Then and now

Learning Notes

First, use a short record to support a frequency statement.

Unit 1 / Four recorded Mondays

Visit count	Word
0 out of 4	never
1, 2 or 3 out of 4	sometimes
4 out of 4	always

Your learning route

01 What does the record show? p. 1
Count the visits ·Test the frequency word

02 Compare two objects fairly p. 2
Compare like with like ·Build both sides

03 Then and now p. 3
Mark the two times ·Show what changed

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Name _____ Class _____

Date _____

01 What does the record show?

Learning goal Use a short record to support a frequency statement.

Key idea

Define the observation period. Count how many entries show the activity and how many entries there are altogether. A record covering five days supports a claim about those five days. It cannot tell you what always happens all year.

Worked example

Library visits over four Mondays: yes, no, yes, no.

Choose always, sometimes or never for the named activity during the recorded days. Give the count as evidence.

1 **Count the visits** Make one mark for each yes. Two marks mean two visits. Count every recorded Monday, including the two with no visit.

2 **Test the frequency word** Always would need four visits and never would need none. Two visits out of four leaves sometimes.

Worked answer Sometimes; two out of four Mondays. At least one visit occurred, but two Mondays had no visit.

Four recorded Mondays

Visit count	Word
0 out of 4	never
1, 2 or 3 out of 4	sometimes
4 out of 4	always

Common mistake “Always, because I can see two yes entries.”

Check your thinking A single no rules out always. Count the no entries as well as the yes entries.

Unit 1 • Guided practice

Watered plants over three mornings: yes, yes, yes.

Choose always, sometimes or never for the named activity during the recorded days. Give the count as evidence.

Hint Count the yes entries out of all the entries.

02 Compare two objects fairly

Learning goal Use a comparative sentence to report a measured difference.

Key idea

Read the unit and both measurements. Pick the object with the greater value if the word is long, tall or heavy. Use heavier for heavy and write than before the second object. Do not compare a height with a weight.

Worked example

Red rope 7 m; blue rope 4 m. (long)

Use the adjective in brackets to write a true comparative sentence. Include both names.

1 **Compare like with like** Both rope lengths use metres, so you can compare 7 directly with 4. Decide which rope is longer before writing.
2 **Build both sides** Put the red rope first for longer, add than, then name the blue rope. Read your sentence back against the numbers.

Worked answer The red rope is longer than the blue rope. Both lengths are in metres. Seven is greater than four.

Common mistake “The blue rope is longer than the red rope.”

Check your thinking This says 4 m is longer than 7 m. Swap the names, or use shorter with the blue rope first.

Unit 2 • Guided practice

Green box 5 kg; pink box 9 kg. (heavy)

Use the adjective in brackets to write a true comparative sentence. Include both names.

Hint Check the larger measurement before adding -er.

03 Then and now

Learning goal Describe a change in what someone is able to do.

Key idea

Separate the old time from now. Write could or could not for the old ability, and can or cannot for the present one. Both take a plain verb. A past success on one particular day is different from an ability over a period.

Worked example

Lily: at six, unable to skate; now, able to skate.

Write one or two sentences comparing past and present ability. Use could or could not and can or cannot.

1 **Mark the two times** At six points to an earlier time. Unable means Lily could not skate then.

2 **Show what changed** Now asks about the present. Able gives can. Keep skate the same after each helping verb.

Worked answer At six Lily could not skate. Now she can skate. The first sentence is about an earlier ability and needs could not.

Common mistake “Lily could skate at six; now she can skate.”

Check your thinking The first part misses unable. Add not to show she learnt the skill later.

Unit 3 • Guided practice

Tom: last year, able to lift the small box; now, able to lift the large box too.

Write one or two sentences comparing past and present ability. Use could or could not and can or cannot.

Hint Use the two time labels to keep the abilities apart.

Apply what you learned

Unit 1 • New context

On five recorded Tuesdays, Kim read at lunch on four of them. Choose always, sometimes or never and give evidence.

Unit 2 • New context

Green ribbon: 8 cm. Gold ribbon: 12 cm. Compare them using short.

Unit 3 • New context

At five, Kai was able to float. Now, with his arm in a cast, he is unable to float safely. Compare the two times.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

Packed fruit over five school days: no, no, no, no, no.

Choose always, sometimes or never for the named activity during the recorded days. Give the count as evidence.

Task 2

Oak tree 8 m; pine tree 6 m. (tall)

Use the adjective in brackets to write a true comparative sentence. Include both names.

Task 3

Amy: at seven, unable to whistle; now, able to whistle.

Write one or two sentences comparing past and present ability. Use could or could not and can or cannot.

Check your practice

Unit 1 What does the record show?

Guided practice Always; three out of three mornings. Every recorded morning has yes.

Application Sometimes. Kim read on four of the five Tuesdays.

Unit 2 Compare two objects fairly

Guided practice The pink box is heavier than the green box. Nine kilograms is heavier; change y to i before -er.

Application The green ribbon is shorter than the gold ribbon.

Unit 3 Then and now

Guided practice Last year Tom could lift the small box. Now he can lift the large box too. The objects show what changed.

Application At five Kai could float. Now he cannot float safely.

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.