

18	Spellings for the /k/ Sound The children practise the known spellings of the / k/ sound: <c>, <k> and <ck>. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as 'hook' and 'backpack'), and learn ten words (including / k/ words) for a test.	Verbs and the Irregular Past Tense The children learn that not all past tense verbs can be formed by adding <-ed> to the verb root. Together, they think of some irregular past tense verbs, such as 'swam' (from 'swim'), and 'made' (from 'make'). They match up the present and past tenses of the irregular verbs at the top of their page. Then they rewrite the sentences at the bottom of their page in the past tense. (All of these sentences contain irregular verbs.)	Participio Passato + Passato Prossimo <i>Ieri sono stato al cinema - Sabato io ho mangiato la pizza</i> (Simple Past)			
19	Spellings for the /er/ Sound The children practise the known spellings of the / er/ sound: <er>, <ir> and <ur>. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as 'third' and 'butterfly'), and learn ten words (including /er/ words) for a test.	Using a Dictionary The children are reminded that a dictionary tells us how a word is spelt and what it means. They look up the wrongly spelt words at the top of their page, write out the correct spellings, and draw a picture for each one. Then they look up the (correctly spelt) words at the bottom of their page, read the definitions and draw a picture for each one.	Attività col Dizionario			
20	Spellings for the /oi/ Sound The children practise the known spellings of the / oi/ sound: <oi> and <oy>. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as 'royal' and 'ointment'), and learn ten words (including /oi/ words) for a test.	Proofreading Sentences The children are reminded that they should always read through their work once they have finished to make sure that there are no mistakes. They are told that this is called 'proofreading'. The children practise proofreading the sentences on their page. They correct all of the punctuation errors and misspelt words with a coloured pencil.	Proofreading Frasi Attività di proofreading, correggendo gli errori fatti con penna rossa.			
21	Spellings for the /ou/ Sound The children practise the known spellings of the / ou/ sound: <ou> and <ow>. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as 'cloud' and 'sunflower'), and learn ten words (including / ou/ words) for a test.	The Verb 'to be' (simple past) The children are reminded that the verb 'to be' is very irregular, and they practise conjugating it in the simple present tense. They are then taught how to conjugate the verb 'to be' in the simple past tense. They write out each part of the verb 'to be' in the present and past tenses, and identify it in the sentences at the bottom of their page. They then rewrite each sentence in the past tense. (This lesson helps to prepare the children for learning about the continuous tenses, which are taught in <i>Grammar 3</i> .)				
22	Spellings for the /or/ Sound The children practise the known spellings of the / or/ sound: <or>, <al>, <au> and <aw>. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as 'straw' and 'saucepán'), and learn ten words (including /or/ words) for a test. ²	Expanding a Sentence The children learn that they can make their sentences more interesting by adding adjectives, adverbs and additional information. They read three short, simple sentences, and then expand them by adding adjectives, adverbs and extra details.	Espansione delle Frasi Viene spiegato che per avere frasi più interessanti, si possono aggiungere aggettivi, avverbi e ulteriori informazioni.			
23	<ey> (saying /ee/) The children learn the <ey> spelling of the / ee/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'chimney' and 'journey'), and learn ten words (including <ey> words) for a test.	Conjunctions The children are introduced to conjunctions. They learn that a conjunction is a word that joins parts of a sentence together, and that six of the most useful conjunctions are 'and', 'but', 'because', 'or', 'so', and 'while'. They identify the conjunctions in the sentences at the top of their page. At the bottom of the page, they match each sentence part to its other half and write a conjunction in the gap to join them together.	Congiunzioni Viene spiegato che le congiunzioni sono parole che uniscono più parti di una frase. Quelle più comuni sono: <i>e, ma, perché, o, così, mentre</i> . Attività di unione di più parti delle frasi tramite l'utilizzo di congiunzioni.			

24	<p>‹ear› (saying /ear/)</p> <p>The children learn the ‹ear› spelling of the / ear/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘spear’ and ‘earrings’), and learn ten words (including ‹ear› words) for a test.</p>	<p>Plurals Ending ‹-s› and ‹-ies›</p> <p>The children are reminded that a plural can be made by adding ‹-s› or ‹-es› to the end of a noun (as in ‘cats’ and ‘foxes’). They learn that when a noun ends with the letter ‹y› the plural can be formed differently, as in ‘days’ (from ‘day’), and ‘parties’ (from ‘party’).³</p> <p>The children read each singular noun on their page and decide how to form its plural. They write the plural on the line and illustrate it in the space provided.</p>	<p>Parole con <i>mb</i></p>			
25	<p>Silent ‹h›</p> <p>The children are taught the meanings and spellings of a number of words containing a silent ‹h› (such as ‘rhinoceros’ and ‘ghost’). They learn ten words (including silent ‹h› words) for a test.</p>	<p>Word Webs (synonyms)</p> <p>The children learn that they can make their writing more interesting by replacing a commonly overused word, such as ‘nice’, with a more unusual alternative, such as ‘magnificent’. They are taught how to use a thesaurus to find interesting synonyms, and are told to use a dictionary to look up the meanings of any unfamiliar words they come across. (This helps to increase their vocabularies.) The children think of interesting alternatives for the words ‘angry’, ‘quick’ and ‘pretty’, and write them in the word webs on their page.</p>	<p>Sinonimi</p> <p>Viene spiegato che evitare di usare sempre le stesse parole, se ne posso utilizzare altre con lo stesso o simile significato. Attività Word Web.</p>			
26	<p>Silent ‹c›</p> <p>The children are taught the meanings and spellings of a number of words containing a silent ‹c› (such as ‘science’ and ‘crescent’). They learn ten words (including silent ‹c› words) for a test.</p>	<p>Proofreading a Story</p> <p>The children already know how to proofread sentences to ensure that there are no mistakes in their work. In this lesson, they build on that skill by proofreading a whole story. The first half of the story is provided on the children’s page. The children proofread this text, correcting all of the punctuation errors and misspelt words. Then they continue the story in the space provided. When the children have finished their stories, they read through their work and correct any further mistakes.</p>	<p>Proofreading di una Storia</p> <p>L’attività consiste nell’identificare errori di battitura e punteggiatura mancante nella prima parte di una storia. La seconda parte della storia va creata dagli studenti. Al termine, si richiede l’attività di proofreading.</p>			
27	<p>‹are› (saying /air/)</p> <p>The children learn the ‹are› spelling of the / air/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘square’ and ‘nightmare’), and learn ten words (including ‹are› words) for a test.</p>	<p>Prefixes</p> <p>The children are introduced to prefixes. They are taught that a prefix is one or more syllables added at the beginning of a word to change that word’s meaning. They learn that four of the most common prefixes are ‹un-›, ‹dis-›, ‹mis-› and ‹im-› (all meaning ‘not’). The children practise using these prefixes to change the meanings of the words in the sentences at the top of their page. At the bottom of their page, the children choose a prefix to add to each root word. They use a dictionary to check that they have chosen the correct prefixes.</p>	<p>Parole con Prefissi</p>			
28	<p>‹ear› (saying /air/)</p> <p>The children learn the ‹ear› spelling of the / air/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘swear’ and ‘underwear’), and learn ten words (including ‹ear› words) for a test.</p>	<p>Apostrophe ‹s›</p> <p>The children are introduced to the apostrophe, and are taught how to use an apostrophe with the letter ‹s› to indicate possession. They are told that when we want to show that something belongs to someone we add an apostrophe followed by an ‹s› after the person’s name, as in ‘Annabelle’s picture’ and ‘Benedict’s bike’. The children complete the alphabetical <i>Belonging Poem</i> on their page, using apostrophe ‹s› to indicate possession, as in ‘Dan’s dog, Edward’s toy elephant, and Felicity’s feather’.</p>	<p>L’Apostrofo</p>			

29	<p>«ti» (saying /sh/)</p> <p>The children learn the «ti» spelling of the /sh/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘relation’ and ‘dictionary’), and learn ten words (including «ti» words) for a test.</p>	<p>Contractions</p> <p>The children are introduced to contractions. They learn that we sometimes shorten a pair of words by joining them together and leaving out some of the letters. We use</p> <p>an apostrophe to show where the missing letters used to be. The result is called a contraction. When we speak, we often contract the pronoun and the auxiliary verb when using the future continuous: for example, ‘they’ll be running’ or ‘I’ll</p> <p>be swimming’. The children read the contractions at the top of their page and rewrite them in full, as two words with no letters missing. Then they read the pairs of words at the bottom of the page and rewrite them as contractions, replacing some of the letters with an apostrophe.</p>	<p>Parole con Qu - Cu</p>			
30	<p>«si» (saying /sh/ and /zh/)</p> <p>The children learn the «si» spelling of the / sh/ and /zh/ sounds. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘tension’ and ‘television’), and learn ten words (including «si» words) for a test.</p>	<p>Prepositions</p> <p>The children are introduced to prepositions (words that indicate the position of one noun or pronoun relative to that of another noun or pronoun in the sentence). They read the prepositions on their page, and then complete Inky Mouse’s journey to the farm by writing an appropriate preposition in each gap.</p>	<p>Preposizioni</p> <p>Viene spiegato che le proposizioni sono parole all'interno della frase che indicano la posizione di un nome / pronome in relazione ad un altro.</p>			
31	<p>«ei» and «eigh» (saying /ai/)</p> <p>The children learn the «ei» and «eigh» spellings of the /ai/ sound. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as ‘reindeer’ and ‘eighteen’), and learn ten words (including «ei» and «eigh» words) for a test.</p>	<p>Finding the Meaning</p> <p>The children are reminded that homophones are words that sound similar to one another despite having different meanings. They learn how to use a dictionary to check the different meanings and spellings of homophones in order to avoid using the wrong word in their writing.</p>				
32	<p>«o» (saying /u/)</p> <p>The children learn the «o» spelling of the /u/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘monkey’ and ‘somebody’), and learn ten words (including «o» words) for a test.</p>	<p>The Suffix «-ing»</p> <p>The children learn that a suffix is a set of letters (usually one or more syllables), that is added to the end of a word to change - or add to - its meaning. The lesson focuses on the suffix «-ing», which is added to a verb root to form the present participle. The children are reminded about the spelling rules that apply when adding the suffix «-ed» to a verb root, and learn that these rules also apply when adding the suffix «-ing». (So we get ‘looking’ from ‘look’, ‘baking’ from ‘bake’, and ‘hopping’ from ‘hop’.)⁴</p> <p>The children read the verb roots on their page and decide how to add the «-ing» suffix in each case. They write the participles underneath each root. (This lesson helps to prepare the children for learning about the continuous tenses, which are taught in <i>Grammar 3</i>.)</p>	<p>Parole con Suffissi</p>			
33	<p>«ture»</p> <p>The children learn the «ture» spelling pattern, which can sound like /cher/ at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘fracture’ and ‘creature’), and learn ten words (including «ture» words) for a test.</p>	<p>Comparatives and Superlatives</p> <p>The children are introduced to comparatives and superlatives (special sorts of adjectives, which describe a noun by comparing it to other items). A comparative is used for comparing a noun to one or more other items, and a superlative for comparing it to the rest of the items in a group to which it also belongs. The suffix «-er» (meaning ‘more’) is added to a positive adjective to make its comparative (as in ‘smaller’), and «-est» (meaning ‘most’) is added to make its superlative, (as in ‘smallest’). The children are reminded about the three different ways in which suffixes that start with a vowel can be added, and practise making comparatives and superlatives from the positive adjectives on their page.</p>	<p>Comparativi e Superlativi</p> <p>Viene spiegato che i comparativi e i superlativi sono aggettivi speciali che descrivono un nome, comparandolo con un altro. Il comparativo è tra 2 nomi, mentre il superlativo è tra 3 e oltre.</p>			

34	<p>‹ie› (saying /ee/)</p> <p>The children learn the ‹ie› spelling of the /ee/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘shield’ and ‘belief’), and learn ten words (including ‹ie› words) for a test.</p>	<p>Interesting Words</p> <p>The children are reminded that they can make their writing more interesting by replacing a commonly overused word, such as ‘said’, with a more unusual alternative, such as ‘whispered’. They practise using thesauruses to find more interesting synonyms for commonly overused words such as ‘nice’</p>	<p>Paole Interessanti (Sinonimi)</p> <p>Attraverso l'utilizzo del dizionario dei sinonimi, i ragazzi vengono coinvolti in attività alla scoperta di parole interessanti onde evitare di utilizzare sempre le stesse.</p>			
35	<p>‹ore› (saying /or/)</p> <p>The children learn the ‹ore› spelling of the / or/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘snore’ and ‘seashore’), and learn ten words (including ‹ore› words) for a test.</p>	<p>Commas in Speech</p> <p>The children learn that a comma is not only used in a list, but also in a sentence that includes direct speech (to indicate a pause between the words that are spoken and the rest of the sentence). If the speech comes before the rest of the words in the sentence, the comma belongs after the last word spoken, but inside the speech marks. If the speech comes after the rest of the sentence, the comma belongs after the last word that is not spoken, but before the speech marks. The children also learn that, when writing, a new line is needed each time someone different starts to speak.</p>				
36	<p>‹le›</p> <p>The children learn the ‹le› spelling pattern, which can sound like /əl/ (schwa /l/) at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as ‘middle’ and ‘syllable’), and learn ten words (including ‹le› words) for a test.</p>	<p>Parsing</p> <p>The children are reminded about all of the parts of speech they have learnt so far: proper nouns, common nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions. They identify these parts of speech in the story on their page.</p>	<p>Analisi del testo</p> <p>Attività volta ad identificare i nomi propri, i nomi comuni, i pronomi, i verbi, gli aggettivi, le preposizioni e le congiunzioni. Il tutto sottolineando le singole parti con i colori corrispondenti.</p>			