



Grammar



Punctuation and Grammar Activities

Complete an activity every day.



however

despite

but

yet

because

Pick the best connective from above for each sentence below:

1. Ben went to the doctor _____ he was feeling ill.
2. Sam was happy, _____ he felt tears fill his eyes.
3. Jimmy entered the room _____ feeling nervous.
4. His face turned red _____ he was embarrassed.

Pick the correct word or words from the options for each sentence below:

1. The window was **broke / broken / broked / breaked** by the ball.
2. Mandy **writ / wrote / witten / has wrote** a letter.
3. Benjie has **eaten / eated / ate / eaten** a large cucumber.

Use **I** or **me** for each sentence below:

1. I wanted Dad to watch _____ in the football match.
2. He walked to school with Danny and _____ .
3. My teacher told Terry and _____ to collect the books.
4. Eddie came to school with Jim and _____ .
5. Ben and _____ are going to the cinema tomorrow.

Which of the words below need a capital letter?

billy came to our school today from canada. he wants to learn french.

we enjoyed visiting prince rock primary school on wednesday.

all the english supporters waved their flags when england scored a goal.

are

is

has

have

Use the correct verb in each sentence below:

1. Benny and James _____ gone outside.
2. The dogs _____ sitting by the fire.
3. Sammy _____ remembered his homework.
4. My football coach _____ teaching me how to dribble.
5. Elephants _____ wonderful animals.
6. I love my bags. They _____ beautiful.
7. School uniform _____ better than mufty.
8. He _____ gone away on holiday.

For each piece of text below, pick which box should have the ? or !

Sam asked, “Can I go to the toilet ” after he had sat down in the car.

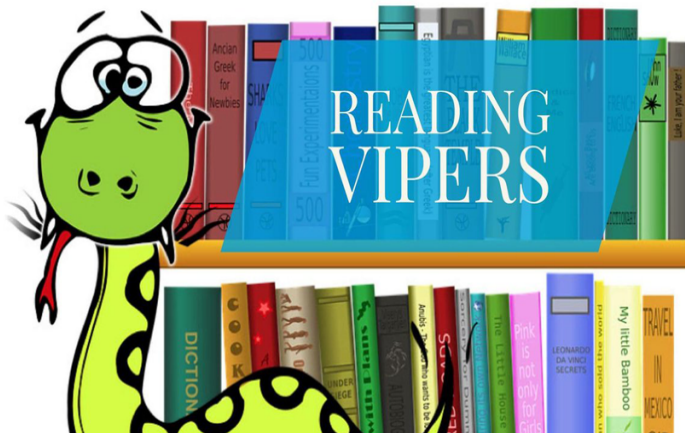
“Wow ” exclaimed Benny, “I can’t believe I got full marks.”

My mum whispered , “Would you like to eat the last bit of ice-cream ”

Now write **any** question on your whiteboard.

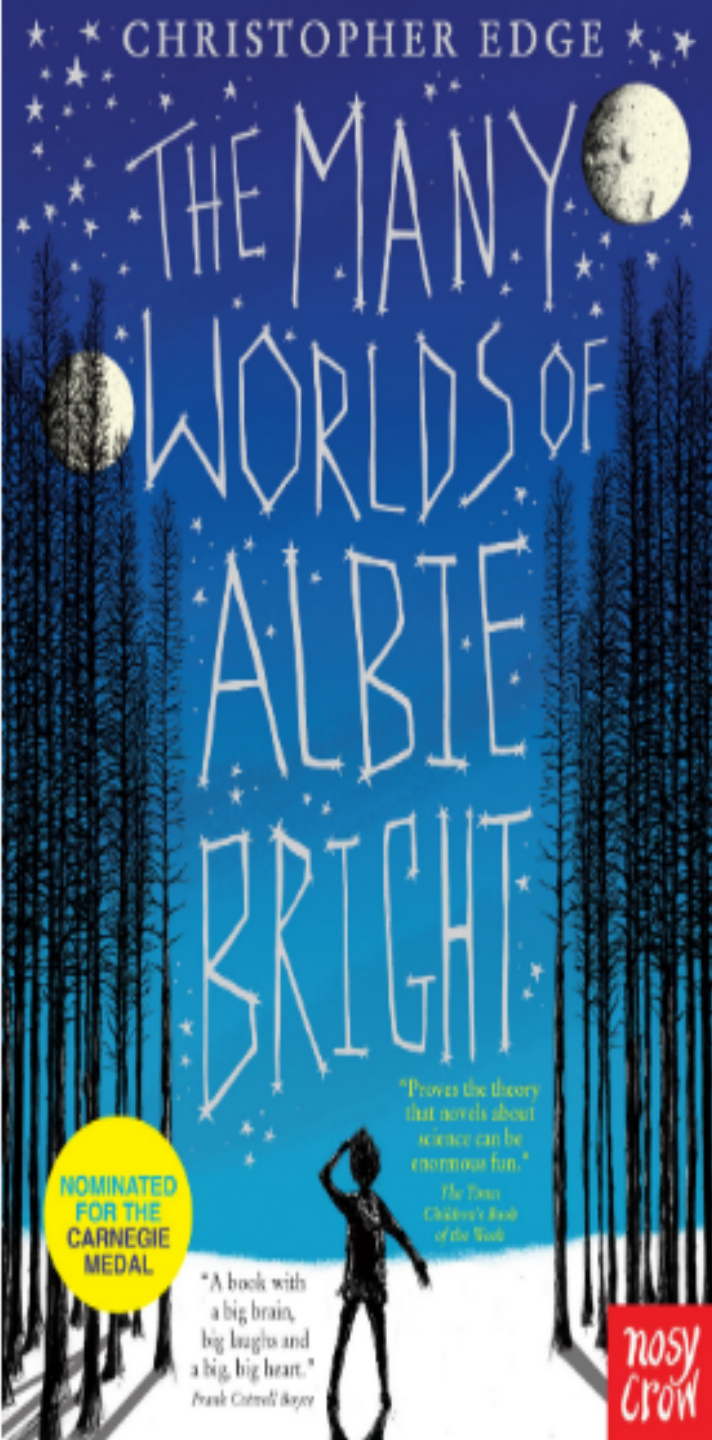
Reading Activities

Choose from the variety of activities and complete one or more daily.



Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



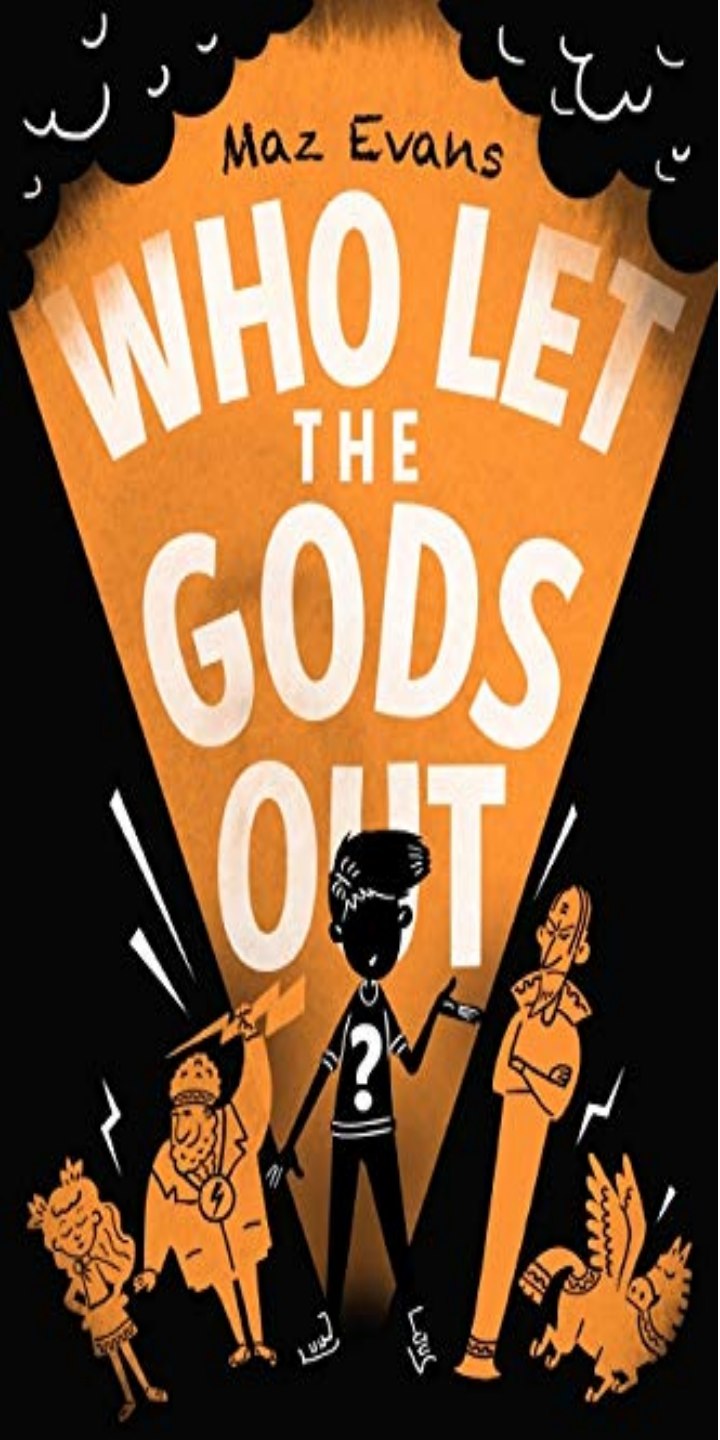


V – Give three more words or phrases for many.

P – What do you think the story might be about?

E – How does the choice to draw a night sky with two moons capture a potential reader's attention?

R – What do you think the boy is looking at? Explain your choice.

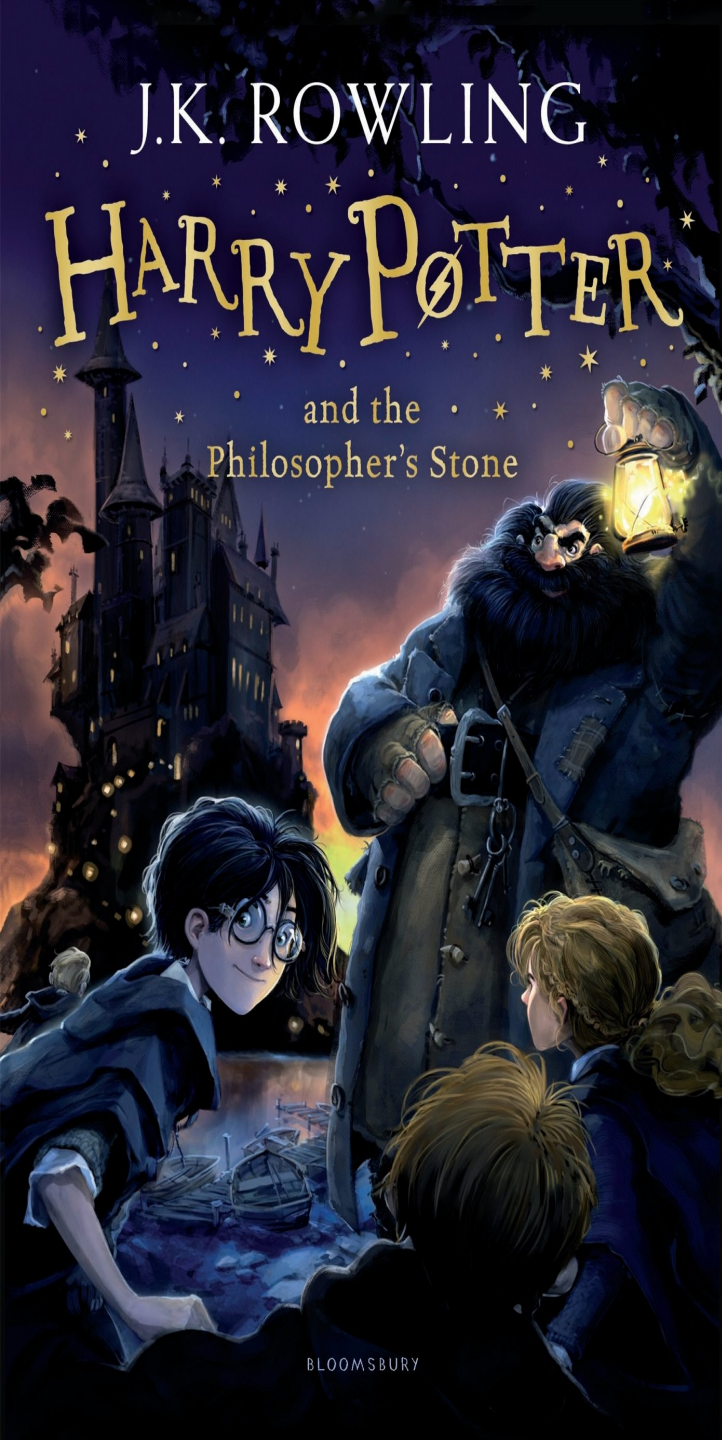


I – How do you think the boy in the black is feeling? Explain why.

R – Who are the characters in orange? How do you know?

E – Why do you think the author has decided to only use three colours on the front cover?

S – Do you think whoever let the Gods out did a good thing? Why do you think that?



S – What do you think is happening on the cover?

P – What do you think is going to happen next?

I – Tell me about the character with the lamp. Do you think he is important? Why?

R – What on the cover might tell you the book is about magic?

The Long Drive

Many years ago, ranch owners needed to send their cattle hundreds of miles to 'cow towns' where they would be sold. Every year it was the cowboys' job to round up all the cattle and take them in large herds to the cow town. This was known as 'the long drive'. The drive was a challenge for all cowboys. Their day began at 4.00am and ended after dark. Even then some had to stand on guard during the night. The average herd was made up of about 3000 cattle and the cowboys were responsible for keeping them safe all the way. The cowboys worked as a team but each had his own job to do (see diagram).

- The **trail boss** was in charge. He gave orders, checked the herd and then rode ahead to find water. He decided where the camp would be made and generally took care of the men. He rode at the front of the herd.
- The **pointers** were also experienced riders. They led the herd when the trail boss went ahead to look for water or a camp.
- The **swing** and **flank** men rode at the side to keep the herd together.
- The **drag** men were at the back. This was the worst job because they were covered in dust from the herd in front.
- The **wranglers** were the youngest and most inexperienced cowboys on the drive. They carried messages up and down the line and looked after the **remuda**, the spare horses.
- The **cook** drove the **chuck wagon** and produced the food for the cowboys wherever they camped.

This text tells us some of the difficulties cowboys face in their work. Using what you have read, explain what you think cowboys might **like** about their job.

2 marks

It says in the text that the cowboys worked as a team. What evidence of team work can you find in the text?

3 marks

Rain

The lights are all on, though it's past midday.

There are no more indoor games we can play.

No one can think of anything to say,

It rained all yesterday, it's raining today.

It's grey outside, inside me it's grey.

I stare out of the window, fist under my chin,

The gutter leaks drips on the lid of the dustbin,

When they say 'cheer up', I manage a grin,

I draw a fish on the glass with a sail-sized fin,

It's sodden outside, and I'm damp within.

Matches, bubbles and papers pour into the drains,

Clouds smother the sad laments from the trains,

Grandad says it brings on his rheumatic pains,

The moisture's got right inside of my brains,

It's raining outside, inside me it rains.

by Brian Lee

Rain in Summer

How beautiful is the rain!

After the dust and heat,

In the broad and fiery street,

In the narrow lane,

How beautiful is the rain!

How it clatters along the roofs,

Like the tramp of hoofs!

How it gushes and struggles out

From the throat of the overflowing
spout!

Across the window pane

It pours and pours;

And swift and wide,

With a muddy tide,

Like a river down the gutter it roars

The rain, the welcome rain!

by Henry Wadsworth Longfellow

Explain how each poet gives a different feeling about the rain.

You will need to think about:

- the effect of rain on the writer
- how the rain is described.

Lonely and Looking for Love?

Lonesome George

Lonesome George is the last known individual of the Pinta Island Tortoise (*Geochelone nigra abingdoni*) which is one of eleven species of Galápagos tortoise, all of which are the rarest creatures on Earth. Lonesome George is a potent symbol of conservation efforts in the Galápagos Islands. He was named after an American adventurer.

Galapagos Tortoise

Tortoises on the Galápagos Islands were first seen by sailors and fishermen in 1598. Darwin, when he visited the islands, noted how he and the other crew members ate the tortoise meat. Also, the tortoise population was reduced by goats introduced from the mainland.

The Demise of the Giant Tortoise

Giant tortoises once occurred on all continents, except Antarctica. However, the evolution of humans and their rapid **colonization** of the earth meant that the giant tortoises, large, tasty, and hunted to **extinction** in all regions of the globe.

History to date

Lonesome George was first seen on the island of Santa Cruz in November 1971 by American biologist Stephen Vagvolgyi. The tortoise population had been **decimated** by introduced goats, and the *abingdoni* population was reduced to a single individual.

In an effort to ensure safety to the Charles Darwin Foundation, George was paired with a female of a different species. Although his eggs have not yet hatched, they have hatched.

How is the page made clearer by placing the paragraphs into different text boxes?

What is the purpose of the subheadings?

What is the information in the brackets?

Some of the words on the page stand out because they are in **bold** print.

Why have these words been put in **bold**?

Why are some words in italics in the yellow text box?



The bear pictures are from a story called *The Quiet Heroine*



Both *Quiet Heroine* (pages 6–7) and *The Further Adventures of Souperkid* (pages 8–9) are stories.

Both stories include pictures but for different purposes.

What is the purpose of the pictures:

- in *Quiet Heroine* on pages 6 and 7?

.....

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.....

- in *The Further Adventures of Souperkid* on pages 8 and 9?

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Q How do actors survive the fires, explosions and other dangerous accidents in films?

A They don't! Only a stunt double like me can do that. Films would be very boring without the exciting scenes stunt doubles perform. The way it works is that I get made up and dressed to look like the main star. I do all the dangerous, exciting bits instead of the actor. You can't tell it's me because all my shots are filmed from a distance so that you never get a clear view of my face. I'm trained to make

sure that my life is never put at any risk, though. If I have to fall from an upstairs window, I wear padded body armour under my costume and land on soft crash mats to cushion my fall. Close-up of the star are added later, so the audience think she was the only one ever involved in the action. That's how actors are made to seem braver than they really are!



Molly Lerner, stunt double

Q How do actors change from ordinary humans into superheroes, monsters or even aliens?

A That's what we call morphing – transforming one image into another. Before computers, this was a lengthy process that involved gradually altering an actor's make-up and filming each new look after each make-up change. My most complex project required 15 applications of make-up. Now, a hi-tech

computer needs only two 'still' images – the actor before and after the change. These two photographs are all that is needed by the computer program to generate all the stages in between, blending them so smoothly that you believe the transformation is happening before your very eyes.



Hema Aslam, make-up artist

Q How do you make the bangs, crashes and other sound effects?

A My job, as part of the sound crew, starts when the filming is finished. We work on the actors' dialogue, the music and all the splats, bangs and crashes you get in action films. We create most sounds artificially, record them and add them at this late stage. A lot of our work is still done without computers. You'd never guess, but the sc crunching sound of footsteps in snow is

made by squeezing custard powder inside a rubber glove; the sound of crackling fire is made by rustling paper. On the other hand, we produce roars, explosions and the thud ... thud ... thud of a heartbeat electronically, using a synthesizer. This sound is stored on a computer and called up when needed to fit the film.



Darren Hughes, sound technician

Page 11 is clear to read because it is divided into **questions** and **answers**. How does this layout help the reader?

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OF COURSE superheroes may be popular all over the world, but that does not mean that everybody likes them. Some people argue that their adventures are far-fetched and unrealistic. They are accused of having a harmful influence on children who put themselves in danger by copying their heroes' impossible deeds. Others enjoy the stories for their excitement, suspense and escape from reality. Fans revel in knowing every detail about their superheroes: their individual powers, their intriguing costumes, their unique physical features – even their family backgrounds.

individual ... unique

What do these words on page 8 tell you about superheroes?

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In the comic strip, two different spellings are used

– **Superkid** and **Souperkid**.

Explain why these two spellings are used.

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Latest Sports Report

Eagles 48

54 Silver Arrows

Close Contest



The Woodbridge Arena was buzzing last night as this year's basketball championships reached their climax, writes John Wilkinson.

The favourites made their mark early on and set the pace for the game as the Eagles struggled against the superior height of Johnson and Murray. The pair dominated the passing and made sure the Arrows ended their second quarter with an overwhelming 34 point lead.

Rob Lane's long passes brought the Eagles back to life just after the break and upset the opposition for a time.

But the Arrows kept their nerve to secure a narrow victory.

Gomez, the victorious captain, later praised the newly redesigned wheelchairs the team are trying out. "We really noticed the extra flexibility of the wheels. It made turning easier and that helped our confidence."

The future of the game certainly looks bright on the evidence of this final.

19.00 **Limas Lorry Park, France**
 Just checked the tachograph - don't want to break any laws about how long I spend at the wheel. Have done over 700 km since getting off the ferry and been at the wheel for 7 hours. Time to stop for the night.

20.30
 Made soup in microwave - yuck! Phoned home and chatted to kids. All OK. Lorry park very full and getting into bay took a bit of work. Reminded me about the course and how hard some of the training seemed then. Reversing the lorry was like trying to thread a needle with gloves on - now I can do it with my eyes closed! Tuned into some local TV stations on my portable but couldn't understand much, so listened to some French music instead and read my book. Now ready to turn in for the night in my cosy cab. Spain tomorrow.

What features of the text tell you that it has only just been written?

Find **two**.

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Sharon compares learning to reverse a lorry to *trying to thread a needle with gloves on*.

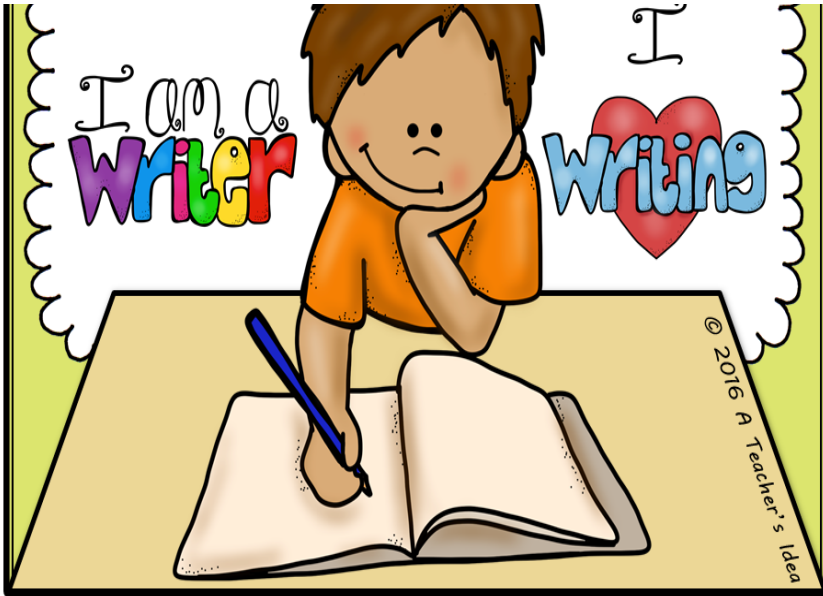
Why is this a good way to describe what it is like to reverse a lorry?

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.....

.....

Creative Writing Tasks



Choose one or more tasks and complete Daily.



Write a story about this picture and give your story a name.



If you could have any fictional character as your best friend, who would you choose and why? What would you do together?



Write a story about this picture and give it a name.



If you had one superpower, what would it be? Explain why you have chosen that superpower, what you would do with it, and how it would change your life.



CREATIVE

WRITING PROMPTS:

MISSOLIVE.HUBPAGES.COM

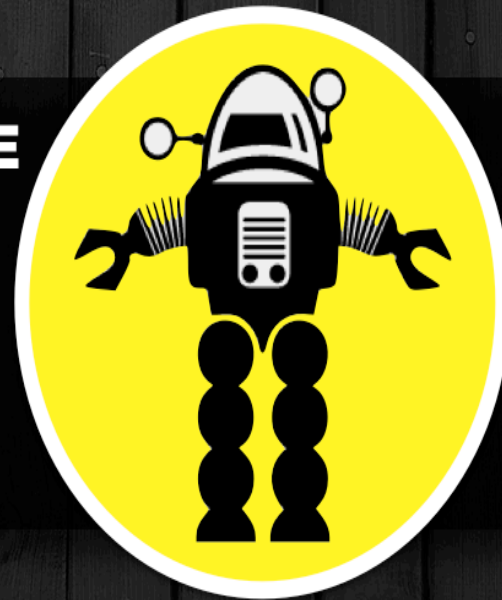


**Recreate a
new ending for
the last book
you read.**

Common Core:
Writing Anchor
Standard 2: Write
informative/explanatory
texts to examine a topic and
convey ideas and
information clearly.

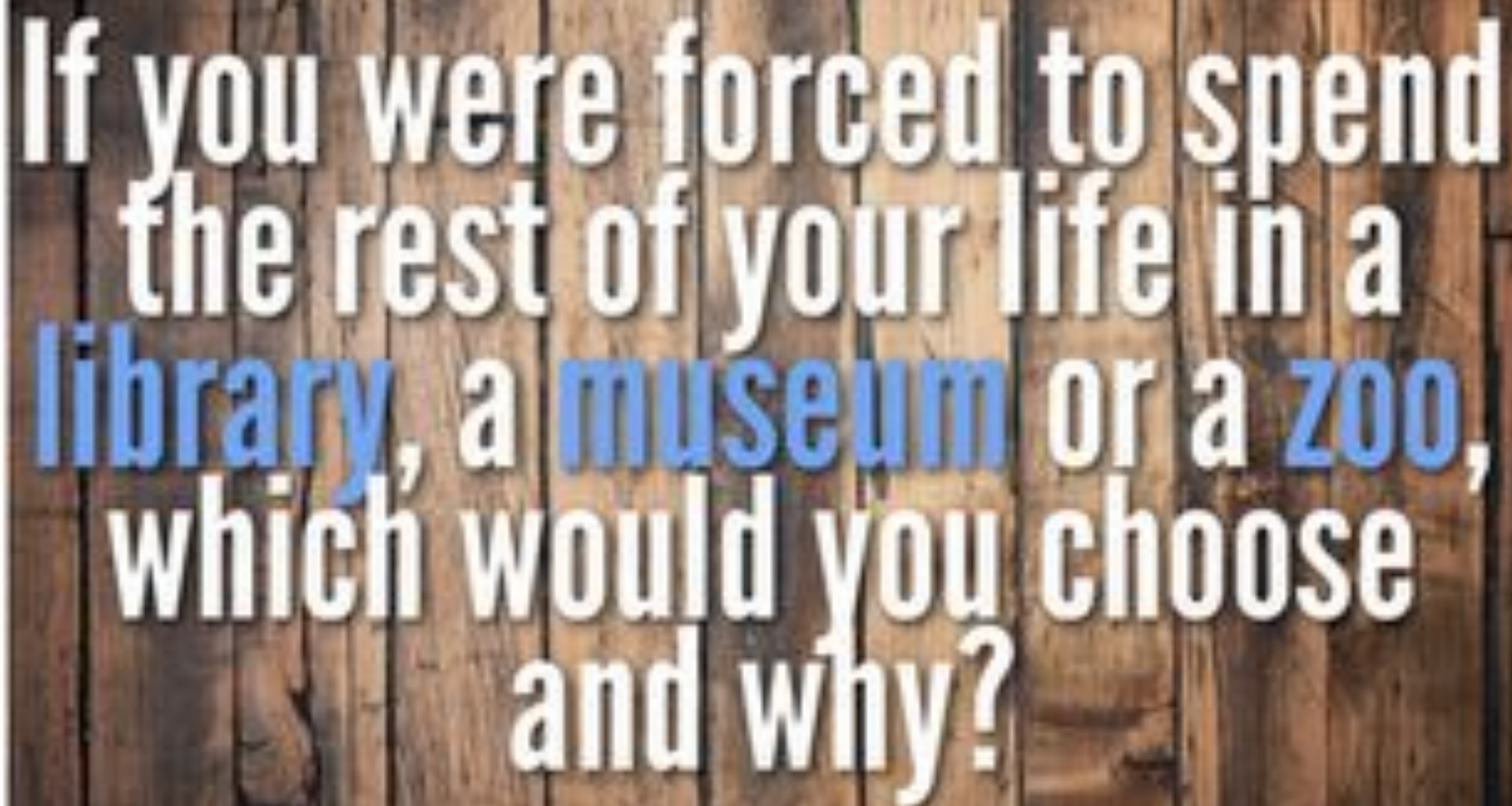
DESCRIBE YOUR FUTURE ROBOT SERVANT

Imagine a future in which we each have a personalized robot servant. What would yours be like? What would it do? What would it look like? What would it talk like? What features would it have?





What is this frog daydreaming about?

The image features a background of vertical wooden planks in various shades of brown, with some knots and grain patterns visible. The text is overlaid on this background in a bold, sans-serif font. The words 'library', 'museum', and 'zoo' are highlighted in blue, while the rest of the text is white with a slight drop shadow.

If you were forced to spend
the rest of your life in a
library, a **museum** or a **zoo**,
which would you choose
and why?

Write a story about this picture and give it a name.



Once a year,
the van would
come by, bringing
to life three
characters
from books I
had read.



tell the
rest of this
story

**TELL THIS
STORY**

Common Core:
Writing Anchor
Standard 3: Write
narratives to develop real
or imagined experiences or
events using effective
technique, descriptive
details, and clear event
sequences.

"Dragons stalk the streets, puffing
out smoke and clattering their
mechanical wings." - Hilary Mantel



One day, you find this door at the corner of your room. What do you do? Who uses that door? Where does the door take you?



What questions come to your mind when you see this picture?

