

FERGUSON
INTERMEDIATE SCHOOL



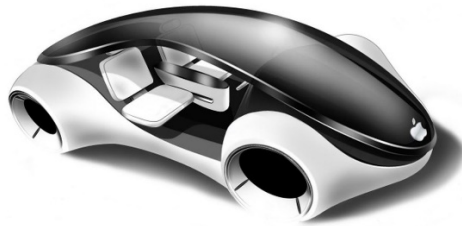
Student Workbook

17 August – 24 August

Narrative Essay

A. Choose a narrative prompt.

- I. Imagine you had a car that would take you anywhere you wanted to go for one day. Think of where you went in that car and what you did. Write a story about that day.



OR

- II. Imagine you woke up one morning and found that you had switched places with a dog or a cat. Think what it would be like. What would you do? Write a story of your day as a dog or a cat.



OR

- III. In a recent disaster, there were some kids who did some heroic things. Think what constitutes (makes) a hero. Imagine yourself as one. Now write a story in which you were a hero/heroine in a tough situation.



B. Use the graphic organiser to plan for your narrative.

Story Mapping Boxes

Beginning What happens at the beginning? Who are the main characters? Where is it set? How are the characters feeling?	
Build up What happens next? How does the story hint at a problem? How are the characters feeling?	
Problem What is the problem within the story? How are the characters feeling?	
Resolution How is this problem resolved/ sorted out? How are the characters feeling?	
Ending How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling?	

C. Write your story in the space provided below.

Social Science

My Community Mini Study

1. Identify popular or important landmarks in your community of Otara. Create a poster/collage displaying these landmarks either by copy and pasting the image or drawing a picture.
2. Choose 1 of these landmarks and research more about it. Why is it important to the community? What activities happen there? Who is this for? What does it mean to the community? Remember to write in paragraphs and include images.
3. Draw a map of Otara and include all the landmarks that you can think of.
4. Choose a place/building in Otara draw a picture of it describe what it looks like now. Draw an updated version of the place/building and explain how you would improve it and what the improvements would mean for the community.

Geometry

Geometry

G1 Homework / Assessment Worksheet


L4MG

Name: _____

Class: _____



Complete by: _____

A: 10 'Quick Questions'

- $21 - 4 \times 5 + 11 = \dots\dots\dots$
- Convert 65cm to mm
.....
- Change 22:17 in 24hr time to a.m or p.m. time
.....
- Calculate 3^3
- Find the mean of the numbers 8, 15, 12, 3, 7
mean =
- Find $\frac{1}{2}$ of \$47.50
.....
- Estimate 102.9×4.89 by rounding first
..... \times =
- Measure this line to the nearest cm
.....
- $1.85 \times 0.8 = \dots\dots\dots$
- 
perimeter = cm

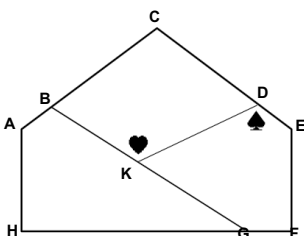
B: Geometry key facts

Complete each statement below using one of the words listed below.

- This arrow is pointing in a direction. 
- This arrow is pointing in an direction. 
- An is a measure of turn.
- Angle size is measured in
- A is used to measure angle size.
- A is used to draw circles.
- A is used to draw and measure straight lines.
- An angle that is 90° or a $\frac{1}{2}$ turn is called a angle.
- An angle that is 180° or a $\frac{1}{2}$ turn is called a angle.
- An angle is greater than 0° but less than 90° .
- An angle is greater than 90° but less than 180° .
- A angle is greater than 180° but less than 360° .
- Two lines that cross at right angles are
- Two lines that are the same distance apart are

straight
ruler
acute
parallel
clockwise
obtuse
protractor
compass
perpendicular
right
degrees
angle
reflex
anti-clockwise

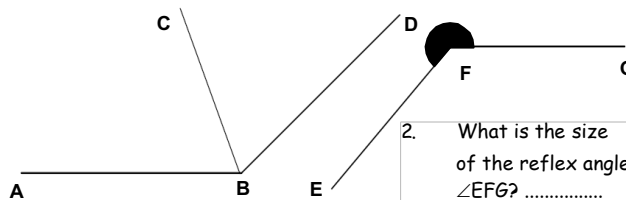
C: Naming angles



- Use three letters to name the angles marked with ♥ & ♠ shapes.
♥ = ♠ =
- Mark $\angle GBC$ with a X.
- Name two acute angles
.....
- Name two obtuse angles
.....

D: Measuring angles

- Use a protractor to measure $\angle ABC = \dots\dots\dots$ & $\angle DBA = \dots\dots\dots$



- What is the size of the reflex angle $\angle EFG$?

E: Drawing angles

Using the line AB as one arm of an angle and B as the vertex, draw the following angles.

- 190°
A B
- 105°
A B
- 40°
A B



Comments:

Please sign:
Parent / Caregiver



Curriculum Level 3 Unit Plan

SNACK ATTACK



An inquiry-based unit plan that aims to educate students about the importance of healthy snacking and how to choose healthier options.

The unit provides links to the curriculum and national standards assessment.

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Music

Ferguson Rap

IALT: -Write a simple Rap.

RT: - Include your own thoughts about values when writing a Rap.

Instructions

- Brainstorm Ferguson school values and what they mean.
- Write a rap about Ferguson school values.
- Wrap should explain all four values to the world.
- Notate the rhythm using only crochets and quavers.



RAP

A little knowledge about Rap music

The most important part of rap music are the words or lyrics that are usually performed by two vocalists or rappers. Another person provides the rhythm by operating a drum machine or beatboxing.

Rappers usually don't talk off the top of their heads but write their songs down and put a lot of thought into the message that they want the audience to understand.

The words usually reflect a message or concern of the rapper. Even a short rap needs a lot of words.

Read the passage above and answer the following questions:

- a) The most important part of rap music are
- b) Beatboxing in rap music is when.....
- c) Raps are usually performed by two rappers
because.....
- d) If you are invited to write Rap for a world famous Rapper, list 3
topics that you can write about?

1.

2.

3.
- e) If you are to form a band to perform your Rap, how many people
would you invite for your band? What are the instruments you use in
your band?

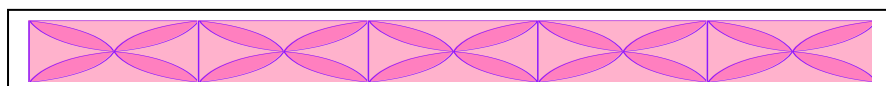
Vocabulary

Academic Word List – Week 1

1. *Meanings* – Match these words with the correct meanings. Write the correct number next to the word. Check your answers and write the correct meanings into your book.

	to achieve (v)
	a community (n)
	to design (v)
	an institute (n)
	potential (n)
	to restrict (v)

1. to plan something; to draw a sketch of something showing the details.
2. to prevent something from becoming too large or varied.
3. to successfully do something or make something happen.
4. an organisation for teaching or research.
5. all the people living in an area; the different groups in a society.
6. a person's ability to achieve success in the future.



2. *Sentences* – choose the correct word from above and put in the space.



- a) Mr Uasi asked the students to _____ a letter box.
- b) The Otara _____ is able to make good use of the new Tupu library.
- c) Students who show leadership skills have the _____ to be leaders in the future.
- d) Tangaroa College is an educational _____.
- e) The architect showed her plans for the building she had _____ -ed.
- f) If there is a car accident the flow of traffic will be _____ -ed.
- g) The school Board of Trustees represents the local _____.
- h) Mr Leach was pleased that a number of students _____ -d good marks in the recent school certificate examinations.
- i) A fashion designer is a person who _____ -s clothing.
- j) The scientist worked at the research _____.
- k) The teachers were able to see the _____ in the new third formers at Tangaroa College.
- l) The class had become too large and it was necessary to _____ the number of students.



- m) The coach thought her team had the _____ to win the netball competition.
- n) The Polynesian and Maori festival gave the _____ an opportunity to be involved in the school.

3. *Synonyms* – circle or highlight all the words that have the same or similar meaning as the first word.

a	Achieve: accomplish, attain, compute, item, reach, reduce
b	Community: access, primary, neighbourhood, society, tribe, waver
c	Design: create, economy, formula, invent, plan, stable
d	Institute: collection, company, conduct, establishment, organisation, maintain
e	Potential: aptitude, focus, capability, participate, possibility, relief
f	Restrict: consume, limit, obtain, restrain, stop, trace

4. *Reading* – read the article and complete the task in your exercise book.

No fun at ruined playground

16 February 2002

By TAMARA McLEAN

When little Maru Timoti moved to Mangere East with her family, her eyes lit up as she spied the Cottingham Reserve playground close to her new home.

But the 3-year-old's father, Sonny, quickly decided there was no way his precious daughter would play there.

Mr Timoti says the state of the Cottingham Reserve playground is a disgrace. Littered with broken glass, sharp pieces of metal and melted plastic toys, he says it is unsafe for children.

Repeated vandalism during the past five years has meant basic play equipment like swings, slides and a flying fox have been removed.

"It's been absolutely destroyed," says Mr Timoti. "Playgrounds are supposed to be a fun place but kids playing here will just get cut up and hurt."

Mr Timoti's Cranmere Crescent neighbours agree.

Sue Romana has lived next to the reserve for 23 years and says she bought a trampoline and swing set for her backyard so the children in her care don't have to go to the playground.

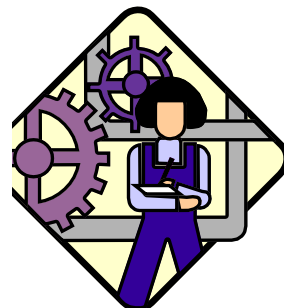
Ms Romana says teenagers who hang around the reserve and damage the equipment are a danger.

- a) Use your knowledge of the six academic words to write questions about his article.
- b) Give you book to your partner and have them answer the questions you have written.

5. **Meanings** – Match these words with the correct meanings. Write the correct number next to the word. Check your answers and write the correct meanings into your book.

	to acquire (v)
	complex (adj)
	distinct (adj)
	to invest (v)
	previous (adj)
	secure (adv)

1. safe against attack
2. to get or gain something, such as an object, trait, or ability.
3. made up of interconnected parts.
4. easily understood; clear.
5. to put money into an enterprise with the expectation of profit
6. existing or coming before something else.



Persuasive Writing

How to Write Your Own

Persuasive Paragraph

A persuasive paragraph or essay states and supports an opinion. Follow the instructions below to write your own persuasive paragraph.

Choose a subject, then use this structure to write your paragraph:

Introduction: State your position or opinion. Who is your audience? In other words, who are you trying to persuade? Keep your audience in mind when you write.

Reasons: List at least three reasons for your opinion. Think of your audience and what reasons might persuade them.

Conclusion: Restate your opinion in a persuasive way.

Prompt: *Some people think recesses in schools should be longer. They believe kids might learn better if they had a longer break in the middle of the day. However, the extra class time after recess would make the school day longer. Therefore, kids would get out of school later in the day.*

What do you think? Support your opinion with a persuasive paragraph.

Introduction:

Reason #1:

Reason #2:

Reason #3:

Conclusion:
