

Hello Year 3 ☺

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

<https://www.literacyshed.com/wishgranter.html>

<https://www.youtube.com/watch?v=zON0wDD7VJY>



Do you know who lives below wishing wells? In this short animation, we find out that beneath each well lives a small creature. A mythical granter of wishes.

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 page 35-36 you will find an extra activity you might like to do.

On pages 37 you will find a reading activity.

On page 38 you will find this week's spellings.

Have fun and enjoy ☺

Miss Robertson x



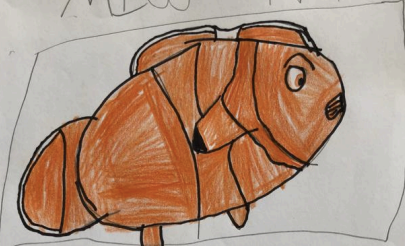
Take a look at some of the amazing writing from last week's work!  
Well done 😊

**DIPPY**  
 one morning a boy named Ben in the warm sunny day's  
 bursting to play in the warm squelchy mud  
 with his new big grey pet hippo, the hippopotamus.  
 So he dashed downstairs with his heart  
 beating fast and a huge smile on his face. But  
 when he got outside **DIPPY WAS GONE!**  
 He searched everywhere in the bushes, around  
 the pond and even in the new pond area pile.  
 But he wasn't there. Ben was very worried.  
 Then he had an idea to make a lost job  
 leaflets. He then put them up on trees and poles  
 also showed it to his neighbours Jane and Tom  
 who also showed it to his neighbours. Ben then  
 wilconsors but they didn't see him and sat at the  
 lost hope about finding him. Then all of a sudden Dippy appeared  
 Park Pond moping. Then all of a sudden Dippy appeared  
 behind him. He was over the moon  
 and they both from after play and  
 And they all liked it.

Lissie's amazing work about Dippy the missing hippopotamus!

Benjie's brilliant missing poster about Nemo the fish!

**MISSING!**

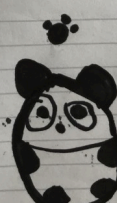


His name is **Nemo**. He is very  
 old. He swims like a dolphin. He is cool at  
 the sun and sea. He is a big fish.  
 He is a big fish and he is a shark.

For more info call 077 265 6296  
 The person who returned him  
 to me on the 30th of June  
 will win \$2,000


It was a bright sunny day in Southern California. A girl had just  
 woke up to start her day. The first thing she did was  
 run down the stairs to see Peyton. Peyton is her  
 pet panda. Peyton were are you?? she shouted. She ran from  
 the house looking for Peyton but she was brave were  
 to be seen. Unbelievably she had climbed through the  
 car flap. Eva ran to the painting table. Can you guess  
 what happened next?

After she got to the painting table she looked up the  
 most amazing posters to help find Peyton. Eva had  
 included a description of Peyton, a picture and a big  
 envelope. She set off putting them on trees and giving them  
 to people. Then one person said they knew where  
 it is. Eva said have you really seen an adorable  
 playful panda? To my amazement they said yes. So late  
 that day we went to find her and sure enough  
 she was in the sunset park playing with the pandas.  
 I told Peyton she had to come home and she came  
 back with us in the car. Although the other pandas  
 had to stay back, we had a cuddle all the way home.



Millie's fantastic work about Peyton the missing Panda!

**PANDA Lost**



Please help me find my Panda. Her name is Peyton. She is black  
 white with dark rings round her eyes. She is always carrying a  
 pile of tiny green bamboo. She is very friendly but shy and playful.  
 She likes to play hide and seek. Maybe she's the way I lost  
 her. She must be very scared to be lonely. If you find her please call  
 Millie Horton on 07524092.

**Reward**  
 £100 Thank you  
 Millie



## 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. Where is the film set? How would you describe the setting?
2. What does the first man wish for?
3. How do you think the wishgranter feels about this wish? Why do you think he might feel this way?
4. What problem occurs when the second man and woman grant their wishes?
5. What things does the wishgranter do to try and fix the problem?
6. How does he finally fix the problem?
7. Do you think the film has a happy ending? Why?
8. How do you think the first man's wish differs from the wishes of the second man and woman?
9. If you could have one wish, what would it be? Why?



## Lesson 1 (activity 2) Inference:

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

Use the example below to help you.



### What is happening?

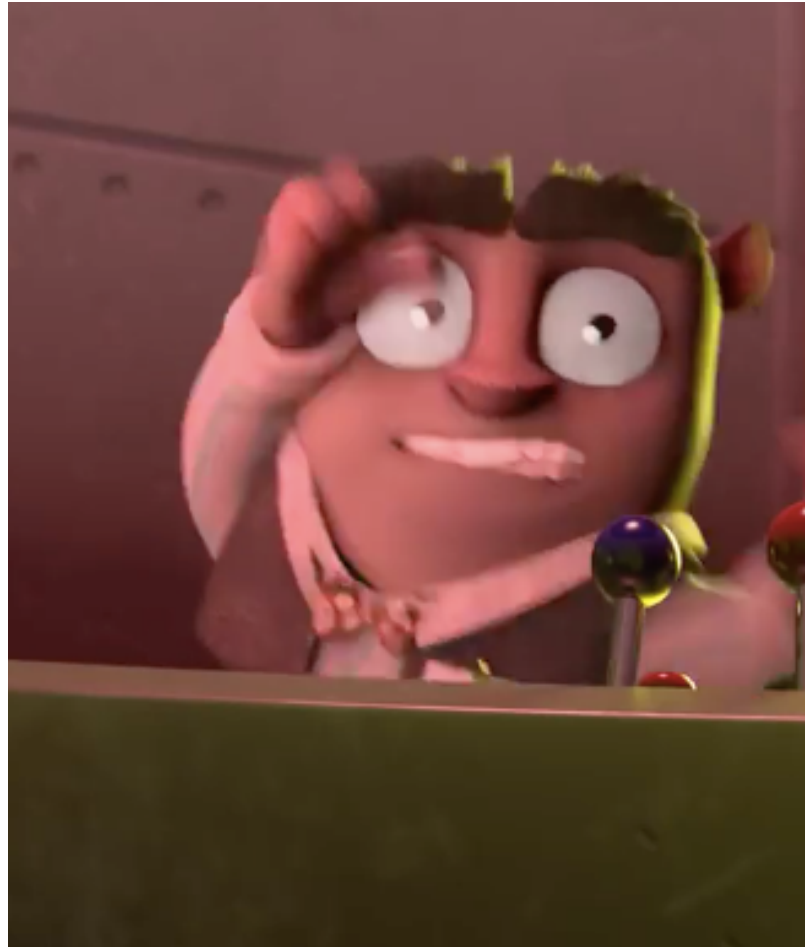
A wishgranter is granting wishes beneath a fountain.

### Thoughts

Urgh! Another wish for money. My job is so boring when that is all people wish for.

What is happening?

What is the wishgranter thinking?



What is happening?

What is the wishgranter thinking?



What is happening?

What is the wishgranter thinking?



What is happening?

What is the wishgranter 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 😊

<b>Picture:</b>	<b>What is happening?</b>	<b>Thoughts:</b>
1. 		
2. 		
3. 		
4. 		
5. 		

## Lesson 1: Inference

## Activity 3:

In the film there is no dialogue (people talking).

What do you think these characters would say as they make their wishes?

How would they be different from each other?



I really hope my wish comes true. I can't wait to have lots of money and spend it all on myself.

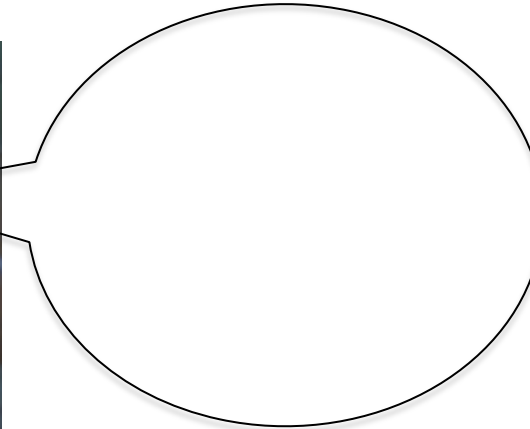
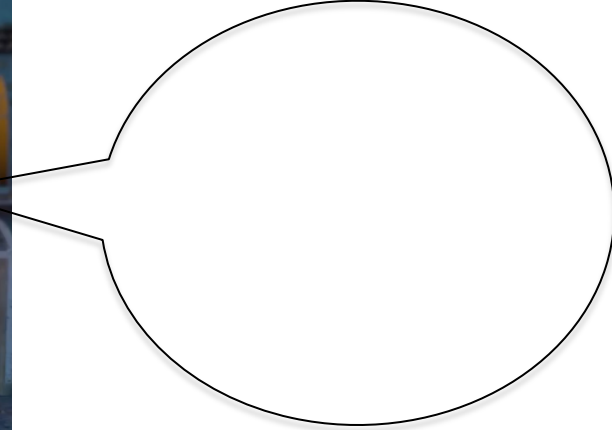
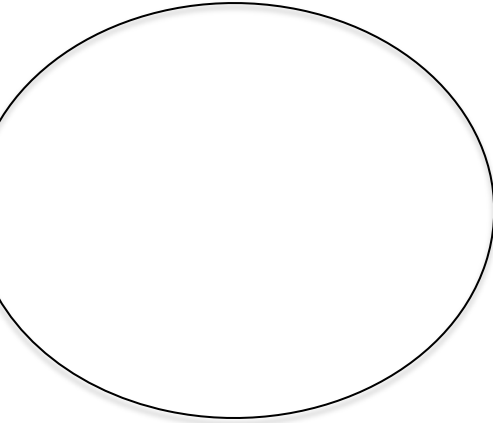
# Lesson 1: Inference

## Activity 3:

In the film there is no dialogue (people talking).

What do you think these characters would say as they make their wishes?

How would they be different from each other?



**Challenge:** Turn your speech bubbles into a direct speech. E.g. "I really hope my wish comes true," whispered the girl, as she tossed her coin into the fountain.

## Lesson 2: Time conjunctions



Did you know that conjunctions are used to join ideas in a sentence?

They are used to give more information, reasons or other ideas. Time conjunctions give us more information about the order something happened in, or when it happened.

Conjunctions can be used at the beginning of a sentence.

**When** the dog had settled in his basket, he began to snore gently.



Or they can be used in the **middle** of a sentence.

The dog began to snore loudly **when** he had settled in his basket

**What time conjunctions can you think of to make your writing more interesting?**

## Lesson 2: Time conjunctions



Before

she left for school, she brushed her teeth.

She brushed her teeth

before

she left for school.

**Time conjunctions can be used at the beginning of your sentence or in the middle.**

***Remember, when you use a conjunction at the beginning of your sentence you also need to use a comma.***

**Which of these sentences need a comma?**

**When it rained the children had to stay inside.**

**Sophia has done lots of amazing work since she has been at home.**

**Before she left school Hattie washed her hands.**

## Lesson 2: Time conjunctions



After

the rain had stopped, the children went out to play.

The children went out to play

after

the rain has stopped.

### Time Conjunctions and Other Linking Devices

as long as

as soon as

**before**

by the time

now that

once

**after**

since

till

until

**when**

whenever

while

## Lesson 2: Time conjunctions

### Activity 1:

Decide which of the time conjunctions fits best in each sentence.  
Copy them out and underline the conjunction.

**after**

**since**

**before**

**whenever**

**until**

1. I enjoy playing on the computer \_\_\_\_\_ I have finished some school work.
2. \_\_\_\_\_ I have a treat, I eat my meal .
3. I don't go to bed \_\_\_\_\_ I have brushed my teeth.
4. \_\_\_\_\_ I started Year 3, I have been feeling really grown up.
5. I wear a waterproof coat \_\_\_\_\_ it rains heavily.

Discuss whether the conjunction appears at the **beginning** or **middle** of each of these sentences.

## Lesson 2: Time conjunctions

## Activity 2:

Use the time conjunctions and sentence starters below to write a sentence about each picture.

See the example for some ideas 😊

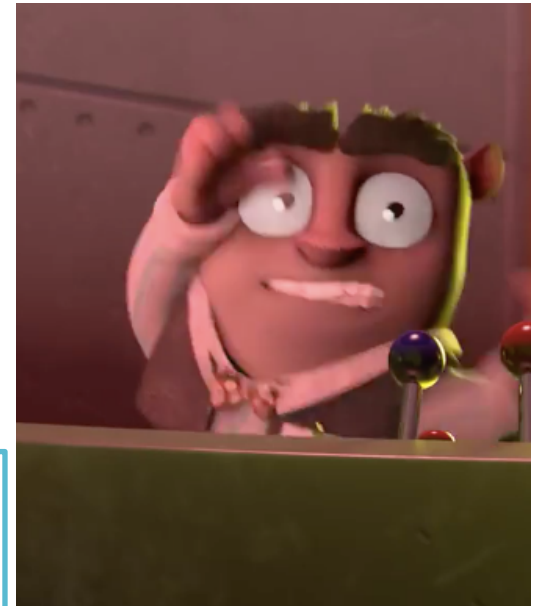


After the man's wish was granted,

When he threw the coin into the fountain,

When the two coins were stuck,

Before he could think what to do,



*Example: **After the man's wish was granted,** he was so overjoyed that he had lots of money to spend.*



## Lesson 2: Time conjunctions

## Activity 2:

Use the time conjunctions and sentence starters below to write a sentence about each picture.

See the example for some ideas 😊



Before he let the coin go,

Until the wish was granted,

*Example: The young boy would not be happy **until the was granted.***



After he threw the dandelion,

Since the dandelion idea didn't fix the problem,

# Lesson 3: Adverbs



## Adverbs

**Verbs** are **doing, being** or **feeling** words.

was riding    ran    moved    called

An **adverb** tells you more about a **verb**.

quickly    steadily    carefully    loudly

called loudly    was riding quickly    moved carefully

*Try modifying one of the **verbs** with one of the **adverbs***



**e.g. The king called loudly.**

## Lesson 3: Adverbs



### Adverbs

Some **adverbs** do not end in *ly*.

tomorrow

then

now

soon

here

there



They can *still* tell you more about a **verb**.

I **saw** it move **here**.

I **want** to find it **now**.

Where?

When?

*Try modifying one of the **verbs** with one of the **adverbs***

## Lesson 3: Adverbs



### Adverbs

Adverbs help us express **time**, **place** and **manner**.

The king **rode yesterday**.

The king **rode early**.

The king **rode afterwards**.



When?

The verb 'rode' is modified by the **adverbs**.

*Can you think of any other **adverbs** which answer the question: **When?***



## Lesson 3: Adverbs



### Adverbs

Adverbs help us express **time**, **place** and **manner**.

The king searched **here**.

The king searched **there**.

The king searched **outside**.



Where?

The verb 'searched' is modified by the **adverbs**.

*Can you think of any other **adverbs** which answer the question: **Where?***



## Lesson 3: Adverbs



### Adverbs

Adverbs help us express **time**, **place** and **manner**.

The king looked **hard**.

The king looked **carefully**.

The king looked **desperately**.



How?

The verb 'looked' is modified by the **adverbs**.

*Can you think of any other **adverbs** which answer the question: **How?***



## Lesson 3: Adverbs

## Activity 1:

Read the sentences below and identify the adverbs.

Copy them out onto paper/ your book and underline the adverbs.

1. James carefully copied out the spellings into his book.
2. Kindly, Tess looked after her younger brother Eli.
3. Jarvis really enjoyed playing outside in the fresh air.
4. Energetically, Harry kicked the football into the back of the net.
5. Isla quickly read through her book to discover the ending.
6. Iris carefully made a fantastic animation using her sylvanian families.

**Challenge: Write 3 sentences of your own using adverbs**



1. James **carefully** copied out the spellings into his book.
2. **Kindly**, Tess looked after her younger brother Eli.
3. Jarvis **really** enjoyed playing outside in the fresh air.
4. **Energetically**, Harry kicked the football into the back of the net.
5. Isla **quickly** read through her book to discover the ending.
6. Iris **carefully** made a fantastic animation using her sylvanian families.



## Lesson 3: Adverbs

## Activity 3:

Task: Write a short paragraph explaining how wishes are granted using adverbs and conjunctions. You might like to watch the film again for some ideas.

*Use my example to help you 😊*

Can you underline the adverbs and conjunctions in your sentences in different colours?

As soon as the coin is released into the fountain, it carefully floats to the bottom of the water. When it arrives, it quickly shoots down the tube. After a while, it spins magically around a wooden wheel. A brown bucket slowly takes it to another clear tube. Enthusiastically, it falls down into a large pot full of other coins. After it has arrived, the wishgranter usually grants the wishes.



## Lesson 4: Planning

**Writing task: Imagine you are one of the characters in the video:**

- The wishgranter
- The girl
- The man who wishes for love
- The man who wishes for money



**Write a diary entry about your day at the fountain.**

**Watch the video again to help you:**

<https://www.literacyshed.com/wishgranter.html>

<https://www.youtube.com/watch?v=zON0wDD7VJY>

In today's lesson you are going to be planning the diary.

Use the next few pages to help you with planning. There is a planning template on page 31 if you would like to print it. Don't worry if you can't, just use the next few pages to make some notes.

*Remember, a plan should just be notes and key words/ phrases.*

## Introduction:

**Where are you** at the start of your diary? (Describe the setting e.g. inside the fountain or about to make a wish)

**How do you feel** about granting wishes/ making a wish? (List your feelings – e.g. excited, eager, desperate)

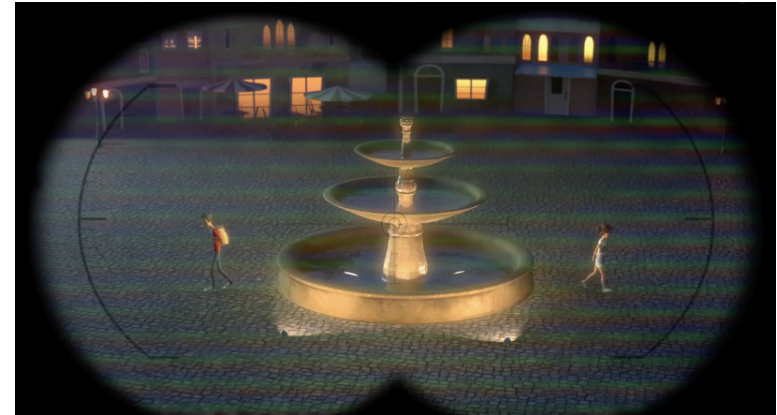


## **Build up:**

What happens when the wish is made? (e.g. money magically appears, nothing happens the machine is broken)

How does it make you feel?

What actions do you do to show this? (cry, give up, celebrate)



## **Problem:**

What has happened? (the wishes need to be granted, the wishgranter needs help, your wish hasn't been granted)

What do you decide to do? (use different ways to grant the wish, carry on with your life, help the wishgranter)

How are you feeling?



## Ending:

How does your day end?  
How does it make you feel?



# Lesson 4: Planning template

Success Criteria:

- First person
- Past tense
- Time conjunctions
- Chronological order
- 5 senses
- Thoughts and feelings

## Diary planning

Introduction:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Feelings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thoughts

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Feelings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thoughts

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Feelings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thoughts

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main:

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

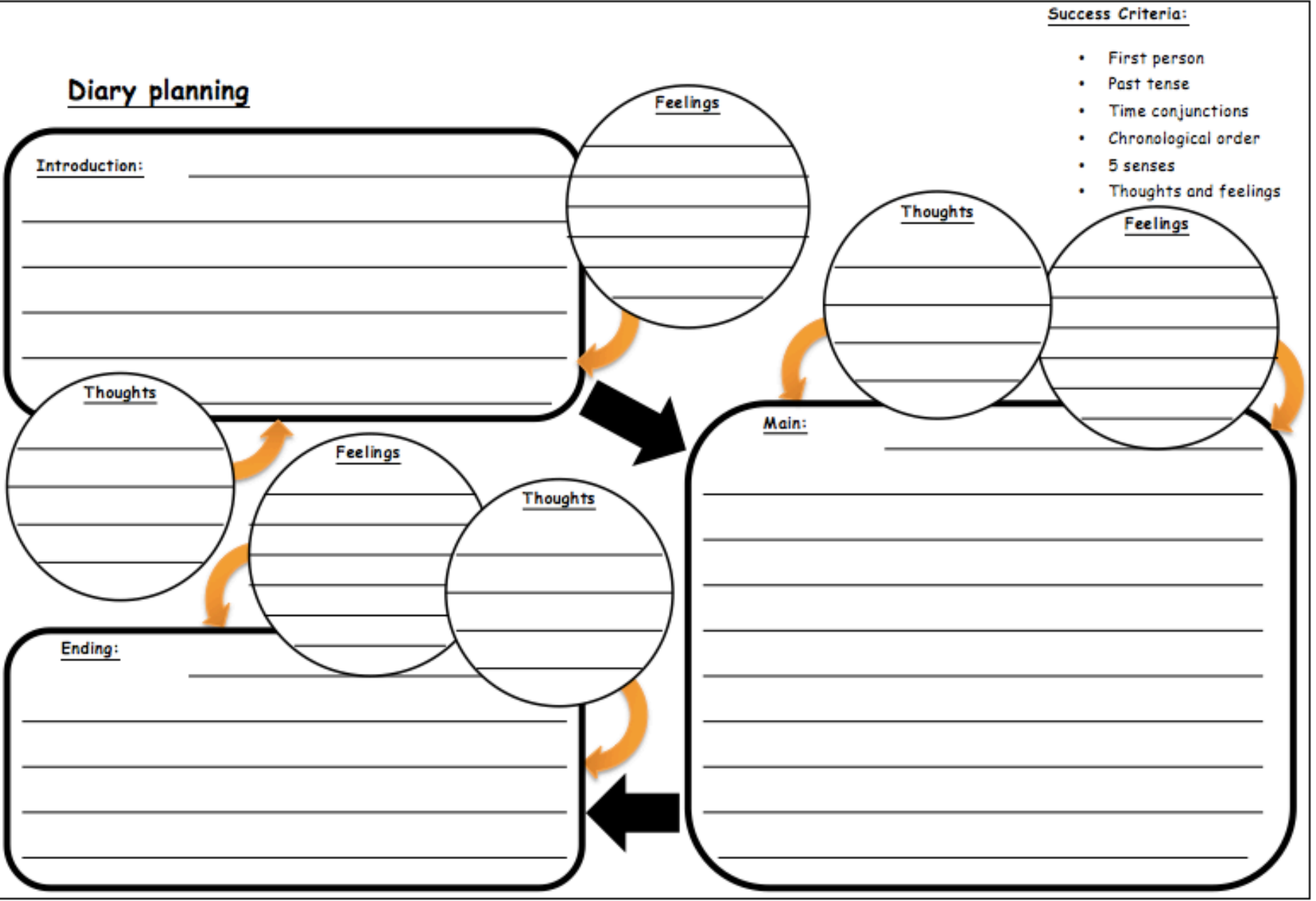
Ending:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 5: Writing

In this lesson, you are going to use your plan to write your own diary based on one of the characters in the video.

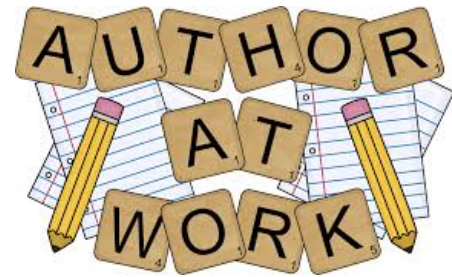
On the next few slides you will find a word mat and an example to help you.



- Use first person (I, me, my)
- Include lots of time conjunctions
- Use subordinate clauses and conjunctions (think about the work you have been doing recently)
- Use adverbs
- Use expanded noun phrases
- 

Enjoy 😊

I can't wait to read your wonderful writing 😊





**EXAMPLE**

## From the perspective of the wishgranter



Dear diary,

What a day today has been! Eventually, there has been a happy ending. Let me tell you all about it.

First thing this morning, I was sat in my usual spot at the bottom of the fountain inside the wish machine. All anyone seemed to wish for these days was money. When I heard the machine whizzing, I knew straightaway that it would be another money wish. Haven't these people got anything better to wish for? Grumpily, I pressed the pound sign to grant yet another wish.

I was just about to give up and stop granting wishes when I heard a different sound that I hadn't heard before. Someone, infact two people, had wished for love. I couldn't believe it. Immediately, I pressed the love button to grant them their amazing wish. I pressed it several times in a row but nothing seemed to be happening. What was happening? Now was not the time for the machine to stop working. Unfortunately, I realised very quickly that the two coins had somehow become wedged inside the machine.

Before I could grant these amazing wishes, I knew I had to fix the machine. Cleverly, I grabbed my emergency toolbox. Inside it was full of tools that could be used to grant wishes if the machine was broken. There were things like wishbones, dandelions and also an amazing wish granting water pistol.

# Story word mat:



<b>Time conjunctions:</b>	<b>Adjectives:</b>	<b>Adverbs:</b>	<b>Key words:</b>
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	grumpily magically nervously energetically unfortunately disappointingly carefully happily amazingly curiously desperately	Wishgranter fountain emergency machine coin money dandelion wishbone

## Extra activity (based on the film):

*The film is all about making wishes. At the moment, things are a little different to what we are used to. It is still important to have hopes and dreams for the future.*

Think about what your hopes and wishes might be. You might like to write them down on the template on the next page or try one of these art ideas based on wishes 😊



I would love to hear all about your wishes.

Please send them to:

[Info@st-jo-st.dudley.sch.uk](mailto:Info@st-jo-st.dudley.sch.uk)

**My hopes and wishes are:**



## Reading activity:



Look at the picture carefully and answer the questions.

How are the bears related? How old are they?

What are they doing?

How are they feeling?

Is this a special moment?

Why are there stars around them?

Share a special memory between you and your parents. Why do you think that time was special?



# Spellings:



## Spelling pattern: Year 3/4 word list

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

centre
build
naughty
ordinary
special

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

### 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.

Thank you for working so hard.

Please send in any photos of work you do to:

[info@st-jo-st.dudley.sch.uk](mailto: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.

