

Hello Year 3 ☺

Your English activities this week are based on an animation called 'The Catch' *(copy and paste the links into your browser if they don't work):*

<https://vimeo.com/76356335>

<https://www.literacysshed.com/the-other-cultures-shed.html>



A young fisherman's tiny catch is stolen by a fox who leads him to the catch of a lifetime.

Watch the video carefully and then work through the activities on each page. There are 5 'lessons' with different activities to do. Work through these at your own pace, when you can ☺ Nothing needs to be printed, everything can be written into your books or onto paper (in your best handwriting).

On On page 37 you will find this week's spellings.

Have fun and enjoy ☺

Miss Robertson x



Take a look at some of the amazing writing over the last few weeks!
Well done everyone 😊 You are working SO hard!

Dilemma
How would we find her?

Problem
Can't find Frankie

Opening
Frustrated about spending the day with Frankie

Characters
me, my new and old friends, 30 month neighbours, old letter boxes, Calling Frankie

Setting
house, garden, neighbours, house

Vocabulary
disappointed, anxious

Resolution
We looked everywhere but we found her in the trade-sticker

Ending
After we searched for the dog, we found it all day

Moral
After we searched for the dog, we found it all day

The little girl...
I'm the...
In the...
He was...
When...
All...
So...
The...
I...
The...

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16.6.20 Lesson Five
Writing a Story

Once upon a time there were a group of dust trolls. They were called dust trolls because if they were scared they would inevitably turn into a speck of dust that float away. Even something that belonged to the dust trolls would turn into dust if it was seen. One Spooky night Woldo and his little helper Squarky went to the fields by Hagley Hill. They had a nice time looking at all the animals. But... then Woldo saw one in trouble! One of the sheep had his leg caught in the fence! Unfortunately all the other animals were asleep. Now there was only one person to save it. Woldo managed to get the leg out of the fence. Luckily his leg wasn't injured too much but had a little bruise. But it was so late it turned to morning. They were seen never to be seen again!

The End!

Thanks for reading this story!

Amelia's fantastic English work! Well done!

Super story planning and writing, Chris. Well done!



Lesson 1 (activity 1): Comprehension

Watch the film carefully and answer these questions.

You might need to watch it a few times.

If you can, discuss the questions with a sibling or an adult 😊

If they are busy working hard, think about the answers and record them in your homework book or on paper 😊



1. Name three differences between where you live and where the boy lives.
2. In three sentences, describe what he looks like- can you use an intensifier in each? (E.g. extremely, hugely, desperately)
3. What do you notice about the lake?
4. Why might the boy be fishing?
5. How does he feel to have only caught one fish? Why do you think this is?
6. What might be the fox's first thought when he sees the boy's knife?
7. In what ways does the fox help the boy?
8. How do you think the boy feels when he sees all of the fish in the new lake?

Lesson 1 (activity 2) Inference:

In this activity, I would like you to think carefully about the events of the film and what the boy is thinking.

Look carefully at the pictures below and on the next few pages. For each picture, think about what is happening and what the boy is thinking in that moment.

Use the example below to help you.



What is happening?

A young boy is desperately fishing for some food to feed his hungry family.

Thoughts

I have been here for hours and this tiny fish is all I have caught. It won't feed anyone!

What is happening?
What is the boy thinking?



What is happening?

What is the boy thinking when the fox takes the fish?






What is happening?
What is the boy thinking?



What is happening?
What is the boy thinking?



Print the sheet if you can or **copy the table into your book**. Don't worry about drawing the pictures just put the numbers 😊

Picture:	What is happening?	Thoughts:
1. 		
2. 		
3. 		
4. 		
5. 		

Lesson 1: Inference

Activity 3:

Create an emotion graph to show how the boy's feelings change throughout the video. Use the example below to help you 😊



Word bank:
happy
excited
ecstatic
overjoyed
amazed
pleased
hopeful
relieved
grateful

X
Desperate
to catch
some food
for his family

X
Frustrated
when the fox
steals the fish



Word bank:
disappointed
brokenhearted
nervous
upset
worried
anxious
stressed
frustrated

Lesson 1: Inference

Emotion graph template (print it if you can or copy it onto paper/
your book)

Activity 3:



She's excited
to see her
pet guinea

She was
~~at~~ ecstatic and
overjoyed when
she finally
found
her
guinea

Word bank:
happy
excited
ecstatic
overjoyed
amazed
pleased
hopeful



Brokenhearted
because she
lost
guinea her

The girl was
putting posters up
but she
was still
worried and
anxious

Word bank:
disappointed
brokenhearted
nervous
upset
worried
anxious
stressed

Take a look at Chris'
brilliant emotion graph for
an example.
Well done, Chris 😊

Lesson 1: Inference

Activity 3:

Emotion graph template (print it if you can or copy it onto paper/
your book)



Word bank:
happy
excited
ecstatic
overjoyed
amazed
pleased
hopeful

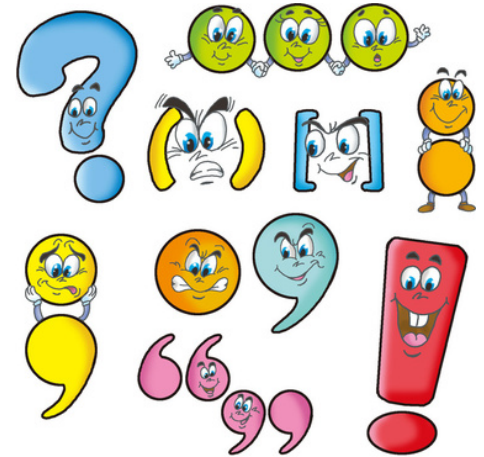


Word bank:
disappointed
brokenhearted
nervous
upset
worried
anxious
stressed

Lesson 2: Sentence types

In this lesson, we are going to be recapping the different sentence types and what punctuation should be used for each.

Statement
Command
Exclamation
Question



Quick activity: Read through the following paragraph. Add in the missing full stops and capitals.

in the jungle a young boy was fishing for food Suddenly he saw a fox. cheekily the fox stole the small fish that the boy had caught he decided to chase after him and recapture the fish. when he eventually caught him, the boy couldn't believe his eyes at the sight of the beautiful lake.

Lesson 2: Sentence types

How did you do?

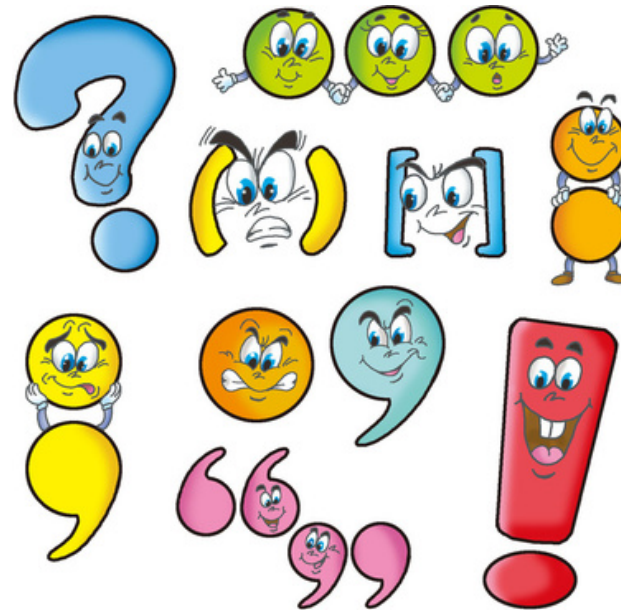
In the jungle a young boy was fishing for food. Suddenly he saw a fox. Cheekily, the fox stole the small fish that the boy had caught. He decided to chase after him and recapture the fish. When he eventually caught him, the boy couldn't believe his eyes at the sight of the beautiful lake.

Remember, full stops and capital letters are very important in writing. It often helps to read back through your work to check if you have missed any out.



Lesson 2: Sentence types

In this lesson, we are going to be recapping the different sentence types and what punctuation should be used for each.



Read the following information pages carefully. Can you think of your own example sentences for each page?

1

Statements

Statements are sentences which tell you a fact, opinion or idea.

Example:

A rainbow has 7 colours.
They are beautiful to look at.

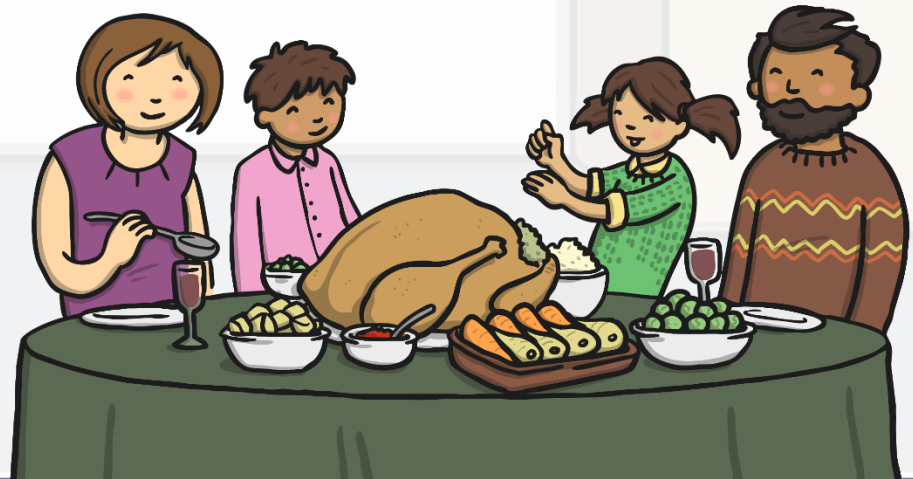


2

Questions

Questions are sentences that ask you something.
They usually end with a question mark.

Example:
What did you have for dinner?



3

Commands

They are often urgent or angry, can be very short and contain an imperative verb. Commands Imperative verbs are also known as 'bossy verbs'- they tell people what to do.

Example:
Help me! Stop it.

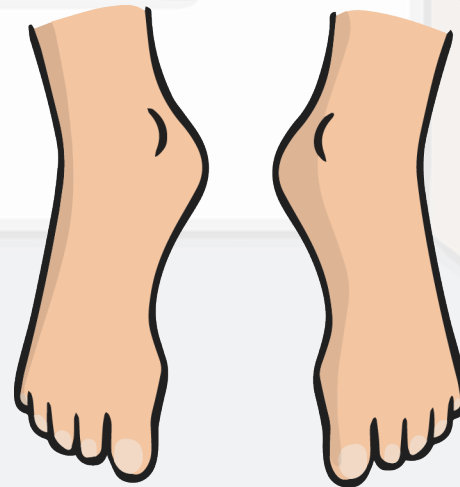


4

Exclamations

An exclamation is used when someone is surprised. It usually starts with 'How' or 'What' and contains a noun and a verb.

Example:
What big feet you have!



Lesson 2: Sentence types

Read the following sentences and decide what sentence type each one is. Add in the missing punctuation **? . or !** .

The lake was very dry

Stop it

Where are you going

The boy was so relieved that the fox was kind

What a beautiful lake

Come back here

Why have you stolen my catch



Lesson 2: Sentence types

Read the following sentences and decide what sentence type each one is. Add in the missing punctuation **? . or !** .

The lake was very dry. (statement)

Stop it! (command)

Where are you going? (question)

The boy was so relieved that the fox was kind. (statement)

What a beautiful lake . (exclamation)

Come back here! (command)

Why have you stolen my catch? (question)



ANSWERS

Statement

Command

Exclamation

Question

Lesson 2: Sentence types

It's your turn to be the teacher. Decide which sentences have been punctuated correctly. If they are incorrect, rewrite them using the correct punctuation.

Year 3 have worked very hard since school has been shut?

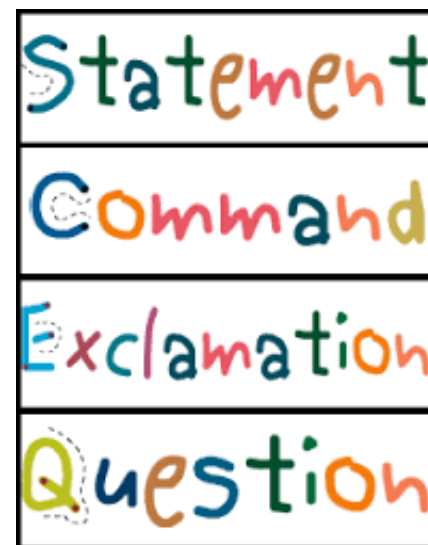
How are you!

It has been very hot in the last few days.

What big feet you have?

Help me.

There are lots of lovely children in Year 3?



Lesson 2: Sentence types

It's your turn to be the teacher. Decide which sentences have been punctuated correctly. If they are incorrect, rewrite them using the correct punctuation.

Year 3 have worked very hard since school has been shut. (Statement)

How are you? (Question)

✓ It has been very hot in the last few days.

What big feet you have! (Exclamation)

Help me! (Command)

There are lots of lovely children in Year 3. (Statement)



ANSWERS

Statement

Command

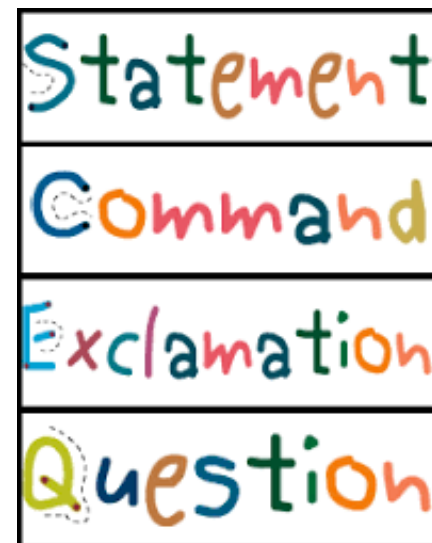
Exclamation

Question

Lesson 2: Sentence types

Complete the table (or copy one onto paper/ your book) by adding your own sentences. Your sentences can be based on the film or just random ones.

Statement:	Question:
Command:	Exclamation:



Lesson 3: Punctuating direct speech



In this lesson, we are going to recap punctuating speech (when someone talks in writing).

Inverted Commas

Beginning and End
Keep your inverted commas at the beginning and the end of the words being spoken.
"Stop!" I said.

New Speaker, New Line
Start a new line whenever someone new speaks.
"How are you doing today?" asked Henry.
"I'm great!" said Ashton.

Capital Letter
Begin what is spoken with a capital letter!
"What an amazing day!" he announced.

Commas
Remember to add commas.
Ashton whispered, "Be quiet!"
"Goodbye," said Jules.

Punctuation
Make sure your speech is correctly punctuated!
"There are times, I feel, that you are a little cold," I said.

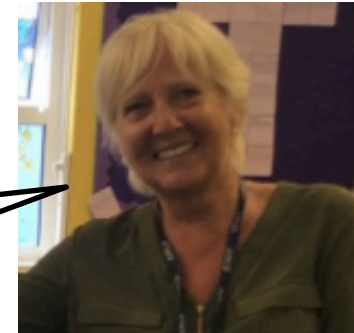
Different Names
Inverted Commas are also called:
Speech Marks
Quotation Marks

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Lesson 3: Punctuating direct speech



Year 3 are
working very
hard at home



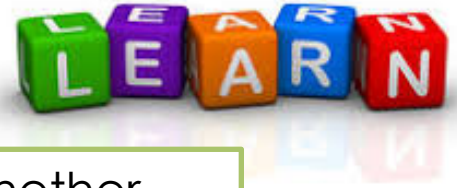
They certainly
are

This conversation would be punctuated like this:

“Year 3 are working very hard at home,” **beamed** Miss
Robertson.

“They certainly are,” **agreed** Mrs Cheslin, as she nodded her
head.

Lesson 3: Punctuating direct speech



Speech marks are ONLY used around the words that are spoken (not the whole sentence)

Decide whether your speech needs a , ? or !

“Year 3 are working very hard at home,” beamed Miss Robertson.
“They certainly are,” agreed Mrs Cheslin, as she nodded her head.

When someone new starts to talk, begin a new line

Punctuation ALWAYS goes inside the speech marks

Use a reporting clause to let the reader know who has spoken

Lesson 3: Punctuating direct speech

Activity 1:

It's your turn to be the teacher. Decide which sentence have been punctuated correctly. If they are incorrect, rewrite them correctly.

“Get off my fish!” exclaimed the boy.

“please can I help you questioned the fox.”

“I just want to catch something for my tea” murmured the boy.

“Stop” screamed the boy.

“I just want to help you,” stated the fox.

“Wow! This lake is amazing,” beamed the boy.

Challenge: Can you improve any of the speech? You could do so by adding an adverb or a subordinate clause.

E.g. “Get off my fish!” exclaimed the boy, as he quickly charged after the fox.

Lesson 3: Punctuating direct speech

Activity 1:

✓ “Get off my fish!” exclaimed the boy.

“Please can I help you?” questioned the fox.

“I just want to catch something for my tea,” murmured the boy.

“Stop!” screamed the boy.

✓ “I just want to help you,” stated the fox.

✓ “Wow! This lake is amazing,” beamed the boy.



TOP TIPS

Remember capital letters and full stops.

Remember punctuation inside the speech marks.

Check if your sentence needs a question mark or an exclamation mark.

Remember speech marks only go around the words spoken.

Lesson 3: Punctuating direct speech

Activity 2:

Here is a text conversation between the fox and the boy.
Rewrite the conversation using the correct punctuation and a reporting clause.

Look at my example to help you.

“Hey! Give me back my fish!”
exclaimed the boy.
“You will have to catch me
first,” joked the fox.



Watch out for missing
capital letters.



Challenge: Can you improve any of the speech? You could do so by adding an adverb or a subordinate clause.

Can you starting your sentence with a reporting clause and end with the speech?

Lesson 4: Role play

Activity 1:

In this lesson, you are going to be planning a conversation between the fox and the boy.

You might like to watch the video again for some ideas:

<https://vimeo.com/76356335>

For this activity, you may need an adult or a sibling to help you. (Don't worry if they are busy, try and use your imagination to think of some ideas of your own).

Imagine you are the fox or the boy.
Ask your helper to take on the role of the other character.
Role play what you would say to each other throughout the film.
You might like to add in actions 😊

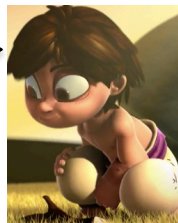
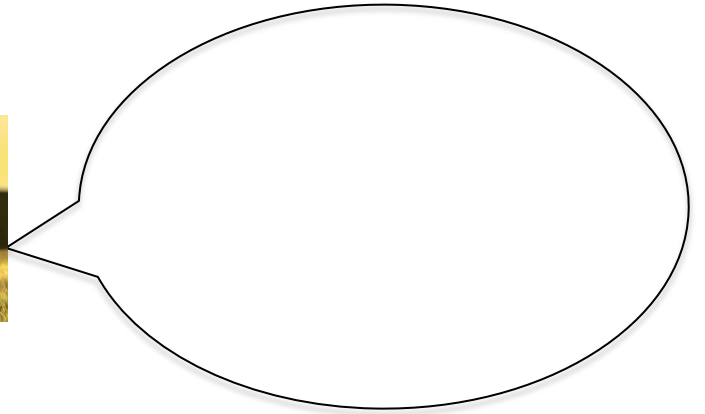
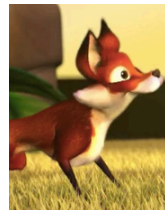
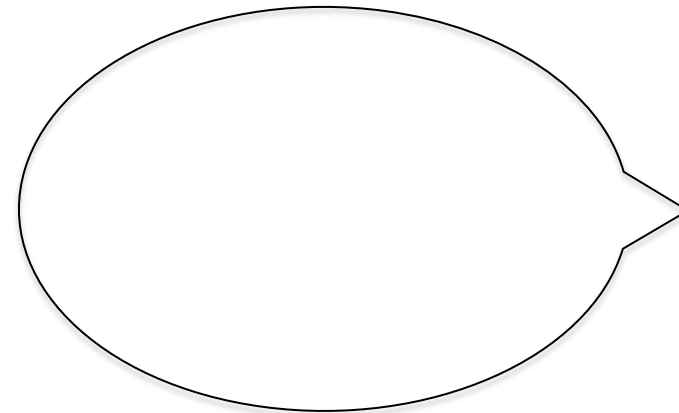
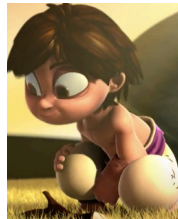
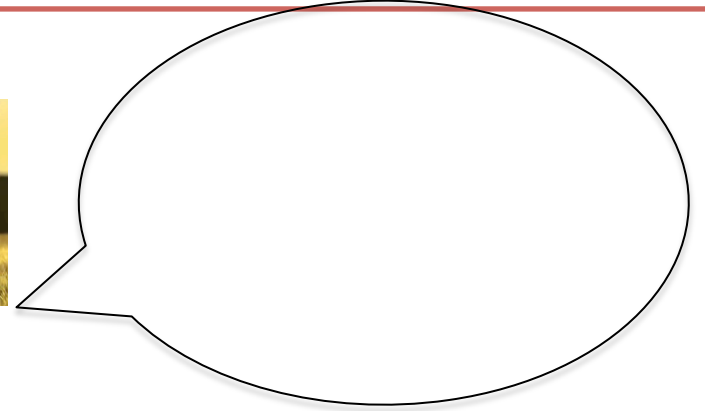
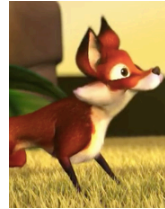
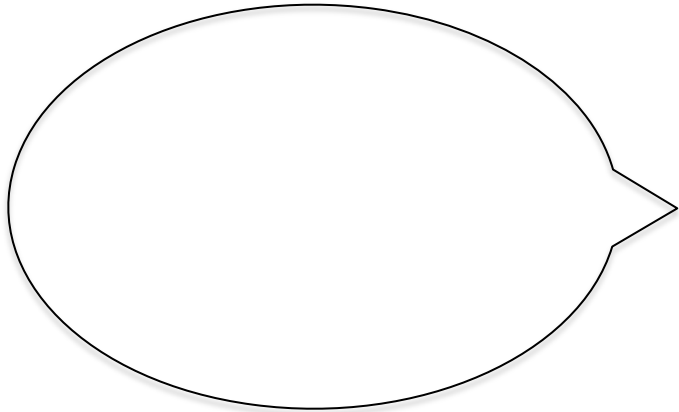


Lesson 4: Role play

Activity 2:

Once you have thought about some ideas, jot your ideas down onto the template below or draw your own speech bubbles.

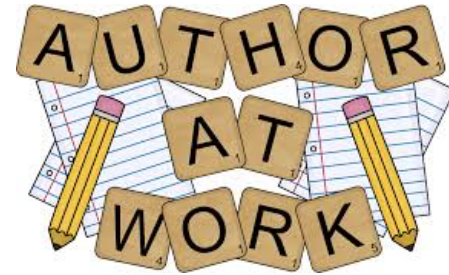
You will write your role play out into a dialogue tomorrow – this is just a plan.



Lesson 5: Writing a dialogue (conversation)

In this lesson, you are going to use your role play to write your own dialogue between the boy and the fox.

On the next few slides you will find a word mat and an example to help you.



Remember capital letters and full stops.
Remember punctuation inside the speech marks.
Check if your sentence needs a question mark, an exclamation mark or a comma to replace the full stop.
Remember speech marks only go around the words spoken.

I can't wait to read your wonderful writing 😊

Enjoy 😊

EXAMPLE



Deep in the heart of the jungle, a young boy was desperately fishing for some fish to feed his family. He was overjoyed when he finally managed to catch something. All of a sudden, a cunning fox appeared beside him.

“Hey! Come back here! Where are you going with my fish?” questioned the boy angrily.

“If you want to see this fish again, you will have to catch me,” muttered the fox, as he ran towards the trees.

“This is just typical. Nothing ever goes right for me,” murmured the boy, as he followed the fox into the distance.

“You’re very slow!” exclaimed the fox cheekily.

“I’m exhausted and absolutely starving,” replied the boy, panting for breath.

Dialogue word mat:



Time conjunctions:	Adjectives:	Adverbs:	Synonyms for said:
A few hours later, Later that day, When, Before, After, Until, Meanwhile, Since, By the time, Once, Suddenly,	magical amazing unusual different special wonderful boring annoying frustrated	grumpily furiously nervously energetically unfortunately disappointingly carefully happily amazingly curiously desperately	muttered bellowed shrieked shouted murmured whispered replied answered asked grunted

FINISHED

Read back through your writing. Check carefully that you have:

- ✓ Used full stops and capital letters
- ✓ Used your speech marks in the correct place
- ✓ Used question marks and exclamation marks (if you need them)
- ✓ Started a new line for a new speaker
- ✓ Used different words for said

CHALLENGE

- ✓ Used adverbs to describe how the words are spoken
- ✓ Used subordinate clauses to extend your sentences

Spellings:



Spelling pattern: Year 3/4 word list

- These are words that are often used that you should continue to practise:

Use a dictionary or ask an adult to help you with the words you are unsure of.

circle
famous
peculiar
strange
question

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

e	d	f	y	a	c	b	z	f	o	o	t	b	a	l
p	x	t	v	c	z	o	s	a	y	x	j	o	b	o
d	m	a	h	j	k	o	e	v	y	c	s	s	c	p
l	l	f	i	k	g	a	c	o	n	f	u	s	e	d
s	l	f	a	t	e	m	x	u	x	u	v	f	q	r
a	s	m	f	l	e	l	y	r	z	s	z	g	r	o
p	u	a	p	c	h	d	x	i	b	u	y	j	c	b
p	r	l	n	o	t	a	y	t	c	a	x	h	s	l
e	p	m	m	m	r	a	z	e	a	t	t	k	b	o
a	r	n	o	n	s	t	n	q	b	x	z	m	o	x
r	i	p	x	o	e	o	a	t	f	y	m	l	a	u
o	s	q	y	q	x	p	x	n	o	z	n	m	t	n
x	e	v	z	p	i	l	a	p	t	o	p	n	t	v

See if you can find some of our spellings in Amelia's brilliant word search (she has also added some bonus ones 😊)



important	football	boat	
favourite	Batman	boo	
disappear	Laptop	Roblox	
different	confused	boss	
surprise	excite excited		

Thank you for working so hard.

Please send in any photos of work you do to:

info@st-jo-st.dudley.sch.uk

It is always a pleasure to see all of your work and writing 😊

Well done, Year 3. I am so proud of you.

