



WEEK 3 LESSON 1



STARTER

Add a sensible subordinate clause to this sentence. Circle the subordinating conjunction that you have used:



The children organised themselves into teams

Circle **all** of the determiners in this sentence:

During the zoo visit, they saw many monkeys and an antelope.

a

Place the plural possessive apostrophe correctly in this sentence:

The childrens lunchboxes and drinks were left on the coach.

b

Mr Whoops has made **two** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

e

Mr Green, my next door naybour, is a very kind man. He lives at number eyght.



Put ticks in the correct boxes:

	expanded noun phrase	main clause	subordinate clause
before the sun came up			
a crunchy, red apple			
since he was only 4 years old			

c

Can you add suitable prepositions to this sentence?

_____ the lesson, Class 12 ran _____ of the classroom and bolted _____ the playground.

f

HOW DID YOU DO?

a
Add a sensible subordinate clause to this sentence. Circle the subordinating conjunction that you have used:



Accept any sensible sentence with a subordinate clause with an appropriate circled subordinating conjunction, e.g. The children organised themselves into teams because they had an important task to complete.

d
Circle **all** of the determiners in this sentence:

During the zoo visit, they saw many monkeys and an antelope.

b
Place the plural possessive apostrophe correctly in this sentence:

The children's lunchboxes and drinks were left on the coach.

e
Mr Whoops has made **two** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

Mr Green, my next door naybour, is a very kind man. He lives at number eyght.

neighbour

eight



c
Put ticks in the correct boxes:

	expanded noun phrase	main clause	subordinate clause
before the sun came up			✓
a crunchy, red apple	✓		
since he was only 4 years old			✓

f
Can you add suitable prepositions to this sentence?

Any suitable prepositions, e.g. after, out and into



Learning Question:

How can I write a riddle in a piece of poetry?

Success Criteria:

- To understand the purpose of a riddle.
- To understand how to use descriptive language in a poem.
- To understand how to punctuate a poem.
- To edit and improve upon my writing.
- To publish my writing.

Vocabulary

- First person
- Alliteration
- Present Tense
- Onomatopoeia
- Rhyming
couplet
- Simile
- Adverb
- Adjective
- Verb
- Metaphor
- Personification

TASK

This week, we are going to write our own 'What am I?' riddles.

To get us in the correct mind frame for writing a riddle we are going to first complete a piece of comprehension on a poem.

The poem is called 'The Tyger' by William Blake.

Pick a set of questions, read the poem carefully and then answer the questions.

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

