

## Year 3 English activities (Week beginning 8<sup>th</sup> June 2020)

As well as these you should also do the Week 9 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 8<sup>th</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="https://www.oxfordowl.co.uk/">Click on browse the eBook library</a>) <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a></p>	<p>ILT infer Use the inference table to make inferences about 3 pages that you have read in your book:</p> <div data-bbox="1368 635 1924 1050" data-label="Diagram"> <p><b>Inference Equation</b></p> <p>What I Read + What I Know = What I Infer</p> <p>Use quotes from the text and note page number for future reference. Use background knowledge and prior experiences from your own life. Put "two and two together" and make a conclusion about the story.</p> </div> <p>Example:</p> <table border="1" data-bbox="1115 1093 2072 1348"> <thead> <tr> <th>What I read:</th> <th>What I know:</th> <th>What I infer: conclusion</th> </tr> </thead> <tbody> <tr> <td>Hamish Bigmore behaved even worse than expected. He found all their books and games.</td> <td>+ I know Hamish Bigmore is mean. I know he breaks things.</td> <td>= He is jealous</td> </tr> </tbody> </table>	What I read:	What I know:	What I infer: conclusion	Hamish Bigmore behaved even worse than expected. He found all their books and games.	+ I know Hamish Bigmore is mean. I know he breaks things.	= He is jealous
What I read:	What I know:	What I infer: conclusion					
Hamish Bigmore behaved even worse than expected. He found all their books and games.	+ I know Hamish Bigmore is mean. I know he breaks things.	= He is jealous					

Tuesday 9<sup>th</sup>

Challenge activities

**Spelling:**

Spelling - use look, cover, write check or any other strategy to help you learn these words:

arrive	imagine
believe	increase
bicycle	interest
breath	important

Here are some of the other strategies you could use:

t o t a l l y



p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

Find the meaning of each of these words using a traditional dictionary or an online dictionary.

Extra Challenging:

Write each of these words in your own exciting sentence.

Can you use a conjunction?

### Wednesday 10<sup>th</sup>

#### **Grammar: ILT use an apostrophe for contraction**

Sometimes we **contract** words to make them easier to say or write. This means that we **combine them** together and make them **smaller**.

**For example:** She will = she'll

We use an **apostrophe for contraction** to show when we have done this.

**Apostrophes for contraction** show that you **omitted** (left out) some letters when you joined them together.

**For example:** You + are = you're

The apostrophe takes the place of the letters that have been removed. In the example above, that's the letter **a** from 'are'.

Sometimes you need to **rearrange** the letters a bit when you combine them.

**For example:** Will + not = won't

Write the **contracted (shortened) form** of the words below:

I am	did not	they will	where is
I will	she will	he is	
do not	it is	is not	

**Challenge:** Can you find any more in your reading book?

### Challenge activities

Use the contracted words in an interesting sentence. Write at least 10 interesting sentences. Remember your non-negotiables! E.g. She can't go to the park today because it is closed for visitors today due to the bad weather.

<https://www.bbc.co.uk/bitesize/articles/z4p2mfr>



**Thursday and Friday Writing Task**  
**11<sup>th</sup> and 12<sup>th</sup>**

Task	How to do it	Optional further ideas
<p><b>Description of a setting</b> Describe a setting like we did when we read 'The Tear Thief' <u>Include the following features:</u></p> <ul style="list-style-type: none"> <li>• Think about the 5 senses e.g. smells (What can you smell), feelings (what you can feel/touch), hear (what you can hear), sight (what you can see)</li> <li>• Use lots of powerful adjectives</li> <li>• Adverbs</li> <li>• Expanded noun phrases</li> <li>• Write in paragraphs</li> </ul>	<p>Choose a setting to describe from a book that you have been reading OR Choose a setting from the following: Forest, at the park, at supermarket, a rainy day OR any other of your choice (an example is at the bottom).</p> <p>Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate.</p> <p>Descriptive writing may also paint pictures of the feelings the person, place or thing invokes in the writer.</p> <p>Once you have decided on a setting, picture it in your head (this helps me when I'm writing). Plan your writing first and include the following (a planning sheet is at the bottom):</p> <ul style="list-style-type: none"> <li>• An introduction so that the reader can build a picture in their head. Add lots of detail, what scene are you describing. Using interesting language and powerful adjectives, adverbs think about the following</li> </ul> <p>Think about: The smells - what you can smell The noise - what you can hear What you can see What you can feel or any emotional feeling</p>	<p>You could add a range of different punctuation marks such as exclamation marks. Maybe you could try to add some subordinate conjunctions too e.g. as, when,</p> <p>You could publish your writing in your book, purple mash or J2E.</p> <p>Add a picture.</p>

It's really important to describe the mood of the setting - How is everyone feeling?

EXAMPLE

It was another busy Friday at the local supermarket. The carpark was almost full once again and yet more cars were still arriving noisily. Horns were honking loud and clearly. People had started to line up in the long never-ending queue.

Read your work aloud a few times. Make changes to it if you think you need to. Once you are happy publish your writing in your best writing.

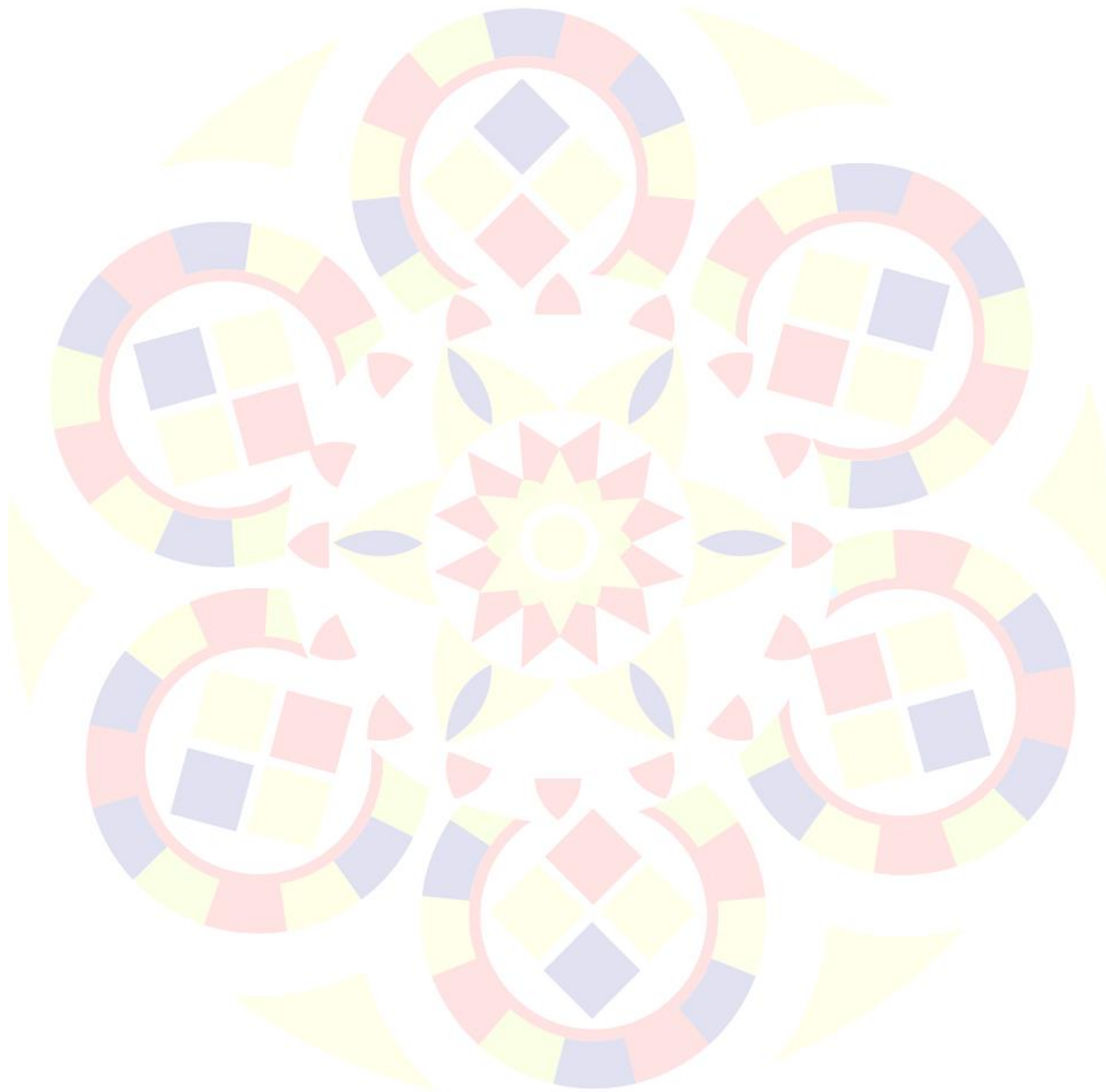
In the video section below, watch a teacher use a Five Senses Graphic Organizer as a planning strategy for descriptive writing. (scroll down to watch the video):

[https://www.readingrockets.org/strategies/descriptive\\_writing](https://www.readingrockets.org/strategies/descriptive_writing)

Example of a description of a classroom:

The brightly lit classroom was warm and comfortable compared to the winter weather outside. The large clock's tick could be heard with the low hum of the computer next to the teacher's desk. The atmosphere was quiet and peaceful, almost as if the room was relaxed and preparing itself for the busy day when the children arrived. Clean desks, sharpened pencils, a polished floor and the new date on the interactive white board. Everything was now ready for the first lesson of the day.

Planning Sheet



<b>My setting is:</b>	<b>Sounds</b>
<b>Smells</b>	<b>Sights</b>
<b>Similes</b>	<b>Adjectives</b>

