

Your weekly spellings – work out the correct answer and then look up the meaning of the word using a dictionary.

Use some of the words that interest you and write a short passage or a couple of sentences.

Look at the words below.

There are 3 spellings of each word but only 1 is correct.

Write the correct spelling in the box



| | | | | |
|----|----------------------|-------------|-------------|-------------|
| 1 | <input type="text"/> | aparrent | apparent | apparrent |
| 2 | <input type="text"/> | arkward | awkwerd | awkward |
| 3 | <input type="text"/> | dictionary | dictoinary | dicshonary |
| 4 | <input type="text"/> | famila | familier | familiar |
| 5 | <input type="text"/> | interupt | intterupt | interrupt |
| 6 | <input type="text"/> | parliment | parlliment | parliament |
| 7 | <input type="text"/> | shoulder | sholder | showlder |
| 8 | <input type="text"/> | variaty | variety | varriety |
| 9 | <input type="text"/> | explanateon | explanation | explanatoin |
| 10 | <input type="text"/> | que | queue | geuee |
| 11 | <input type="text"/> | stumoch | stumach | stomach |
| 12 | <input type="text"/> | harrass | harras | harass |
| 13 | <input type="text"/> | occupy | ocuppy | occuppy |
| 14 | <input type="text"/> | bruse | bruise | broose |
| 15 | <input type="text"/> | curiosity | curriosity | curriossity |

Day two spellings: make sure you practice the spellings that you are unsure about.

Keep a list of them and ask some to help you

Look at the words below.

There are 3 spellings of each word but only 1 is correct.

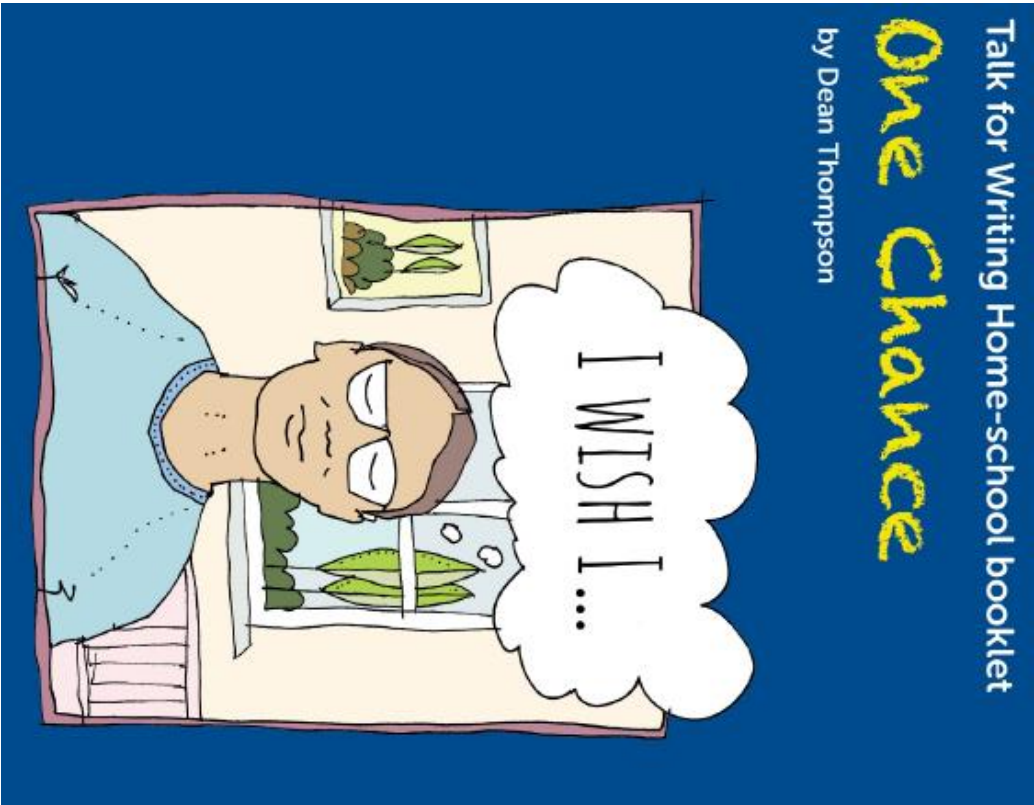
Write the correct spelling in the box



| | | | | |
|----|----------------------|------------|-------------|--------------|
| 1 | <input type="text"/> | acheve | achieve | acheive |
| 2 | <input type="text"/> | comunicate | communicate | communnicate |
| 3 | <input type="text"/> | corespond | corresspond | correspond |
| 4 | <input type="text"/> | forin | forign | foreign |
| 5 | <input type="text"/> | language | languige | landguage |
| 6 | <input type="text"/> | profession | proffession | proffesion |
| 7 | <input type="text"/> | relevant | relivant | reliavant |
| 8 | <input type="text"/> | avalable | available | availible |
| 9 | <input type="text"/> | identity | identitty | identety |
| 10 | <input type="text"/> | neccessary | nessecary | necessary |
| 11 | <input type="text"/> | mussle | muscle | mucsle |
| 12 | <input type="text"/> | amateur | amater | amatuer |
| 13 | <input type="text"/> | rhyme | ryhme | rymhe |
| 14 | <input type="text"/> | sistem | cystem | system |
| 15 | <input type="text"/> | avrage | averege | average |

Your weekly literacy work read each day carefully for the instruction. You'll be glad it's not a comprehension this time.

This week's work is about making a wish



Welcome to the One Chance workbook



Inside you'll find lots of things to work through that will help you with your reading and writing skills and build on the work you do at school.

I'm your virtual teacher, so let's explore together and get your journey started

Introduction

*"Be careful what you wish for,
you may receive it."* – anonymous

Have you ever thought about what this means?

The underlying moral of the wishing tale is often played out in real life. Every week many people dream of winning the lottery – they make a wish. Someone then wins a huge sum of money. While this might seem like great news, the story often leads to misery and unhappiness. The sudden win changes lives. Friends and family may be lost. The 'winner' may lose a sense of purpose as they no longer have to go to work.

This moral message is one that has been used many, many times in stories across the world. It was first thought to have been used in Aesop's Fables. Aesop was a slave and storyteller believed to have lived in ancient Greece.

The aim of this workbook is to enjoy and explore wishing stories, leading to you having a go at writing your own version.

Just one wish



If you had just one chance to make a wish, what would you wish for? Brainstorm some ideas. For example, I might wish for a new car, a dog or a yacht. Or to be a world-famous footballer or not to have to go to school!

Monday



The downside

Now try and think about the positives and negatives of having that wish granted.

For example,

I wish I had a bright red Ferrari. I could drive at immense speed and win many great races.

However, I would be adding to the destruction of the planet, be breaking the speed limit and endangering my life and the lives of others.

.....

I wish I had a small, brown Dachshund. I could take it for long, leisurely walks in the countryside.

However, I would have to leave it alone for hours on end while I was at school.

.....

Now have a go yourself:

I wish I ...

I could

However,

I wish I ...

I could

However,



Now try to be a little more magical. Anything is possible! For example: I **wish** I was in Hogwarts and befriended Hermione. I **could** learn some magical spells, play Quidditch and soar high on my enchanted broom.

However, I might let them all know what happens in the story and ruin it for everyone.

I wish

I could

However,

I wish

I could

However,

The Mirror of Wishes



Do you remember how, in *Snow White*, the wicked Queen used a mirror that always told the truth? This poem is about what happens when different characters look into a mirror that shows what you wish for. Make a list of people who might look into the wishing mirror and think about what they would wish to see. Pie decided to write about – *a teacher, a sailor, a superhero, an astronaut, a pirate, a dragon hunter and a writer.*

As you can see, he has written each idea using the same pattern, based on two lines. Copy his pattern but use your own characters and ideas about what they might wish for. Write your poem in your notebook.

The Mirror of Wishes

The teacher looked into the mirror
And saw a class of hard-working children.

A sailor looked into the mirror
And saw the still waters of the Atlantic.

Batman looked into the mirror
And saw a crime free day in Gotham City.

An astronaut looked into the mirror
And saw his capsule landing in the sea.

A pirate looked into the mirror
And saw where a treasure chest lay buried.

A dragon hunter looked into the mirror
And saw the location of a dragon's cave.

A writer looked into the mirror
And saw stories waiting to be told.

The Mirror of Despair



On the wall, there is also the mirror of despair! This always shows what you fear most of all happening. Either make a new list of people who might look into the mirror of despair and think about what they would most fear to see or write about the same characters to find out what they might most fear. Once again, Pie has written each idea using the same pattern.

Try copying his pattern but use your own characters and ideas about what they might most hate to have happen in their lives. Write your poem in your notebook.

The Mirror of Despair

The teacher looked into the mirror
And saw children throwing paper airplanes.

A sailor looked into the mirror
And saw a tsunami approaching.

Superman looked into the mirror
And saw he was wearing a pair of kryptonite tights!

An astronaut looked into the mirror
And saw an asteroid as big as Bristol approaching

A pirate looked into the mirror
And saw sharks gathering beneath the plank.

A dragon hunter looked into the mirror
And saw that he had picked up a plastic sword by mistake.

A writer looked into the mirror
And saw a library burst into flames.



Now read or listen to this story:

You can listen to it here:

<https://soundcloud.com/talkforwriting/one-chance/s-A35QppItbOx>

One Chance

Outside, the evening was cold and wet. A **squally** wind howled, rattling the roof tiles and shaking the window frames of 13 Wager Road. Inside, **shabby** curtains were drawn, a **humble** fire crackled and a couple sat in silence. Jack stretched out on the tired couch with an amused smile, turning the page of his favourite novel. Sarah **scowled**, silently **seething**. She scanned the room, noticing the worn-out furniture, peeling paint and, in her opinion, a pointless, idle husband. She deserved so much more than this.

Suddenly, the letterbox jangled and there was a solitary but decisive knock on the door. Hope, the Labrador, barked. Sarah pulled back the curtain and watched as a hooded figure slipped silently away up the road. Puzzled, she stared down at a golden card that had appeared, glinting on the frayed doormat.

Tentatively, she gathered it up and read it out loud:

Golden Lottery Ticket Ltd.

Congratulations!

You have been selected as one of our lucky lottery winners.

This golden ticket entitles you to receive one of three exclusive wishes.

Simply, scratch the card and make your wish.

Once you have claimed your wish, pass on the luck!

Wish 1

Redeemed

Wish 2

Scratch here

Wish 3

Scratch here

Small print: Remember to use your precious wish wisely - wealth is not the root of happiness.

What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.



I predict...

Don't read on until you have written your prediction.

Now let's find out how close your predictions were. Read on!

Sarah gasped. This is just what she was looking for – another chance. Maybe lose the idle husband as well, she thought, shaking her head.

"I am going to give this a go. I am thinking lots of money to buy expensive clothes and maybe you can finally sort this house out," she said to Jack, rummaging desperately in the drawer for a coin.

"Utter nonsense," muttered Jack, glancing up from his book and taking in the room. "I love this old house and you just the way you are. Even if all that did come true, there'll be a catch. No one gets something for nothing. Just throw it away."

Sarah stopped and nodded sullenly. He was right. She made to throw the ticket on the fire, but something stopped her. Furtively, she stashed it in her pocket.

Later that evening, as Jack slept, Sarah retrieved the ticket and greedily scratched 'Wish 2', dreaming of immense riches or, to be precise, £100,000. Outside, a squally wind howled. Inside, nothing happened. Bitterly, she tossed the ticket into the bin.

The next day, the wind died down to a cool, whispering breeze. Jack prepared for his early morning walk with Hope. Pulling his woollen hat firmly down over his ears, he called out to Sarah that he wouldn't be out long and left. Sarah scowled. She could barely respond.

Eight hours passed and Sarah began to worry – where were Jack and Hope? Shaking with fear, she dialled 999, hoping for the best but fearing the worst.

A massive search was launched but there was no sign. Jack and Hope had simply vanished. Sarah was distraught. Deep down she worried if their disappearance had anything to do the golden ticket.

Days later, as the wind whipped up again, a woman in a black cloak knocked at the door. She told Sarah she had been sent to offer some compensation for her sad loss. Sarah was feeling desperate so asked, "How much?"

"Shall we say... £100,000?"

Shocked, Sarah recalled the greedy sum she had wished for. Could it be true? Had her selfish wish actually been granted? Quickly, she raced outside and rummaged desperately through the bin, trying to locate the discarded ticket. With sickening dread, she smoothed out the crumpled ticket and gasped in horror. It was true. The second wish had been redeemed.



Sarah leaned against the bin for support, her head spinning, her thoughts in turmoil. Then she gathered herself together. There was still one final wish left ... Could she use it to try and bring Jack and Hope back? She needed a coin, quick.

Just then, without warning, the squally wind howled and snatched the ticket from her hand. It spiralled, higher and higher like autumn leaves in a storm and then, like the mysterious woman herself, it was gone. Sarah cried out of helpless pain.

Inside, the shabby curtains were drawn and a humble fire crackled.

Wednesday

What do the words mean?



Have a look back at the story. All of the words below are in bold. See if you can work out what they mean from the context of the story and jot your ideas down here.

If you are stuck, there is a list of matching words below to help you. If you are still stuck, you could ask someone else in your home to tell you, or use a dictionary or the web.

| Target Word | Definition that fits with the story |
|---------------------|-------------------------------------|
| squally | |
| shabby | |
| humble | |
| scowled | |
| seething | |
| tentatively | |
| redeemed | |
| exclusive | |
| rummaging, rummaged | |
| sullenly | |
| stashed | |
| immense | |

| | |
|------------------------------|--|
| howled | |
| distraught | |
| compensation | |
| discarded | |
| turmoil | |
| gathered herself together | |

Similar words help box

| | | | | |
|---------|----------|-------------|------------|-----------|
| upset | sulkily | uncertainly | searching | confusion |
| roared | damages | furious | frowned | became |
| calmer | enormous | small | threw away | put away |
| claimed | unique | stormy | tatty | |



Challenge: Many words can mean different things depending on the context they are used in. Investigate whether there are other possible meanings for the word using a dictionary or the web. Jot your findings in the grid above.

Use a dictionary and thesaurus or use an on line one to help you.

Similar meaning or opposite meaning

Now investigate words that are similar (synonyms) or opposite (antonyms or near antonyms). Fill in the grid below

| Target word | Synonym | Antonym or near antonym |
|-------------|--|--|
| squally | stormy, windy, <u>tempestuous</u> , blowy, blustery, breezy | calm, pleasant, serene, <u>tranquil</u> motionless, undisturbed |
| shabby | | |
| humble | | |
| scowled | | |
| rummaged | | |
| | | |
| distraught | | |
| discarded | | |
| turmoil | | |

Challenge: For some words, is there an order from the 'weak' to 'strong'?

For example, **seething**



Some synonyms for seething:

irate *cross* *livid* *furious*
 'weaker'  'stronger'

If you have managed to put a number of alternative words in the grid above, circle the words that are the strongest alternatives in each box. I've done the first one for you.



Now try and use some of your favourite words from the list above in a sentence.

For example, **seething**

Sarah's **seething** resentment finally reached boiling point.

At the end of the match, the **seething** mass spilt out of the football ground.



Spag work for this week: Read the practise page carefully before starting the question page.

Revision of word classes

These are the word classes that you should already be familiar with.

| Word class | Explanation |
|--------------|--|
| Articles | the words a , an or the that come before a noun |
| Nouns | names of a person, animal, place, thing or idea |
| Pronouns | take the place of a noun in a sentence |
| Adjectives | describe nouns |
| Verbs | give an action or happening |
| Adverbs | give more information about verbs |
| Conjunctions | connectives used to link different ideas in a sentence |
| Connectives | link different phrases, sentences and paragraphs together |
| Prepositions | show the position of things |



Let's practise!
Which word classes does the word **light** belong to?



- 1

Read the question, then read it again. What are you being asked to do?

Work out the word classes that the word **light** could belong to.
- 2

Work out the classes that definitely don't contain **light**.

It can't be an article, a pronoun, a conjunction or connective.
- 3

Could it be a noun?

Yes – a **light** is the name of an object.
- 4

Could it be an adjective?

Yes – something could be **light** to carry.
- 5

Could it be a verb?

Yes – you can **light** a fire.
- 6

Could it be an adverb?

No – you could run **lightly**, not **light**.
- 7

Could it be a preposition?

No – **light** can't relate two things.
- 8

Write your answer:

Light can be a noun, an adjective or a verb.

TOP TIP It is sometimes thought to be poor grammar to end a sentence with a preposition. This won't always be possible, but try to avoid ending sentences with words such as: **at by for on to up upon with**

TOP TIP

Now try these questions:

- 1 Which word classes can these words belong to?

- a) date _____
b) hard _____
c) rush _____
d) prime _____
e) coat _____

- 2 Write the correct label in each box:

ART for Article **N** for Noun **V** for Verb **ADV** for Adverb **ADJ** for Adjective **C** for Connective **P** for Preposition **PN** for Pronoun

| | | | | | | | |
|--------------|---------|--------|---------|--------|------|------------|----------|
| Suddenly, we | saw | a | shape | emerge | from | the | shadows. |
| The | dogs | howled | because | of | the | fireworks. | |
| Eat | healthy | foods | while | you | are | growing. | |
| Although | it | is | cold, | I | am | going. | |

- 3 Build sentences using the types of words shown in the boxes.

| | | | |
|------------|-----------|-----------|-------------|
| connective | article | adjective | noun |
| verb | adverb | | |
| noun | verb | adverb | preposition |
| article | noun | adjective | noun |
| article | adjective | noun | verb |
| connective | pronoun | adverb | verb |

CHALLENGE

List all the types of each word class that you know and then try to find some more.

Nouns

There are different types of nouns. Have a look at the table and see which of them you recognise.

| Type of noun | Explanation | Examples |
|--------------|---|--------------------------------------|
| abstract | name of something that can't be felt or touched | anger, love, honesty, thoughtfulness |
| collective | name for a group of things | flock, herd, pack, library, swarm |
| common | name for an ordinary object or animal | cat, table, cup |
| proper | the name of a particular person, place or thing | Paris, Fred, Brazil, Spanish |
| uncountable | something that can't be counted, often used with words such as much or a little bit | water, air, life, milk, music |



Let's practise!

Match each noun to the correct label.

| | | | |
|------------------|---------------|-----------------|-------------|
| jealousy | team | French | travel |
| uncountable noun | abstract noun | collective noun | proper noun |



Decide on the type of noun.

1 Read the question, then read it again. What are you being asked to do?

2 Check for the most straightforward noun.

We need a proper noun. It will be the name of something and start with a capital letter. It must be **French**.

3 Check for the next most straightforward noun.

We need a collective noun. It will be a word that is used for a group of something. It must be **team**.

4 Check for the next most straightforward noun.

We need an abstract noun. It will be a word that is used for a feeling or quality. It must be **jealousy**.

5 Check the remaining answer.

Travel – this is a noun that we can't count, so it is an uncountable noun.

| | | | |
|------------------|---------------|-----------------|-------------|
| jealousy | team | French | travel |
| uncountable noun | abstract noun | collective noun | proper noun |

Now try these questions:

1

Write the nouns in the correct boxes. Some words will go in more than one box.

bravery London weather Harry clarinet happiness family
art health chair New York advice English curiosity bag
Uncle Gary company freedom trust bus army furniture
fear electricity

| Abstract nouns | Collective nouns | Common nouns | Proper nouns | Uncountable nouns |
|----------------|------------------|--------------|--------------|-------------------|
| | | | | |

2

Circle all the nouns in these sentences.

- When Charlotte's anger affected her work, she had to eat chocolate.
- When a bunch of flowers arrived, Miss Lomas's embarrassment showed.
- Harvey got the help he needed with his homework from Rio.
- The greed of some children is a problem for everyone.
- The school council had an agreement with Mrs Hartley about playground equipment.

3

Write the collective nouns for these groups, using your dictionary to help you.

- _____ of beauties
- _____ of elephants
- _____ of ants
- _____ of geese
- _____ of kittens
- _____ of lions
- _____ of beavers
- _____ of owls
- _____ of crows
- _____ of whales

4

Write a capital letter at the start of each proper noun in these sentences.

- My first school was called gleadless primary school.
- The best book about cats is called the cat kingdom.
- My favourite uncle is uncle tom.
- At headless cross there is thought to be a headless ghost.
- Whaley memorial park is a fantastic park to visit.

CHALLENGE

Find all the uncountable nouns you can. Can you think of a way to group the nouns you found?

Subject, object and verb

To understand sentences, it is helpful to be able to identify the basic units (main parts). These are the subject, object and verb (sometimes called the predicate).

| | What it is | About it |
|---------|---|--------------------------|
| subject | the person or thing doing the action | agrees with the verb |
| object | the person or thing affected by or receiving the action | does not affect the verb |
| verb | the action being done | known as the predicate |

To check if a noun is the subject or object use this simple test:

- 1 Change the verb to the simple present tense (or a continuous form using *-ing*, e.g. *working*).
- 2 Change the noun from singular to plural and check if you need to change the verb.
- 3 If the answer is yes, then the noun you changed is the subject. If the answer is no, then the noun you changed is the object.



Let's practise!
Find the subject, object and verb in this sentence.
The children in the class determined the arrangement of the tables.



- 1 Read the question, then read it again. What are you being asked to do?

Find the subject, verb and object (also known as the predicate).

- 2 What is the verb?

The thing being done is **determined**.

- 3 Is the subject easy to identify?

No. It could be **children** or **tables**.

- 4 Check the form of the verb.

It is in the past tense, so change it to the present. I **determine**, he **determines**, they **determine**. The children in the class **determine** the arrangement of the tables.
the table: The children in the class **determine** the arrangement of the table. This doesn't affect the verb.
the child: The child in the class **determines** the arrangement of the tables. This affects the verb so children is the subject.

- 5 Test the subject by changing the nouns to singulars and checking if they change the verb.

subject – **the children** verb – **determined**
object – **the tables**

Now try these questions:

- 1 Underline the subject and highlight the verb (predicate) in these sentences.

- a) The owl hoots.
- b) A lady screamed.
- c) The children were skipping.
- d) The bus stopped.
- e) They are busy.
- f) The fire-engine is red.

- 2 Complete the table.

| Sentence | Subject | Object | Verb |
|--|---------|--------|------|
| The man washed the car. | | | |
| The trees were uprooted by the wind. | | | |
| Over the sea, the ship was sailing. | | | |
| The traffic jam went through Manchester. | | | |
| Across the lawn danced the fairies. | | | |

- 3 Identify the word in bold as the subject or object of the sentence.

- a) Caitlin hammered the **pegs** into the ground. _____
- b) Before bedtime, **Joshua** had read his magazine. _____
- c) Running quickly, Lucy just managed to catch the **train**. _____
- d) When it is sunny, **he** walks home. _____
- e) The **stone**, which had been thrown by Eleanor, was very heavy. _____

- 4 Decide whether the subject or the verb is missing and then complete the sentence with a suitable word.

- a) _____ opened the door.
The subject / verb is missing.
- b) John was totally unreliable, _____ the cub meeting.
The subject / verb is missing.
- c) Even though it was Sunday, _____ were too busy to sit and read.
The subject / verb is missing.

CHALLENGE

Find out about compound subjects and verbs, explain what they are and write some sentences using them.

Active and passive sentences

Definitions: A sentence is **active** when the subject is doing the action (verb). For example:
The police car was following the lorry.

The **subject** is the police car. The **verb** is following. The **object** is the lorry.
 The police car is doing the following.

A sentence is **passive** when the subject has the action done to it. For example:
The lorry was being followed by the police car.

The **subject** is the lorry. The **verb** is followed. The **object** is the police car.
 The lorry is being followed.



Let's practise!

Change this sentence from the active to the passive voice.

George opened the door.



1 Read the question, then read it again. What are you being asked to do?

Change the sentence from the active to the passive voice.

2 Work out what is the subject, the object and the verb.

The subject is **George**. The object is the **door**.
 The verb is **opened**.

3 Move the object to the position of the subject.

the door ...

4 Move the subject to the position of the object and write **by** before it.

the door ... **by George**.

5 Use the verb to be and change the verb to fit the new sentence.

It's the past tense so **to be** will be **was** or **were**.
 The door is singular so you need **was**.

6 Write the full sentence.

The door was opened **by George**.

TOP TIP

Sentences in the active voice are easier to read and understand, so it is generally better to use the active voice.

Use the passive voice:

- when the person doing the action is unknown
- if you don't want to say who did the action
- for variety.

TOP TIP

Now try these questions:

1 Join each sentence to the correct label.

Andy was interested in sport.

active sentence

The class was taught by Mrs Butcher.

The bus was hit by a car.

Caitlin won the race.

The man was arrested by the police.

passive sentence

Vikki was tested by Mrs Sellars.

2 Write **A** after the sentences that are active and **P** after the sentences that are passive.

- The sheep was chased by the dog.
- A shoal of fish swam underneath the boat.
- The table was bought by Mrs Pattison.
- The students protested about the lack of aid to Africa.

3 Change these passive sentences to active sentences.

- The cake had been eaten by the children.

b) The game was being spoiled by the infants.

c) The play was appreciated by the audience.

d) The plants are hidden by the snow.

4 Change these active sentences to passive sentences.

- James is chasing after Harvey.

b) Megan is laughing at Skye.

c) Mrs Mellor is helping Ms Wright.

CHALLENGE

- Count all the passive sentences you can find in two pages of a book. Why do you think there are that many?
- Find some passive sentences in a reading book and change them to active sentences.

Phrases and clauses

Understanding phrases and clauses helps you to understand punctuation. Punctuation marks, such as commas, semi-colons and colons, are often required with either a phrase or a clause.

Definitions: A **phrase** is a group of words that may have nouns and verbs but does not have a subject doing a verb. For example:

some frightening people
going to the shops

running down the hill
after the terrible meal

A **clause** is a group of words that has a subject doing a verb. For example:

he can lift a car
when it is time to go home

because she liked picking flowers
Jake plays football

An **independent clause** can be a complete sentence by itself. For example:

He can lift a car.

Jake plays football.

A **subordinate (or dependent) clause** starts with a subordinating conjunction and that means it doesn't make sense by itself. For example:

when it is time to go home

because she liked picking flowers

Let's practise!

Circle any clauses and underline any phrases in this sentence.

Renowned for his sporting prowess, Barti raced to victory at the Winter Olympics.



- 1
- 2
- 3
- 4
- 5
- 6

Read the question, then read it again. What are you being asked to do?

Split the sentence into sections.

Check if a subject is doing a verb in each section.

If the answer is no, that must be a phrase.

If the answer is yes, that must be a clause.

Write the answer.

Circle the clauses and underline the phrases.

a) Renowned for his sporting prowess, b) Barti raced to victory c) at the Winter Olympics.

a) no; b) yes; c) no

Renowned for his sporting prowess and at the Winter Olympics are phrases.

Barti raced to victory is a clause.

Renowned for his sporting prowess, Barti raced to victory at the Winter Olympics.

Now try these questions:

- 1 Write a **P** after a phrase and a **C** after a clause.
a) the dog barked
b) when they went skating
c) after a long time
d) because it was time
e) the blazing hot sun
f) many people saw the show
g) it rained all day
h) when he saw the parcel
- 2 Circle the independent clauses and underline the dependent clause.
a) The dog whined when it heard the fireworks.
b) Because it was snowing, we built a large snowman.
c) We were allowed cake since it was my birthday.
d) Reece fell down so we had to abandon the race.
e) When Louie was away, we did a maths test.

3 Match the groups of words to the correct label.

| | | |
|------------------------|--------------------|------------------------|
| a large shaggy dog | phrase | clouds form over hills |
| despite the rain | independent clause | eating his dinner |
| as he lifted the lid | dependent clause | during the interval |
| the children were glad | | when I go home |

4 In these sentences, highlight the phrases, underline the independent clauses and circle the dependent clauses.

- a) Whilst watching the match, Sonal started to feel ill.
- b) The forest was dark and gloomy; the mountains were light and airy.
- c) The phone rang just as tea was ready.
- d) When he saw the bill, Sam was very cross.

5 Write an independent clause to complete these sentences.

- a) While it was raining, _____.
- b) _____ after she finished her homework.
- c) _____ because it was hot.


CHALLENGE

Take a passage from a book and list all the phrases, dependent clauses and independent clauses. Which list is longest? Why do you think that is?

A Midsummer Night's Dream

Look at the front cover can you predict what the story is about- all is not what it seems.



| | |
|---|----|
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|  | |

Write a cover prediction of the play

Write a description for each of the character. (Image what they are like in the play).

On page 7- can you find 3 examples of personification?

Page 8 - using the description draw a picture of a village or house: decorated in bright flowers lamps.

Page 8- draw a map / route from the Amazon to Athens, which Queen Hippolyta's family would need to take to get to the wedding in Athens.

You need to look up where Athens is you should know where the Amazon is but check otherwise.

After page 9- predict what will happen next in the story. What are their secrets? Why do they have aching hearts?

Cast list



Helena

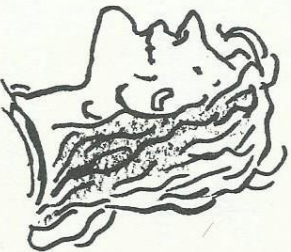
Friend to Hermia

In love with Demetrius



Hermia

In love with Lysander



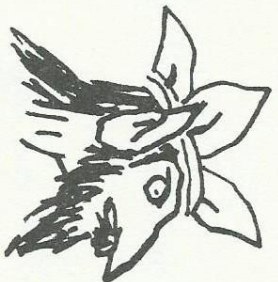
Lysander

In love with Hermia



Demetrius

Betrothed to Hermia



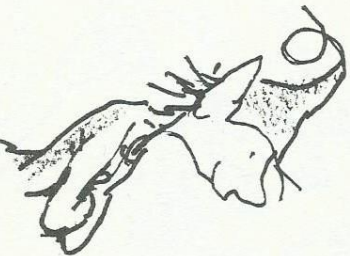
Oberon

King of the Fairies



Titania

Queen of the Fairies



Puck

An Elf



Bottom

A Weaver

The Scene

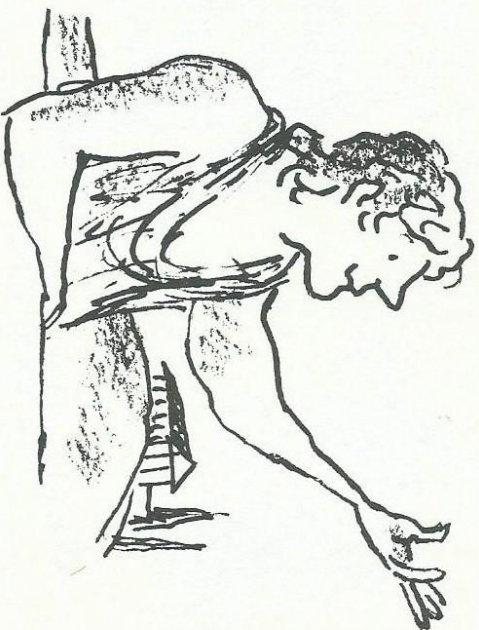
In and around Athens, Ancient Greece.

A Midsummer Night's Dream



*Ay me, for aught that I could ever read,
Could ever hear by tale or history,
The course of true love never did run smooth,*

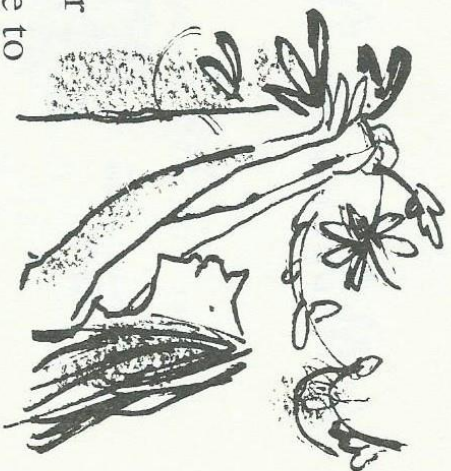
Lysander; I.i.



When the path of true love runs smoothly,
the world seems a wonderful place – all
bright skies and smiling faces.

Unfortunately, true love has a habit of
wandering off the path and getting lost,
and when that happens people's lives get
lost too, in a tangle of misery.

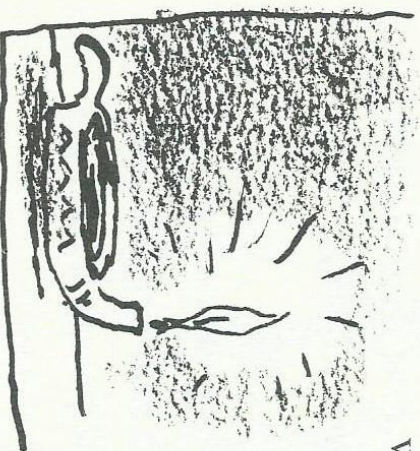
Take the love
of Duke Theseus
of Athens and
Hippolyta, Queen
of the Amazons, for
instance. They were to



be married, and their happiness spread
through the whole of Athens. People had
decorated their houses with flowers, and
left lamps burning in their windows at
night, so that the streets twinkled like a

city of stars. Everybody
was joyful and excited
as they prepared to
celebrate the Duke's
wedding day.
Well, almost
everybody...

* * *



On the day before the royal wedding, two
friends met by chance in the market square:
golden-haired Hermia, and black-haired
Helena, both beautiful and both with
secrets that made their hearts ache.



Afternoon activities

I'm not going to tell you what to do but give you some web sites that you can look up and research things that interest you.

Kidsinmuseum.org.uk. different museum to look at

8. Science museum group .org.uk (filter ks2)

-lots of things to do such as how to make your own ice-cream, making it fly, rocket mice, marvels of medicines

Brainson.org –Are you curious about how things work or are made.

David Walliams- lots of activities related to his books

Worldofdavidwalliams.com

Rspca – be a house detective, make an egg animal, and design a habit for an animal

Education.rspca.org.uk

Duolingo.com - Learn a language

Youtube.com/maddiemoate- lots of online activities to investigate or make.

Tate.org

Tate gallery- Kids, help the museum find the missing images from famous painting.