



WEEK 3 LESSON 3



STARTER



a Add the missing verbs to these sentences so that they are grammatically correct.

Heading for the supermarket, the Fairtrade bananas _____ packed onto the haulage lorry. The lorry driver _____ ready to set off.

e Sort these words into the table:

determiners	prepositions

during opposite nine many

Add another word to each column.

b Can you write a sentence containing a plural possessive apostrophe about these soldiers?



d Mr Whoops has got in a terrible muddle with his 'ch' words that sound like a 'k'. Can you help him to match each definition with the correct word?



the repeating part of a song

you might hear one of these inside a cave

a person in a book or film

c Join the prefixes to the correct root words:

re-

practical

im-

obey

dis-

arrange

Now, use one of the words you have made in a direct speech sentence:

f Rewrite this sentence with the subordinate clause at the beginning. Don't forget the comma!

The crisps were strewn all over the carpet as the toddler had dropped them.



HOW DID YOU DO?



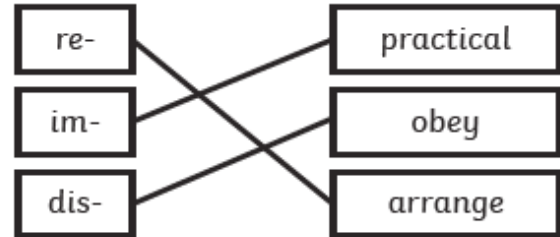
a Add the missing verbs to these sentences so that they are grammatically correct.

Heading for the supermarket, the Fairtrade bananas are/were packed onto the haulage lorry. The lorry driver was ready to set off.



b Accept any plural possessive sentence, e.g. **The soldiers' feet all marched in time.**

c Join the prefixes to the correct root words:



Accept 'rearrange', 'disobey' or 'impractical' in a direct speech sentence, e.g. "We will have to rearrange the staff meeting," said the head teacher.

e Sort these words into the table:

determiners	prepositions
nine	during
many	opposite

Accept any determiners and prepositions added to the correct column.

d Mr Whoops has got in a terrible muddle with his 'ch' words that sound like a 'k'. Can you help him to match each definition with the correct word?



chorus	the repeating part of a song
echo	you might hear one of these inside a cave
character	a person in a book or film

f Rewrite this sentence with the subordinate clause at the beginning. Don't forget the comma!

The crisps were strewn all over the carpet as the toddler had dropped them.



As the toddler had dropped them, the crisps were strewn all over the carpet.



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: Plan your riddle poem

1. Decide what animal you are going to write your riddle about.
2. Title your page with the answer to your riddle (the animal).
3. Write the following subheadings:
 - a) How does it move?
 - b) What does it look like?
 - c) Where does it live?
 - d) What does it like?
 - e) What does it dislike?
 - f) What does it eat?
 - g) When and where does it sleep?
 - h) Extra information.
4. Answer the subheading questions. If you are using the internet to research your animal, remember to ask an adult to help you use the internet safely.

Extension – Try to make some rhyming couplets that go with your animal.

How does it move?	What does it look like?	Where does it live?	What does it like?
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What does it dislike?	What does it eat?	When and where does it sleep?	Extra information
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