

Gordon Primary School

Remote Learning Grid – Week Beginning 22.02.21

If you require further support with this week's tasks or wish to submit remote learning work to your child's teacher, they may be contacted via the following class email address:

5I - class5i@gordonprimary.redbridge.sch.uk

5K - class5k@gordonprimary.redbridge.sch.uk

Please insert your child's full name in the subject line of the email, so that your child's teacher can easily access your message.

Please note, this email address exists only for the submission of remote learning work or to seek clarification in relation to this, during any period that your child is not able to attend school. Please do not use this email address at any other time, as your message may not be responded to.

If you wish to contact your child's teacher during regular school time, please do so via the home-school communication book, or call the school office on 0208 478 2977.

This Week's Spellings

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
Frequency						
Confident						
Confidence						
Confidential						
Assistant						
Assistance						
Obedient						
Obedience						
Independent						
Independence						

Why not try a spelling challenge of your choice this week using the link below?:

<https://www.spellingcity.com/spelling-games-vocabulary-games.html>

Remember to look up the definition of any words you are unsure of. The website below may help:

<https://kids.britannica.com/kids/browse/dictionary>

Reading:

Please feel free to use the links below to access free reading online! Remember to sign your reading record too!

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

https://library.thenational.academy/?utm_campaign=NLT-Place2Be-BAFTA-KIDS-2021&utm_medium=email&utm_source=Intercom&utm_content=Intercom-NLT-Place2Be-BAFTA-KIDS-2021

New Maths This Week

This week, children will be learning about decimals. They will learn how to compare, order and round numbers with decimals. They will also learn how to add and subtract numbers with decimals.

Below are some examples:



$$5.2 + 3.7 =$$

$$\begin{array}{r} 5.2 \\ 3.7 + \\ \hline \end{array}$$

Times Tables:

Practise **all** of your times tables as often as you can and the corresponding division facts! Use the links below:

<https://ttrockstars.com>

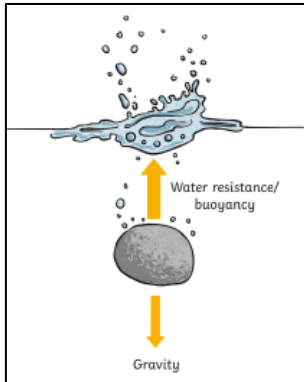
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Year 5

Article of the week:

Article 15 – All children have the right to meet with others and to join or set up associations, unless in doing so they violate the rights of others.

Thoughts for the week – what clubs or groups do you have? How can we make sure we are responsible when being in clubs? Think about your favourite places to meet up with other young people. What makes a place good for children/young people to get together?

Day	English	Maths	Science/Topic work												
1	Reading and thinking Read Chapter 5 of <i>Rooftoppers</i> on the next page to the bottom of page 40. At the end of page 36, there an ‘inspection’ is mentioned. - What is an inspection? - What do you think the inspectors will be looking for? Why? - How might Charles and Sophie prepare for this? Imagine that you are one of the inspectors from the National Childcare Agency. List some questions that you would ask in relation to the headings listed below. Use the 5ws (who, what, when, where, why) and how questions to help you. <table><tr><th><u>What you are observing</u></th><th><u>Question</u></th></tr><tr><td>Appearance</td><td><i>What type of clothing does Sophie wear?</i></td></tr><tr><td>Health and diet</td><td></td></tr><tr><td>Education</td><td></td></tr><tr><td>Behaviour and manners</td><td></td></tr><tr><td>House/living situation</td><td><i>How often do you tidy your house?</i> <i>How often do you clean your house?</i></td></tr></table>	<u>What you are observing</u>	<u>Question</u>	Appearance	<i>What type of clothing does Sophie wear?</i>	Health and diet		Education		Behaviour and manners		House/living situation	<i>How often do you tidy your house?</i> <i>How often do you clean your house?</i>	Decimals – comparing decimals Click on the link below to learn more about comparing decimals: https://classroom.thenational.academy/lessons/comparing-decimals-61j38d?activity=video&step=2&view=1 Now write down which number is largest in each question below: 0.35 or 0.23 0.47 or 57 0.859 or 0.852 1.75 or 1.25 1.98 or 1.98 Challenge: Alex says,  3.105 is greater than 3.2 because 105 is greater than 2 Do you agree? Explain your answer.	Science – Forces In today’s lesson, you will be learning about upthrust (or buoyancy) in further detail. You will also learn what density is and the impact it has on floating which is linked to upthrust. You will end the lesson by making some predictions that you will test!  Click on the link below to watch the lesson and complete the activity: https://classroom.thenational.academy/lessons/what-factors-affect-an-objects-ability-to-float-ccv3ac Challenge: Take photos of your investigation with an explanation of what happened with each object and send them to your teacher!
	<u>What you are observing</u>	<u>Question</u>													
Appearance	<i>What type of clothing does Sophie wear?</i>														
Health and diet															
Education															
Behaviour and manners															
House/living situation	<i>How often do you tidy your house?</i> <i>How often do you clean your house?</i>														

	Challenge: If Sophie was raised by a woman, do you think Sophie would be different? For example, would her behaviour and the way she dressed be different? Explain why.		
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5

By the time Sophie's twelfth birthday came around, she had almost stopped breaking plates, and the books had been moved from the kitchen back to Charles's study. Charles called her in there to give her his present. It stood on the desk, a square tower wrapped in newspaper.

'What is it?' It looked the size of a bathroom cabinet, but even from someone as unusual as Charles that seemed an unlikely gift.

'Open it.'

Sophie tore off the paper. 'Oh!' Her breath got tangled up somewhere on the way out. It was a stack of books, each bound in a different coloured leather. The leather glowed, despite the grey day outside.

'There are twelve. One for each year.'

'They're beautiful. But . . . Charles, weren't they

terribly expensive?' They looked as though they would be warm to touch. Leather like that wasn't cheap.

Charles shrugged. 'Twelve is the right age to start collecting beautiful things. Each of these,' he said, 'was a favourite of mine.'

'Thank you! Thank you.'

'It's the things you read at the age you are now which stick. Books crow-bar the world open for you.'

'They're perfect.' Sophie turned them over. She sniffed the insides. The paper smelt of brambles and tin kettles.

'I'm glad you think so. Although, if you turn down the corners of the pages like that I shall have to bludgeon you to death with *Robinson Crusoe*.'

When she had examined the last one (it was *Grimm's Fairy Tales*, and the illustrated plate in the front looked promising) Charles went to the window sill and came back with a carton of ice cream. It was the size of Sophie's head.

'Happy birthday, my child.' Sophie dipped in a finger; which was not allowed, but could probably be got away with on her birthday. It was rich and sweet. Sophie dug out a chunk with Charles's ruler, and grinned up at him.

'It's perfect. Thank you. It tastes exactly like birthdays should taste.'

Charles believed food was better eaten in beautiful places: in gardens, or in the middle of lakes, or on boats. 'I have a theory,' he said, 'that the best place to eat ice cream is in the rain on the outside box of a four-horse carriage.'

Sophie squinted at him. It was sometimes difficult to tell if Charles was joking. 'Is it?'

'You don't believe me?' said Charles.

'No, I don't.' Sophie struggled to keep a straight face. She could feel a laugh rising. It was like a sneeze; it filled her chest.

'Well, neither do I, to be honest. But it's possible,' said Charles. 'You and I will go out and test it. Never ignore a possible!'

'Fantastic!' Four-horse carriages were, Sophie thought, the best invention in the world. They made you feel like a warrior-queen. 'Can we ask to have the horses gallop?'

'We can. Though I suggest that you change into your trousers first. Those skirts are fascinating creations; it's as though you've mugged a librarian,' said Charles.

'Yes! I'll be quick.' Sophie gathered up her books into her arms. She could only just see over them. 'And then?'

'And then we will locate a cab. Very luckily, it happens to be raining.'



Charles, it turned out, was right. The rain lashed against them as they thundered round corners, and made her ice cream run down over her wrist. It whipped her hair into wet snakes behind her. It made eating a challenge, but Sophie liked a challenge.

When they returned, streaming with water and stuffed with ice cream, there was a letter on the doormat. One look at the envelope made Sophie certain it was not a birthday card. All the happiness went out of her in a whoosh.

Charles read it with a tight-set face.

'What is it?' Sophie tried to read over his shoulder, but he was too tall. 'Who's it from? What do they want?'

'I'm not quite sure.' His face was transformed. He was unrecognisable as the man he had been only a minute before. 'It seems there is to be an inspection.'

'Of what? Of me?'

'Of us. It's from the National Childcare Agency. They say they have doubts about my ability to care for you, now that you are a young woman. They think I will be unable to teach you how to behave like a lady.'

'What? But that's crazy!'

'Governments often are.'

'I'm only just twelve! I'm practically still eleven.'

'Nonetheless, they intend to come.'

'Who is they? Who sent it?'

'Two men; one is called Martin Eliot. The other name I can't read.'

'But why? Why should two strangers get to decide about me? They don't know me! They're just men!'

'Men! I know these sorts of people. They're not men. They're moustaches with idiots attached.'

Sophie snorted with snotty laughter. She wiped her eyes. 'So what do we do?'

'I suppose we should clean.' Together, she and Charles looked around the hall. It was clean enough already, she thought, if you didn't count the poems she had copied onto the wallpaper, or the spiderwebs. Sophie liked spiders, and always dusted around them.

'Do I have to move the spiders?'

'I fear so,' said Charles. 'And I will have to cut the ivy.'

Last year an ivy vine had worked its way in through the window, and spread over one wall in the hall. It had settled like a Sunday hat over the portrait of Charles's grandmother. Sophie loved it.

'Could you leave the part growing on Grandmother Pauline? They wouldn't notice, would they?'

'I can try, certainly.' But Charles was clearly not thinking of grandmothers. 'And then there's you, Sophie.'

'What about me?' Sophie felt herself flushing. 'Is there something wrong with me?'

'To me, of course, you are as close to perfect as a human can be. But I have a suspicion – though please do correct me if I'm wrong – that your hair will not meet with approval. No, not the front – here, at the back.'

Sophie groped around the back of her head. 'What's wrong with it?'

'Nothing is wrong with it, exactly. It's just that it resembles a ball of string. I believe hair is more usually described as a curtain. Or a wave.'

'Oh!' It was true, she supposed. She had never read about a heroine with balls of hair. 'Leave it to me.'

That night, Sophie went to battle with her hair. At first, her hair seemed to be winning. The knot was

at the base of her neck, the most awkward place to reach. This was usually the way with knots. Grimly, Sophie tugged, until she had a handful of hair in her lap, but still the knot was enormous. She pulled vengefully, and the comb snapped in two and stayed there, hanging in her hair. She swore, under her breath. 'Damn.'

Sophie ran down to the kitchen, and found the scissors. She wove them into the middle of the knot, and bit down on her tongue for courage, and cut. It was surprisingly satisfying. When she had cut out the comb and most of the knot, she plaited her hair into a thick rope over her shoulder. Unless you looked closely, she thought, you would barely notice. She felt gingerly at her scalp. Being ladylike was a painful enterprise.

On the day of the inspection, Sophie scrubbed at her hands until her fingernails shone and she had rubbed half the skin off her knuckles. Charles polished her shoes with candle wax and a lump of coal, and, as they had no iron, pressed her clothes with a hot brick. Charles mopped the floor and Sophie soaped the walls until she had taken half the pattern off the wallpaper. She placed jars full of flowers all

over the house. Everything smelt of rose petals and soap.

'I think it looks fine,' she said. Sophie had always loved the house, and it seemed especially handsome today. 'I think it looks perfect.'

Then they hovered by the door, unable to sit still. At the last minute, a thought occurred to Sophie.

'How long do I have until they come?' she asked Charles.

'Three minutes, or thereabouts. Why?'

'I'll be right back.' She took the stairs four at a time. In her bedroom, she powdered her nose with talcum powder, and rubbed red paint on her cheeks and lips. There was no mirror. She hoped it looked right.

Charles blinked when she came down. Sophie's suspicions that her cheeks were more 'clown' than 'gracious young lady' deepened, but before either had time to say anything the doorbell rang.

The woman on the doorstep had a clipboard, and an expression like a damp sock. The man next to her had a briefcase and elaborate facial hair. Sophie thought he looked faintly familiar.

Charles whispered, 'Moustache', and Sophie fought not to laugh.

Planning a formal report

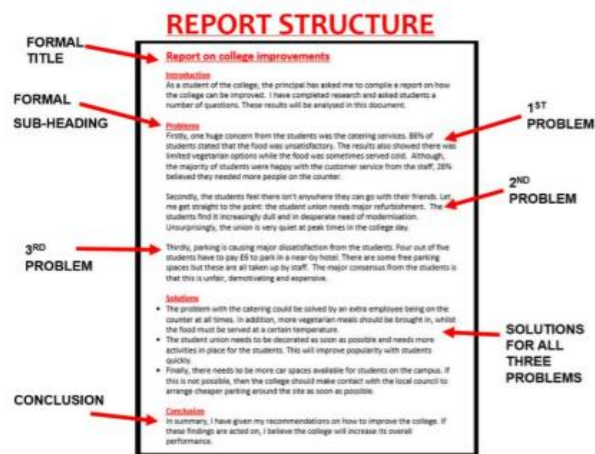
Finish reading Chapter 5 of *Rooftoppers* on the next page from page 41 to the bottom of page 45. Collate/list everything that Miss Eliot has actually witnessed and what she would see as wrong with it:

<u>What Miss Eliot has witnessed</u>	<u>Why it is wrong</u>

Imagine you are Miss Eliot and you are writing a formal report to the National Childcare Agency based on your observations of Charles' home.

What is a formal report?

A formal report is a short and accurate document for a particular purpose and audience. It sets out and analyses a situation or problem and offers recommendations for future action. It is clear and well-structured. Below is an example of a formal report the main features labelled:



Decimals – ordering decimals

Click on the link below to learn more about ordering decimals:

<https://classroom.thenational.academy/lessons/ordering-decimals-6gt66r?activity=video&step=2&view=1>

Now order the following numbers starting with the largest:

- 0.123 0.321 0.231 0.103
- 3.2 km 3.21 km 3.212 km 3202 m
- 65.394 65.309 63.999 65.493

Check your answers using place value chart.

History – The Romans

In today's lesson, you will be learning about how the Romans changed Britain. You will start the lesson off by looking at how the Romans built roads and then looking at how they introduced new ways to keep their towns and cities clean. You will end the lesson by exploring how the Romans dominated Britain.



Click on the link below to watch the lesson and complete the activity:

<https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt>

Challenge:

Use the video you have just watched above to answer the following questions. If you are unsure, research the question to find the answer:

- How did the Romans travel?
- Why did the Romans build their roads in the way they did?
- How did the Celts travel?
- Which major cities were connected by Roman roads?
- How did the Romans change life in Britain?

Plan your report using the template below and using your table from yesterday’s session for your main points about Charles’ house and Sophie as those ideas have the ‘problems’ that are needed

Planning Your Report
Introduction What is the report about?
Sub-heading State the first problem (use yesterday’s table).
Sub-heading State the second problem (use yesterday’s table).
Sub-heading State the third problem (use yesterday’s table).
Solution/conclusion

for the report.

They led the pair into the sitting room. The couple refused all offers of tea, and began their questioning at once. Sophie winced away from them. It was like being under fire.

'Why isn't the child at school?' said the woman.

Sophie waited to see if Charles would answer. When he didn't, she said, 'I don't go to school.'

'Why not?' said the man.

'I learn from Charles.'

'Do you have proper lessons?' The woman looked sceptical.

'Yes!' said Sophie. 'Of course I do.' A useful sentence popped into her head. 'Charles says, without knowledge, you see only half the world.'

'Hmph. And these lessons take place every day?'

'Yes,' lied Sophie. In fact, they did lessons whenever either of them remembered. Sophie found it very easy to forget.

'Can you read?' said the woman.

'Yes, of course!' That was stupid. Sophie couldn't remember not being able to read, any more than she could remember not being able to walk.

'Can you do mathematics?'

'Um. Yes,' said Sophie. That was true. Sort of.

'Although I hate the seven times table. I like the eights and nines, though.'

'Can you recite your catechism?'

'No.' Sophie's insides grew colder. 'I don't know what that is. Is he a poet? I can do most of Shakespeare, if you'd like.'

'No, thank you. That will not be necessary. Can you cook?'

Sophie nodded.

'Plain cooking, pastry, a fine trifle for dinner parties?'

'Um. Yes, I think so.' It wasn't a lie, she told herself firmly. She'd never made a trifle, but anyone who could read could cook, as long as you had the right books.

'You can't be eating well; you slouch, and you're too pale. Why is she so pale?'

For the first time, Charles spoke. 'She is not too pale. She is cut from the stuff of the moon.'

The woman snorted; the man was distracted, looking around the room. 'Is this where you do lessons?' he asked Sophie.

'We mostly do them—' She had been going to say, 'on the roof', but Charles widened his eyes in warning,

and his head gave the subtlest of shakes. 'Yes,' she said. 'Mostly in here.'

'Then where do you keep your blackboard?'

Sophie couldn't think of a convincing answer to that one. She told the truth. 'We don't have a blackboard.'

'And how do you expect to learn anything without a blackboard?' asked the woman.

'Well, I have books. And paper. And,' Sophie said, brightening, 'I'm also allowed to write on the walls, and draw, as long as I don't do it in the parlour. Or the hall, unless I do it behind the coat stand.'

For some reason, the woman was not appeased by this. She stood, and turned to the man. 'Shall we begin? I dread to think what we'll find.'

The pair marched through the house as though they were planning to buy it. They inspected the sheets for holes and the curtains for dust, and looked in the larder. They took notes of the rows of cheeses and jars of jam. Finally, they marched up to Sophie's attic room, and looked through her chest of drawers.

The woman drew out the red trousers, and the man shook his head sadly. The green pair – which had

accrued some interesting stains around the ankle – made the woman shudder.

'Unacceptable!' she said. 'I find it shocking, Mr Maxim, that you let this go on.'

Sophie said, 'But he doesn't *let it go on*, at all. I mean – they're mine. They're nothing to do with Charles.'

'Please hold your tongue, child.'

Sophie longed to hit her. Charles moved to stand closer to Sophie, but he said nothing. He had barely spoken; and he kept silence all the way downstairs, and only as he shook their hands did he speak a few words to the inspectors. Sophie strained, but could not hear. She closed the door behind them, and sank down on the mat.

'What did they say? Did I do all right?' She chewed on the end of her plait. 'I hated them, didn't you? I wanted to spit. That man! He had a face like a baboon.'

'He did seem excellent proof of the theory of evolution, didn't he? And the woman! I have met wrought-iron railings with more human generosity.'

'What were they saying, when they left?'

'They said they are going to submit a report.'

'That wasn't all, though, was it? You were talking for longer than that.'

'I think we'd better have a talk. Where is the best place for talking? The kitchen?'

Sophie didn't want to be anywhere the inspectors had passed through. The house felt damp and clammy in their wake. 'No, the roof.'

'Of course. I'll fetch some whisky. Why don't you run down to the kitchen, and fetch the cream jug? It helps to have cream, I think, on days like these.'

Sophie ran. The cream jug was cooling in the ice-box. There was jam, and a loaf fresh from the oven; she added that. She found Charles perched on the chimney pot.

'Sit down. Have a little whisky.' He looked about the rooftop for a glass, then handed her the bottle. 'Take a gulp.' The whisky made Sophie cough and spit, but he said, 'Think of it as medicine. Yes, well done. Are you all right?'

'Yes, of course. What's going on? What did they say?'

'Sophie. You must try to believe what I am going to tell you. You must try to understand. Can you do that for me?'

'Of course I can,' said Sophie. She stared at him indignantly. 'Why wouldn't I?'

3

Writing a formal report

Using your plan from yesterday and the template below, write your report, which should indicate the problem. You may also add diagrams with labels to show what you saw in Charles' home. You should end your report by making suggestions on solutions based on what you saw in Charles' home and the way Sophie is being raised.

<u>National Childcare Agency Report</u> Guardian/adult responsible for _____ <u>Introduction</u> _____ _____ _____ <u>Problems</u> – include paragraphs here for each of the problems – eg., Sophie's appearance, her behaviour, the conditions of Charles' home) _____ _____ _____ _____ _____ <u>Solutions</u> – you may bullet point your ideas here _____ _____ _____ <u>Conclusion</u> _____ _____ _____ Yours Sincerely _____ M.Eliot
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Decimals – rounding decimals

Click on the link below to learn more about rounding decimals to the nearest whole number:
<https://classroom.thenational.academy/lessons/rounding-decimals-part-1-crvk6c?activity=video&step=2&view=1>

Now round the following decimals to the nearest whole number:

- 5.8
- 7.3
- 9.5
- 14.2
- 36.8

Challenge:

Dexter is measuring a box of chocolates with a ruler that measures in centimetres and millimetres.

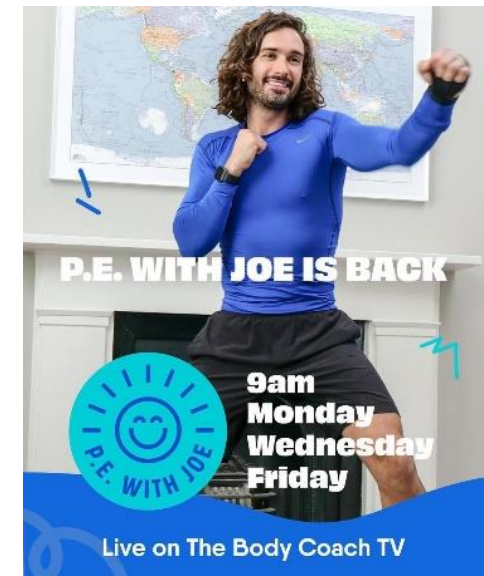


He measures it to the nearest cm and writes the answer 28 cm.
 What is the smallest length the box of chocolates could be?

PE

Follow the YouTube link below and choose a PE session by Joe Wicks to do:

<https://www.youtube.com/channel/UCaXW1XT0iEJo0TYIRfn6rYQ>



a title and opening sentences clearly explaining what the report is about.

paragraphs of information for each of the headings.

tables/pictures/diagrams to add information.

facts linked within each paragraph.

a conclusion - summary of key points.

factual language.

appropriate tense.

an interesting sentence to end the report.

Editing

Using the checklist below, edit your report from yesterday's session:

Decimals – adding decimals

Click on the link below to learn more about adding decimals:

<https://www.youtube.com/watch?v=T7b6rhMwA3M>

Now answer the following questions:

1. $5.8 + 2.1 =$
2. $7.3 + 2.6 =$

Eva is trying to find the answer to



$$4.144 + 1.4$$

Here is her working out.

$$\begin{array}{r} 4.144 \\ + \quad 1.4 \\ \hline 4.248 \end{array}$$

Can you spot and explain her error?

Work out the correct answer.

3. $9.5 + 8.9 =$
4. $14.2 + 11.35 =$
5. $36.8 + 22.76 =$

Challenge:

RE – understanding why some people pray and others do not

By the end of this session, you will be able to understand and discuss why religious believers pray and why others do not.

Using everything you have learnt in your RE learning over the last half term, answer the following questions:

1. Do you think that everybody has the same commitment to prayers? Why/why not?
2. Why do you think religious people pray?
3. What is the importance of prayer within different religions?
4. What do you think makes a person non-religious?
5. Why might a non-religious person not pray?

Your next task is to be a prayer detective and use your investigative skills to find out why some people pray and others do not. Create a survey (with at least five questions) which you can complete when we are back to school. Think about the features of a survey and questions that will give you more information. For example:

1. *How often do you pray? Circle your answer.*
Everyday Between 3 and 5 times a week
Up to 2 times a week Never

2. *Do you pray? Circle one answer.*
Yes No
Explain why.



Free-write Friday!

Explore the picture below and brainstorm everything that comes to your mind – think about adjectives, expanded noun phrases, rhetorical questions, similes – anything that will help you with your writing!

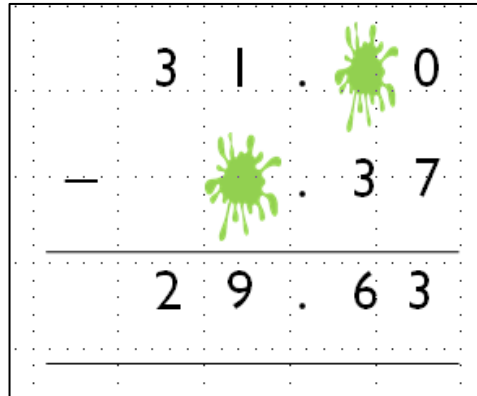
Now have a read of my beginning:

The ground began to shake. Birds sprang from the branches of trees in a state of panic as the huge figure crawled out of the earth. First, it was an elbow... Then a head... Then a colossal, moss-covered, stone face...

An almighty bellow erupted from the giant's enormous mouth, shaking the windows of the house. He dragged his immense torso out of the ground, then his feet (which were the size of double-decker buses) and stood up to his full height.

Decimals – subtracting decimals

Click on the link below to learn more about subtracting decimals:



<https://www.youtube.com/watch?v=MdthGCQfCO>
[o](#)

Now answer the following questions:

1. $5.8 - 2.5 =$
2. $7.3 - 5.2 =$
3. $9.5 - 5.9 =$
4. $14.2 - 12.5 =$
5. $36.8 - 18.5 =$

Challenge:

Music – Timbre – developing body percussion

For this lesson, you are going to need your hands, your body, and some headphones if you have any. If you don't have headphones, don't worry – just go to a quiet place in your house where you will not be disturbed. You will also need a piece of paper and a plastic cup that won't break. Ask an adult if you need help.

Are you ready for some fun?

Follow the link:

<https://classroom.thenational.academy/lessons/developing-body-percussion-part-1-6rv3ar>

Make your own body percussion routine to your favourite song, record it and send it to your class teacher.

Menacingly, he turned and strolled towards the house. There was look of hunger in his bulging

Description 	From inside the house, you could hear....
Action 	Without warning...
Dialogue 	Somebody screamed...
Where 	All around the giant...

eyes...

Your task now is to continue the story. Think about the free-writing we have done in class together and the different ways we have written narratives. You may also complete your narrative as a storyboard if you wish.

Below are some sentence starters and a writer's toolkit to guide you through your story if you would like some ideas to get started:

Action sentence openers ☐ Afterwards ☐ Immediately ☐ Soon ☐ After a while ☐ Before long ☐ All of a sudden ☐ In a blink of an eye ☐ Eventually ☐ Later	Dialogue ☐ called ☐ demanded ☐ screamed ☐ exclaimed ☐ pleaded ☐ screeched ☐ roared ☐ wailed ☐ announced	Dialogue ☐ groaned ☐ replied ☐ mumbled ☐ gasped ☐ whispered ☐ stammered ☐ sobbed ☐ grumbled ☐ uttered
Where sentence openers (prepositions) ☐ Under ☐ Through ☐ Beside ☐ Below ☐ Above ☐ Next to ☐ Between ☐ Inside ☐ Behind ☐ Across ☐ On top of ☐ Underneath	Adverb sentence openers ☐ Angrily ☐ Anxiously ☐ Cautiously ☐ Awkwardly ☐ Courageously ☐ Frantically ☐ Silently ☐ Nervously ☐ Rapidly ☐ Gently ☐ Foolishly ☐ Loudly ☐ Quietly ☐ Mysteriously	Conjunctions to link sentences ☐ and ☐ then ☐ so ☐ because ☐ until ☐ or ☐ as ☐ when ☐ but ☐ while