English week 4

<u>Day 1</u>

Grammar – Prepositions

Hubert Horatio – Over grown garden description

Day 2

Grammar - speech

Hubert Horatio – Over grown garden description

<u>Day 3</u>

Grammar - speech

Handwriting / spellings

Hubert Horatio – the Polka dot Ghost

<u>Day 4</u>

Hubert Horatio – Using speech punctuation to write a conversation.

<u>Day 5</u>

Short accurate write

Prepositions

Prepositions tell us where or when something happens.

There was a spider in the bath on Thursday.

Prepositions can also tell us why things happen.

I didn't like PE because of all the running.

- Copy these sentences into your books
- Underline the preposition
- Write down whether it shows when, where or why something happens

The waiter put the flowers on the tables.

I've been playing the violin since 2012.

I hid behind the door to surprise him.

He felt sick from eating too many sweets.

I found the money after a good search.

I can't go because of my Dad's birthday.

Write these sentences into your book. Choose a suitable preposition from the box to complete each one.

	before	until	4	since	duri	ng **	nea	r
Mi	ke's been play	ing tenn	is .		10	o'clock	this	morning.
Yo	u need to wa	sh your	har	nds		dinner		
W	e played golf	from 9	am		12	pm.		
Th	e film's almost	finished	l —	- it's		the	end.	
Th	e referee hand	ed out	two	red cards	* * * * *		. the	match.

Copy these sentences into your book. Choose the best preposition in each sentence.

Ollie lived in a house by / in the seaside.

They left the presents on I aboard the table.

I felt really tired after / since my swimming lesson.

Andy ordered a pizza without / except cheese.

We walked slowly towards / among the classroom.

My cat loves to sleep in / between the laundry basket.

Now write 5 of your own sentences in your book that include prepositions to show, where, why or when something happens.

Read pages 57 – 69 or listen, and read along, to Mrs Craigdaillie reading them on our YouTube channel. **The video is called** *Hubert Horatio week 4 day 1*.

Let's look again at pages 60 and 61.

What four things could Hubert see from his bedroom window?

What did he like looking at best? ______

Look at the pictures in your pack. There is also a video to go with this lesson on our YouTube channel. The video is called *Overgrown Garden Write*. These are some of the areas and objects Hubert might have seen in his neighbour's overgrown garden.

Cut out the pictures and stick them in your book, one per page. Then, just like we do in school, write what you can see and a few sentences to go with each one.

I know the pictures are in black and white but use your imagine, make them up!

Example

Stained, cracked stone tiles

Empty swimming pool – no water

Patches of dead grass

Dead leaves



Green algae in the pool

Cracked steps

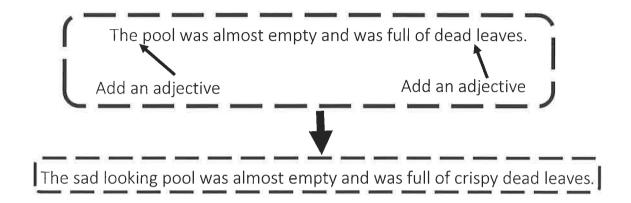
Weeds

- 1. The old, neglected pool had a small amount of water in the bottom which was green with algae.
- 2. The pool was almost empty and was full of dead leaves.
- 3. The stone tiles surrounding the pool were stained and cracked.
- 4. Swirling in the wind, brown crunchy leaves covered the stone steps.

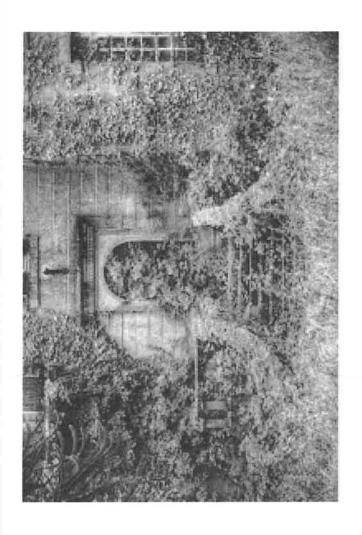
Once you have at least 4 sentences for each picture, I would like you to edit and improve them.

This doesn't mean rewriting them, it means making changes to make them better. You can do this by changing vocabulary, adding adjectives or adverbs or changing the punctuation to include an exclamation mark for example. You could extend or join two sentences together by using the conjunctions *and*, *but*, *so*.

Example



Have a go at doing this with your own sentences.

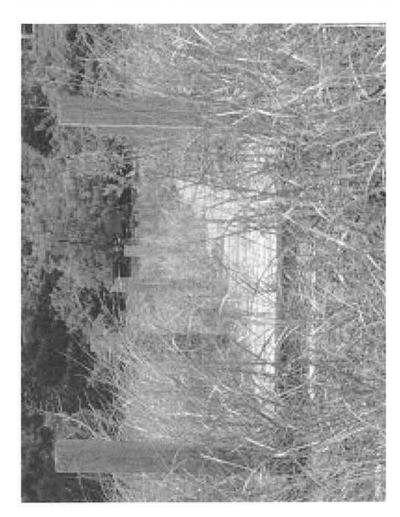




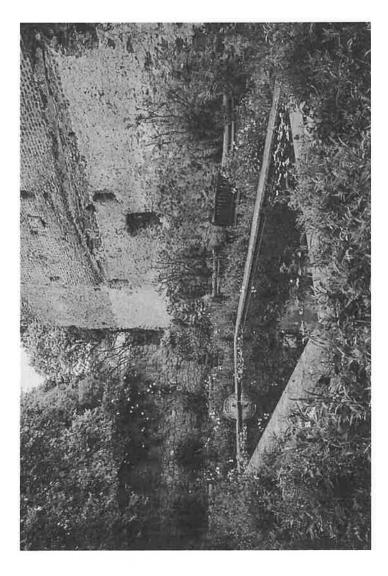












Today you will be carrying on with your writing about the overgrown garden.

Using your fantastic sentences and ideas from yesterday, you are going to organise your writing into paragraphs. A paragraph is a group of sentence that are about the same topic.

• Think about which ideas you will group together.

For example, it might be that you decide the chairs are next to the pool so you could describe both of these pictures in the same paragraph.

 Could you use conjunctions to join two separate sentences together?

For example:

Swirling in the wind, brown crunchy leaves covered the stone steps.

Weeds grew in the cracks.

I can join these sentences together using the conjunction and.

Swirling in the wind, brown crunchy leaves covered the stone steps *and* weeds grew in the cracks.

Leave a line between each paragraph.

Direct speech is when we write the **actual words** that someone has spoken.

We use speech marks to show the actual words spoken.

"I feel cold," said Nick.

We begin a new line when a different person speaks.

"I feel cold," said Nick.

"So do I," replied Maggie.

After the spoken words you need some punctuation.

Usually, we use a comma.

"It's cold," said Tom.

We use a **question mark** when the spoken words form a question.

"Do you feel cold?" asked Mum.

We can also use an **exclamation mark**.

"I'm frozen!" shouted the boy.



The punctuation after the spoken words always comes **before** the speech marks.

Put the words in each speech bubble in **inverted commas** and then say who was speaking.

This certificate is for your fantastic work this week!

said _



said _____

Rewrite the sentences with **inverted commas** around the words that are being spoken, including the punctuation at the end of the speech.

- a) We're going out in five minutes, said Mum.
- b) Please can I have a cake? asked Susannah.
- c) I will give you three wishes, said the Fairy Godmother.
- d) My knee is really hurting, screamed the little girl.
 - The dentist said, Open wide, please.
 - Ali said, I would love a sweet.
 - 3 Do you like my picture? the artist asked.
 - 4 Let's go out, suggested Tom.
 - The jockey said, My job is riding horses.
 - 6 The cow said, Moo.
 - Where is your book? the teacher asked.
 - 8 It gets very hot in a bakery, the baker said.
 - 9 I can't do it! Joanne exclaimed.
 - **10** John screamed, Get away from me!

Where is your book?

A fungus is a simple organism, or living thing, that is neither a plant nor an animal. When there is more than one fungus, they are called fungi. Some familiar fungi are mushrooms,

moulds, mildews, truffles, and yeasts.

There are about 50,000 known species, or types, of fungus. They are found all over the world on land or in the water. Some live on or inside plants and animals. Fungi grow particularly well in mild, moist regions and in the tropics. Fungi are not often found in very dry, hot, or cold areas, though some fungi have been reported in the Arctic and Antarctic regions.



Jelly fungi were named for their jellylike bodies. Often brightly coloured or white, the fungi occur on decaying wood after heavy rains in late summer.



Bracket fungi.

Fungi were once classified as plants.
However, they lack the typical features of plants; they don't have stems, roots, leaves, or the pigment chlorophyll.
Therefore, biologists now say that fungi are neither plants nor animals.

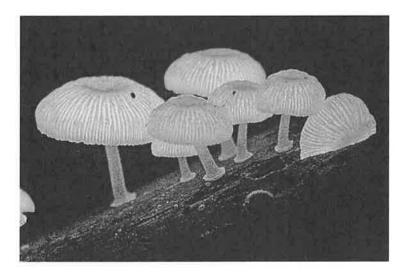
- Most fungi feed on dead plant and animal material. They help the environment by breaking down fallen trees, animal droppings, and other dead matter. Other fungi get their food from living plants and animals. These fungi are called parasites.
- A fungus usually reproduces by forming spores. Wind, water, and insects carry spores away from the fungus that made them. If a spore lands in a damp place, it can grow into a new fungus.
- Some types of fungi *can* be eaten. Many mushrooms and truffles can be eaten. Truffles grow underground and are prized as a delicacy. Some yeasts are used to bake bread and brew beer.
- Other fungi are poisonous!

<u>Day 3</u>

Use these pictures of fungi to help you design your own













On page 84, we find out that Hubert's Grandmother discovered a rare type of fungus, the *Polka-dot Ghost*.

We would like you to imagine you are exploring the overgrown garden and discover a rare type of fungus yourself!

- > Draw and label your fungus.
- ➤ Using the information sheet on fungi, write a paragraph about your own fungi. Include facts such as:
 - Its name
 - Where it can be found (country)
 - What type of place it grows
 - Can you eat it?
 - What happens when you eat it?

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				an you use an adver		

Practice

Copy the sentences.

Add any missing speech marks and punctuation.



Remember! Put your speech marks and punctuation after the spoken words.

- 1 Look at that enormous bird exclaimed the farmer.
- 2 What do you think it is asked Harry.
- 3 I have never seen anything like it said the farmer.
- 4 Look. It's flying towards us said Harry.
- 5 Run yelled the farmer.



Sometimes, the words that tell us **who** is speaking come **before** the spoken words.

Dad said, "You can watch a DVD tonight."

We always put a **comma** after the words that show us who is speaking.

The boy mumbled, "I don't know the answer."

The teacher said, "Please learn it for tomorrow."

Copy the sentences.

Add the missing punctuation.

- 1 Where is the treasure hidden asked the pirate
- 2 Billy said I have got the map
- 3 Let me see it demanded the pirate
- 4 Billy asked What will you give me
- 5 With a laugh, the pirate replied Nothing
- 6 That's not fair gasped Billy



Read pages 92 - 94.

Hubert Horatio is not the only boy who enjoys exploring and playing in the overgrown garden, his 'mortal enemy' Elliot Snidgecombe also sneaks in to play.

•	Why does Hubert not like Elliot? There are a few reasons.	

Using the skills you have developed during your grammar and punctuation work, we would like you to write a conversation between Hubert and Elliot.

- > What do you think they would talk about?
- > How do you think they would speak?
- ➤ What sort of word and phrases would they use? They both come from very rich families; are they posh?
- ➤ Use the information from the text tricking each other, throwing current buns, stealing sherbet lemons.

<u>Don't forget...</u>

Inverted commas " " punctuation . , ! ? synonyms for said new speaker-new line

Synonyms for said

Use this word bank to help make your conversation between Horatio and Elliot more interesting.

babbled chorused chuckled gasped panted stammered chatted barked bellowed cried roared screeched shouted yelled added
commented
continued
elaborated
explained
remarked
suggested

complained groaned moaned sighed snivelled wailed whined

mumbled murmured muttered squeaked wheezed whimpered whispered

answered
asked
enquired
queried
questioned
replied
responded

argued
asserted
declared
insisted
retorted
snapped
exclaimed

We want you to write the story of the statue.

- o Who is it?
- o What is?
- o Where is it?
- o Does it come alive?
- o What happens?
- o Is it watching us?
- o What is it thinking?

