

## Year 3 English activities (Week beginning 1<sup>st</sup> June 2020)

As well as these you can also do the Week 8 daily activities in Purple Mash

These are the suggested activities for each day of the week. If your child prefers to complete the activities on different days, that is also completely fine.

<u>Monday 1<sup>st</sup></u>	<u>Challenge activities</u>																
<p><b>Reading:</b> Read AR (or any other) book for 20 minutes.</p> <p>(Choose a book from openlibrary.org or read the book you chose from purple mash). OR choose a book from Oxford Owl (you will need to register with this site but it is free. <a href="#">Click on browse the eBook library</a>) <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a></p>	<p>ILT clarify Check the meaning of words that you're unsure about in your book. Use a dictionary, an online dictionary or read around the sentence to help you understand its meaning. Write its definition and then write an exciting sentence. E.g. <u>strength</u> - being strong Like a superhero, he used all his strength to push away the fallen tree.</p>																
<u>Tuesday 2<sup>nd</sup></u>	<u>Challenge activities</u>																
<p><b>Spelling: suffix - 'ly'</b></p> <ul style="list-style-type: none"> <li>The suffix '-ly' is added straight on to most root words e.g. quick = quickly</li> <li>If the root word ends in consonant letter 'y', the 'y' is changed to 'i', e.g. happy + ly = happily (drop the y and replace it with 'i', then add 'ly')</li> <li>If the root words ends in 'le', the 'le' is changed to 'ly' e.g. gentle + ly = gently</li> </ul> <p><a href="https://www.youtube.com/watch?v=gOoZ3HAbh00">https://www.youtube.com/watch?v=gOoZ3HAbh00</a> <a href="https://www.youtube.com/watch?v=LnoiOMDXAvE">https://www.youtube.com/watch?v=LnoiOMDXAvE</a></p> <p>Add the suffix 'ly' to the following root words but remember the above rules:</p> <table border="0"> <tr> <td>nice</td> <td>late</td> <td>close</td> <td>basic</td> </tr> <tr> <td>happy</td> <td>funny</td> <td>lucky</td> <td>frantic</td> </tr> <tr> <td>gentle</td> <td>simple</td> <td>humble</td> <td>dramatic</td> </tr> </table>	nice	late	close	basic	happy	funny	lucky	frantic	gentle	simple	humble	dramatic	<p>Think of at least 5 more words for each category:</p> <table border="0"> <tr> <td><u>Words ending with 'y'</u></td> <td><u>words ending with 'le'</u></td> </tr> <tr> <td>happy + ly = happily</td> <td>gentle + ly = gently</td> </tr> </table> <p>Extra Challenging: Write each of these words in your own exciting sentence.</p>	<u>Words ending with 'y'</u>	<u>words ending with 'le'</u>	happy + ly = happily	gentle + ly = gently
nice	late	close	basic														
happy	funny	lucky	frantic														
gentle	simple	humble	dramatic														
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### Wednesday 3<sup>rd</sup>

#### **Grammar: ILT identify adverbs**

An adverb is a word that **describes a verb** (an action or a doing word). *e.g.* : He ate his breakfast quickly.

The word 'quickly' is an adverb as it tells us how he ate (the verb) his breakfast. Adverbs can come before or after a verb.

- He quickly ate his breakfast.
- He ate his breakfast quickly.

Changing where the adverbs are in your sentences can make your writing more interesting to read.

See if you can find some adverbs in the book that you are reading. If you can't find any, then find at least 10 adverbs that you could add to some of the sentences to make them more interesting.

### Challenge activities

Write at least 10 interesting sentences using interesting adverbs. You may want to add some different punctuation too such as exclamation marks (!), question marks (?) and inverted commas for speech "Hello," replied the boy nervously.

<https://www.bbc.co.uk/bitesize/articles/zbn492p>

<https://www.theschoolrun.com/what-is-an-adverb>

## Thursday 4<sup>th</sup> and Friday 5<sup>th</sup> Writing Task

Task	How to do it	Optional further ideas
<p><b>Diary</b> Write a diary about a day in lock down, a bit like the one that we read in school about Ben's day. <u>Include the following features:</u></p> <ul style="list-style-type: none"><li>• Date</li><li>• Greeting</li><li>• Informal language and phrases e.g. "Guess what happened?"</li><li>• Time prepositions to show when things happened e.g. In, On, At, Before, After</li><li>• Write in paragraphs to organise events</li><li>• First person - I</li><li>• Personal pronouns - I, we</li><li>• Past tense</li></ul>	<p>Think about what day you want to write about. Start with a greeting e.g. Dear Diary, <u>First paragraph (beginning):</u> The first paragraph should start with a brief description about the start of your day. This is an introduction and should set the scene. E.g. Today was the best day ever! Remember to describe where the events take place.</p> <p><u>Second paragraph (middle):</u> The next paragraph should be about what happened after you woke up. Remember to add lots of detail and description. Talk about feelings and emotions.</p> <p><u>Final Paragraph (ending)</u> In this paragraph you are ending your diary and summarising your favourite parts of the day. Remember to end it with your name.</p> <p>Read your work aloud a few times. Make changes to it if you think you need to. Once you are happy publish your diary in your best writing.</p> <p><i>This is a great video example of how to write a diary (scroll down to watch the video):</i> <a href="https://www.twinkl.co.uk/resource/t2-e-1088-diary-writing-checklist-differentiated">https://www.twinkl.co.uk/resource/t2-e-1088-diary-writing-checklist-differentiated</a></p>	<p>You could add a range of different punctuation marks such as exclamation marks and question marks. Add some adverbs ending in 'ly' e.g. excitedly. Maybe you could try to add some subordinate conjunctions too e.g. but, when, because</p> <p>You could publish your diary in your book, a diary if you have one or online on purple mash.</p>