

Home Learning  
Year 3

| This Week's English Tasks   | WC 18 <sup>th</sup> May 2020 |
|---|------------------------------|
| <b>Spelling:</b> <ul style="list-style-type: none"><li>Go on Spooky Spellings <a href="http://www.icogames.com/mobilePage/spookySpellings/index.html">http://www.icogames.com/mobilePage/spookySpellings/index.html</a> to practise spelling the Year 3/4 spelling list</li><li>Click on Year 3 &amp; 4 and then click go to practise looking at and then spelling the words.</li></ul>   |                              |
| <b>Grammar:</b> <ul style="list-style-type: none"><li>Open 'Grammar - Punctuating Speech Rules - Activity 1'. With an adult, read through the information explaining the rules of how to correctly punctuate direct speech. Verbally discuss and complete the onscreen activities before looking at the answers. (This activity does not need to be printed and written out. It can just be done through discussion).</li><li>Open 'Grammar - Comic Strip Speech - Activity 2'. Change the direct speech in each speech bubble, into written speech using sentences and the correct punctuation.</li><li>Open 'Grammar - Replacing Said Game - Activity 3'. Print out the board game and play or play on screen. The instructions are on the second page, the 'reporting verb suggestions' are on the third!</li></ul>  |                              |
| <b>Activity 1 - Speech</b> <ul style="list-style-type: none"><li>Predict what might happen to Grandma when she takes the medicine. Share predictions with people in your family. Read the chapter 'Grandma gets the medicine' (p.38 - p.49). If you there are a group of you at home who could be different characters make one of you the reader, one of you read as Grandma and another one of you read as George to begin to look at the difference between speech and action.</li><li>Look at the copy of pages 38-41 from Activity 1 resources see if you can spot the dialogue (speech). Spot the speech either by highlighting it, writing it down or recording yourself saying sections of it. Look at how the dialogue is punctuated - remember often in books single inverted commas are used but in your writing you will use " and ".</li><li>Look at the Resource Sheet showing part of a conversation between George and his Grandma. (The speech bubbles have been colour coded for each character.) The speech bubble represents the inverted commas - the speech goes 'inside'.</li><li>Either use the empty speech bubbles in the resources or draw your own to continue the conversation between Grandma and George.</li><li><b>Challenge:</b> Can you turn the speech bubble speech into written speech with speech marks and synonyms for the word said.</li></ul> |                              |
| <b>Activity 2</b> <ul style="list-style-type: none"><li>Look at the activity resources at the features of an incident report.</li><li>Who is likely to write a report following the events? Who else would see Grandma sticking out of the roof?</li><li>Pretend that a concerned neighbour has seen the commotion and reported it to the police.</li></ul>   |                              |

- Look at the activity resource 'the 5Ws' - Who, Where, When, What, Why. Using the information that you can gather from the chapters you have read try and complete the 5Ws.
- For Activity 3 you are going to have a go at writing a police incident report detailing what happened.
- Look at the examples of the reports in the resources. Read the examples one after the other, then compare them. Which one is more appropriate? How does the language differ?
- Put yourself into the role of the police officer and write a list of questions you would ask George. Then see whether someone at home will have a go at being the police officer and you take on the role of George. If you can record your answers as George and upload them to Seesaw.

### Activity 3

- Reread 'Grandma gets the medicine' and the beginning of 'The Brown Hen' (up to where George is about to give the medicine to the hen.) What happens to Grandma after she has George's medicine?
- Look at the Activity 3 Resource - Ordering Statements. Can you match the statements (letters) to the numbers to show the order of what happens to Grandma.
- For today's activity, you will write a witness statement describing what happened and what was said from George's point of view so the writing will be written in the first person (I, me).
- Use the Activity 3 Resource - Sentence Openers to help you with your writing. Use the ideas you came up with in Activity 2 to help with some of the information. You can use your own information that is not in the book to personalise your writing. If you can add a quote from Grandma so you can add dialogue and show your use of speech marks! There is a model version in the Activity 3 Resources.
- Have a go at writing your witness statement either on the model sheet in the resources or set out in your book.

### Activity 4

- Read The Pig, the Bullocks, the Sheep, the Pony and the Nanny-goat and A Crane for Grandma
- Complete the question sheet either on the sheet or in your book. I look forward to seeing your creative drawings for the mouse question!

### Useful Links and Videos

- <http://www.ictgames.com/mobilePage/spookySpellings/index.html>
- [https://www.youtube.com/watch?v=Lx7eMBR\\_c0s&t=6s](https://www.youtube.com/watch?v=Lx7eMBR_c0s&t=6s)
- <https://www.youtube.com/watch?v=6-YgPWfzppw>
- <https://www.youtube.com/watch?v=Xls7XtU8hq0>