

Week 3

English

Day 1

Vocabulary – adjectives

Punctuation – capital letters and full stops

Day 2

Hubert Horatio – Introducing yourself as if you are a millionaire!

Grammar – Articles and determiners

Day 3

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Writing fluency

Grammar – synonyms and antonyms

Day 1

Vocabulary – adjectives

Adjectives need to *earn* their place in a sentence, they must add something new and interesting to the sentence that the reader needs to know.

For example: The *big*, giant forgot his hat.



To use the adjective *big* to describe a giant is silly because giant means big so it hasn't earned its place in the sentence, the reader already knows a giant is big.

However, if I wrote

The *shy* giant forgot his hat.

This is giving the reader a piece of information they didn't already know; the giant is shy.

Circle the **one** adjective you think is the most effective.

1. The slim, elegant, graceful flamingo stood in the lake.
2. The tired, weary, exhausted giant slept.
3. The scared, frightened, worried goblin shivered.
4. The shiny, sparkly, shimmering diamond was beautiful.
5. The cold, icy, freezing water was extremely deep.
6. The huge, enormous, colossal castle stood at the top of the hill.

Re-write these sentences into your book using the adjective you circled and one more of your own. Make sure your new adjective earns its place by adding something new to the sentence.

Add the capital letters and full stops

after the bell rang the children went into the classroom
they could not see the teacher in the cupboard there was a
new box of pens under the table was a rubber and a ruler
near the window was a hot mug of coffee in the biscuit tin
was a new packet of chocolate biscuits the class hamster
was in the cage the teacher came in he asked the children
to sit down the lesson was all about dinosaurs

Day 2

Read pages 37 -47, or listen to Mrs Craigdailie reading them on our YouTube channel. The title of the video is *Week 3 day 2*.

Pick out information from the text that tells us about how the Bobton-Trents live. What is their life style like?

1) Make a list of all the information you find in your books.

For example:

- *They owned more than one house "houses here, penthouses there"*
- *They owned exotic pets*
- *Their garden was big enough to have a lake*

Create a mind map showing what we know about the Bobton-Trents?

- What type of property do they have?
- Do they have staff?
- What are their grounds like?
- What do they own/like buying
- What do they eat?

2) Imagine you became a millionaire. Write a first person introduction to yourself, making it clear by what you write about that you are a millionaire.

Mrs Bobton-Trents introduction herself might sound like this:

My name is Mrs Bobton-Trent and I live in an enormously impressive house called *Sweeping Acres*, in fact it isn't really a house at all it is a mansion! It can be seen from far away because it is so tall and wide, there are over 100 bedrooms. My beautiful house is full of all sorts of extremely expensive things because I love shopping and spending lots of money. I have my own art gallery full of rare and valuable paintings, and many beautiful antiques; I love to sit and admire them all.

You can magpie ideas from here but must think of your own too. Remember **you** are the millionaire in your writing today so you are writing in the first person – *I, me, my*.

Articles and Determiners

Articles are the words 'a', 'an' and 'the'. They go before nouns. You use 'a' and 'an' and for general things and 'the' for specific things.

I have a car.

I have the best car in the world.

Use 'a' when the noun starts with a consonant.

Use 'an' when the noun starts with a vowel.

We need a break.

Please can I have an ice cream?

Vowel sounds are usually made by the letters 'a', 'e', 'i', 'o' and 'u'.

1 Circle the articles in the passage below.

At school, there was a dog in the playground. He ran around the children and barked at a teacher. He sniffed the grass and then went home. I've never seen an animal at playtime before.

2 Add a, an or the to the sentences below so that they make sense.

..... milkman left a note to say he's going on holiday.

When cake was ready, we decorated it with icing.

Poppy and Silvia went on walk across the fields.

There was unusual smell in the air.

..... ending of the story was disappointing.

Articles are the most common type of determiner.

A determiner is any word that goes before a noun to tell you whether it is general or specific.

I need that car.

I need this car.

These are examples —
there are lots more.

I need those cars.

I need these cars.

I need every car.

I need my car.

I need your car.

I need some cars.

3 Underline the determiners in the sentences below.

Some friends of mine have been to this restaurant before.

Charlie has an idea about how to rescue your dog.

Every suggestion on how to tackle my problem is useful.

Those police officers walked in and arrested a waiter.

4 Circle the correct determiners to complete the sentences below.

Add some / a water — any amount will do.

Every person in an / this room needs to think about it.

This / Those children are scaring our neighbour's cat.

I think these / that car has a flat tyre.

This / An pie is the best pie in the world.

These / This cake recipe says we need four bananas.

Day 3

Read pages 48-51 or listen to Mrs Craigdaille on YouTube. The title of the video is Week 3 day 3.

The text says that the Bobton-Trents loved making friends with people and talking with strangers.

Do you think they are doing the right thing by becoming friends with so many people so quickly? Why?

On the first page we find out that the Bobton-Trents lose their money, and have to sell their things and move out of their mansion to a smaller home. Do you think this may have something to do with the people they make friends with?

Even if you are very generous (you like to give and to share) is it wise to let strangers know how rich you are?

Should you trust every person you meet straight away?

Is it a good idea to invite people you hardly know to your house?

What advice would you give to the Bobton-Trents about how to choose friends?

Create a mind map with all the advice you would give to the Bobton-Trents about how to choose their friends and which types of people might make good friends and which, perhaps, might not.

What sort of things should they look out for?

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Using the ideas from your mind map, we would like to you to write Mr and Mrs Bobton-Trent a letter with your advice about making friends.

You may like to start like this...

Dear Mr and Mrs Bobton-Trent

I am writing to you because I am worried that you are making friends with people that might not be very trustworthy and would therefore not be a good choice of friend for you.

I am concerned that they may only be trying to be your friend because you are so rich and they want to benefit from that.

You can magpie ideas from here, but you must also write your own ideas in sentences in your letter.

Use the letter template on the next page or write your letter straight into your book.

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Dear Mr and Mrs Bobton-Trent

I am writing to you because _____

I think it would be a good idea if _____

I am only giving you this advice because _____

I hope you will _____

Yours sincerely

circle

complete

consider

continue

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

Write	Look	Say	Cover	Write again	Check	Correction

Write a sentence for each of your words. Can you use an adverb to start?

1. _____

2. _____

3. _____

4. _____

Day 4

Hubert Horatio

Read page 50 again.

“People are *so* interesting”
was something Mr and Mrs
Bobton-Trent were very fond
of saying. And they *did*
know some *very* interesting
people.

Mr and Mrs Bobton-Trent are friends with all sorts of interesting people such as inventors and even someone who lives in a tree!

What sort of person would you like to have as a friend?

An inventor? An explorer? A **SCIENTIST?** **An artist?** **A top chef?**

They could be whoever you imagine them to be!

1) Create a mind map to show what you think would make a truly interesting person.

This friend can be any age, from anywhere and do anything. Let your imagination run wild!

You might want think about

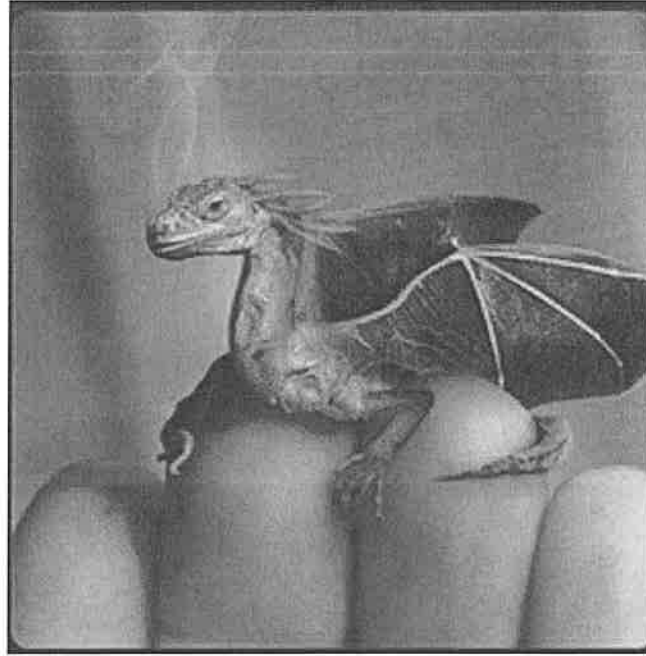
- Likes
- Dislikes
- Hobbies
- Job (if they have one)

2) Draw and label a picture of your friend.

3) Write a paragraph describing everything that makes them so interesting.

Day 5

Writing fluency



You are going to create a piece of writing about the dragon in this image.

- Where is it from?
- Why is it so small?
- Are there more like him?
- Where does he live?
- Where did you find it?
- Will you keep it a secret or tell someone?
- What is it called?
- How will you look after it?
- Is it magic? What magic can it do?

I like to imagine that it is small enough to keep in your pocket but when you need to, it can grow huge so that you can ride it.

The title of your writing will be *Tiny Dragon*.

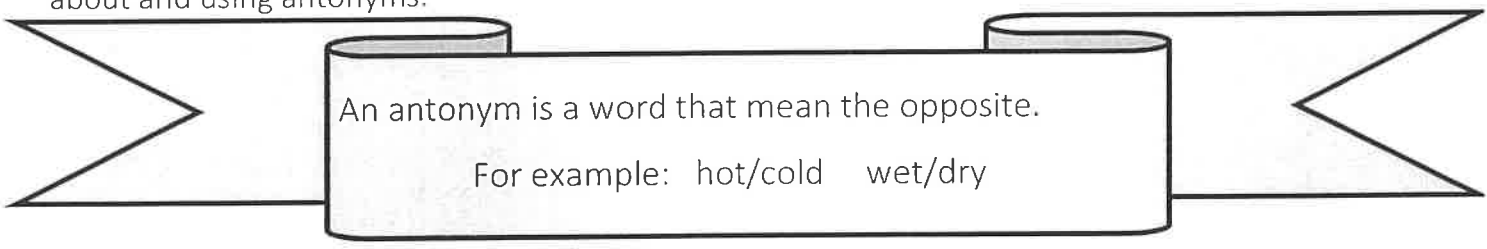
Have fun!

Day 5

Synonyms and antonyms

We learnt about synonyms last week and you all had a go at thinking of some.

This week we are going to do some more practice choosing effective synonyms as well as learning about and using antonyms.



An antonym is a word that mean the opposite.

For example: hot/cold wet/dry

Here is a list of adjectives. You need to think of a synonym and an antonym for each one.

Adjective	Synonym	antonym
light		
big		
tired		
clever		
soft		
funny		
weak		
sharp		
kind		
lean		
nice		
still		