

Writing: Year 3 – Summer 1 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>Answer comprehension questions</p> <p>Listen to chapters 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66 and 67. (37 pages)</p> <p>Answer the following questions in full sentences:</p> <ol style="list-style-type: none"> Why was Corky's medal useful to Ruskin for taming Krindlekrax and protecting Elvis? (Chapter 55 and 56) How did Ruskin's attitude towards Lizard Street change from when Corky had died? Give examples from the text to support your answer. (Chapter 58, 61 and 62) How did people's opinion of Ruskin change after his performance in the school play? Give examples from the text to support your answer. (Chapter 63-67) 	<p>Create and describe your own creature like Krindlekrax</p> <p>Answer the following questions to help you create your own creature.</p> <ol style="list-style-type: none"> What animal is your creature like? Where does it live and what does it look like? What sounds does it make? What does it smell like? What does it look like? What is your creature's name? <p>Listen to chapters 14, 50, 51 and 52 again to help you generate ideas if you need to.</p> <p>Draw and label your creature.</p> <p>Remember to include: Expanded noun phrases e.g. <i>jagged, crystal white teeth</i> Similes e.g. <i>breath that is as pungent as rotting meat</i> <i>breath that is pungent like rotting meat</i></p>	<p>Create and describe your own hero like Ruskin</p> <p>Answer the following questions to help you create your own hero.</p> <ol style="list-style-type: none"> What does your character look like? What do they wear? How do they behave (consider their personality)? Who else is in their family? What is your hero's name? <p>Listen to chapters 1 and 2 again to help you generate ideas if you need to.</p> <p>Draw and label your hero.</p> <p>Remember to include: Expanded noun phrases e.g. <i>short, purple jacket</i> Similes e.g. <i>legs as brittle as dry twigs</i> <i>legs that are brittle like dry twigs</i></p>	<p>Plan an alternative ending</p> <p>Imagine your hero decides to defeat your creature. Plan your own ending using your hero and creature.</p> <p>Answer the following questions to help you plan your paragraphs.</p> <ol style="list-style-type: none"> What problems and damage has the creature caused on Lizard Street? What does the hero say he/she will do? What does the creature's home look like? What does the creature look, smell and sound like? What does the creature do when it sees the hero? How does the hero tame the creature? What does the hero say to the creature? 	<p>Write an alternative ending</p> <p>Read your plan from yesterday.</p> <p>Read the example alternative ending.</p> <p>Watch the paragraphs and dialogue writing video explanations again if you need to.</p> <p>Use your plan to write your own ending.</p> <p>Remember to: Use the third person (he/she, it) Use the past tense Include paragraphs Include feelings and thoughts Include dialogue (two or three maximum)</p>
Resources		Resource Day 2A	Resource Day 3A		Resource Day 5A



Reading: Year 3 – Summer 1 Week 5

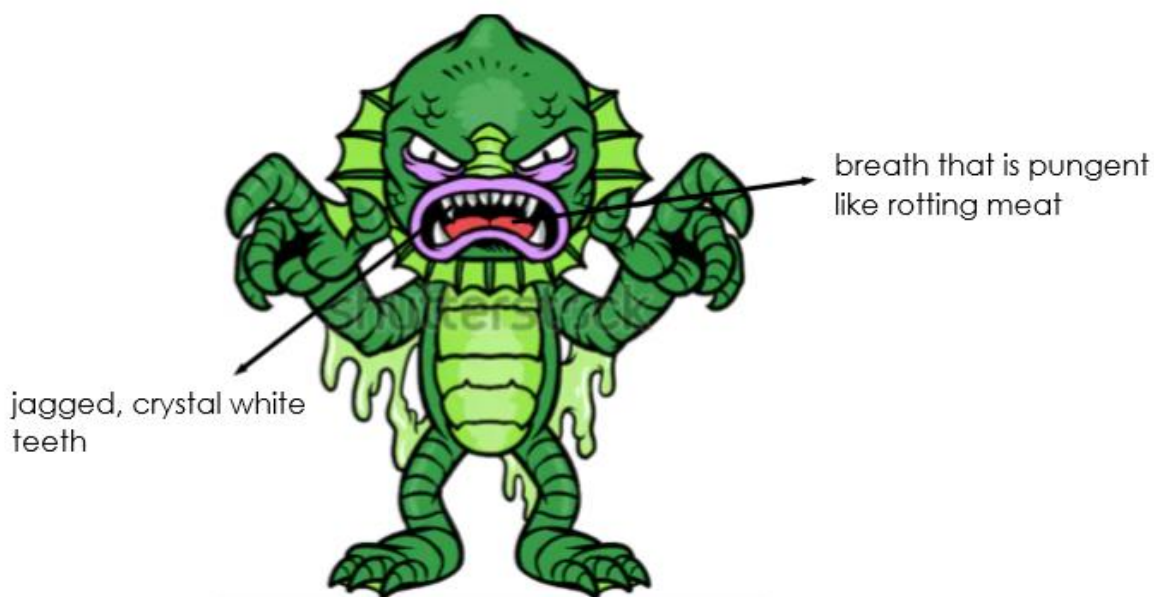
		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	Varjak Paw, Chapter 3	Varjak Paw, Chapter 4	Varjak Paw, Chapter 5	Varjak Paw, Chapter 6	John Agard Poetry Goldilocks on CCTV Among the Hairyboos and Smoothyboos On the Run from Colours
	Independent *	The Grumpy Lobster	Our Home Planet Earth	Believe Me, Goldilocks Rocks	Honestly, Red Riding Hood was Rotten	For Real, I Paraded in my Underpants
	Independent **	That Costs Two Shells: The History of Money	Do Plants Have Heads?	Monsters Can Mosey: Understanding Shades of Meaning	Words Wit and Wonder: Writing Your Own Poem	Sadie's Seed Adventures
	Independent ***	Sounds Like Trouble (Chapters 5 and 6)	Sounds Like Trouble (Chapters 7, 8 and 9)	The Curse of King Tut's Tomb (Chapter 1)	The Curse of King Tut's Tomb (Chapter 2)	The Curse of King Tut's Tomb (Chapter 3 and 4)
Spelling		Practice these words this week using the spelling strategies below: measure, treasure, creature, adventure, television, division, revision Challenge: Choose more words from the appropriate spelling list below to practice spelling.				

See below for: Resource Day 2A, Resource Day 3A, Resource Day 5A and Spelling Resources.

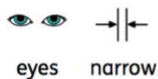
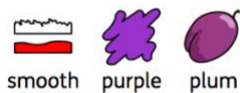
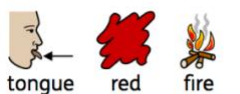


Resource Day 2A: Creature Example

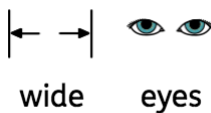
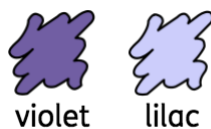
The Velorax



Velorax (Day 2)



Georgie (Day 3)




















Challenge – in Krindlekrax, there are lots of similarities between the beast and the main character. Can you try and use this idea in your story?

Resource Day 3A: Hero Example

Georgie



<p>What problems and damage has the creature caused on Lizard Street?</p>	  <p>ruined / wrecked _____</p>	
<p>What does the hero say he/she will do?</p>	   <p>tame / fight / defeat _____</p>	
<p>What does the creature's home look like? (Link your ideas to what the beast looks like!)</p>	    <p>damp / cold / red / purple</p>	
<p>What does the creature look, smell and sound like?</p>	<p>(Use ideas from Day 2)</p> <p>_____</p>	
<p>What does the creature do when it sees the hero?</p>	    <p>hesitate / jump / attack / hide</p>	
<p>How does the hero tame the creature?</p>	    <p>distract / medal / necklace / hair band</p>	
<p>What does the hero say to the creature?</p>	<p>I will _____ when you _____</p>	

Resource Day 5A: Alternative Ending Example

Georgie noticed more and more problems on Lizard Street that could not be explained. First, she noticed a faint smell lingering in the air. As time passed, the smell became so unbearable that people covered their mouths. A strange, sticky slime also appeared on the sides of buildings. Georgie was particularly annoyed when her favourite short, purple jacket was covered with slime after she sat up against a tree to read her book. Eventually, Georgie decided that this was not a coincidence. She remembered Corky's story about the Velorax which lived in the swamp in the forest next to Lizard Street.

"I must defeat the Velorax once and for all!" declared Georgie confidently as she set off for the swamp in the middle of the forest.

When the swamp came into sight, Georgie hid behind a tree nearby. Her legs that were as brittle as dry twigs shook nervously. She was careful not to lean against the tree as it was covered in slime like every other tree around her. Georgie edged closer towards the swamp.

Suddenly, a large purple-eyed head emerged from the swamp. It opened its mouth to let out an almighty roar and Georgie shivered as she saw its jagged, crystal white teeth for the first time. She tried not to cough while the creature's breath that was pungent like rotting meat filled her nostrils. The Velorax's eyes that were as dark as an abandoned tunnel stared towards her. As it thrashed its arms into the swamp, sludgy, green slime propelled towards Georgie.

The Velorax continued to slap the surface of the swamp while Georgie removed her short, purple jacket. She held out the jacket in front of her like a soldier's shield and moved slowly towards the swamp. The Velorax came towards the edge to meet Georgie. At that moment, Georgie launched herself through the air and landed on the creature's back with her jacket covering its eyes. Georgie held on tight while the Velorax tried to shake her off. At last, the beast tired.

"I will remove the jacket from your eyes if you promise to stop terrorising Lizard Street," whispered Georgie into the creature's ear.

The Velorax whimpered and immediately Georgie knew they had a deal. Georgie punched the air because she had defeated the Velorax and was the hero of Lizard Street!


Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

Spelling Strategies

<p>Pyramid Writing</p>  <p>The word 'because' is written in a pyramid shape on lined paper, starting with 'b' at the top and adding one letter at a time down to 'because' at the bottom.</p>	<p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p>  <p>The word 'remember' is written on lined paper with each letter in a different color.</p>	<p>Create a mnemonic</p>  <p>A graphic with the word 'rhythm' in a large font. Below it, the text reads 'Rhythm Helps Your Two Hips Move.' To the right is an illustration of two stylized figures with colorful heads and arms, representing hips.</p>
<p>Sound Buttons</p>  <p>The word 'suppose' is written on lined paper. Small dots are placed under the 's', 'p', and 'o' letters, and a smiley face is drawn under the 'e' letter.</p> <p>**Note, this may not work for words you cannot 'sound out'</p>	<p>Underline the tricky part</p> <p>se<u>pa</u>rate</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p>