

English Pack 4

Week 2

Year 3

Date commencing: 8th June 2020



Monday 8th June 2020

KS: I can write the resolution and ending of my mystery story

I can use suspense

Starter Activity

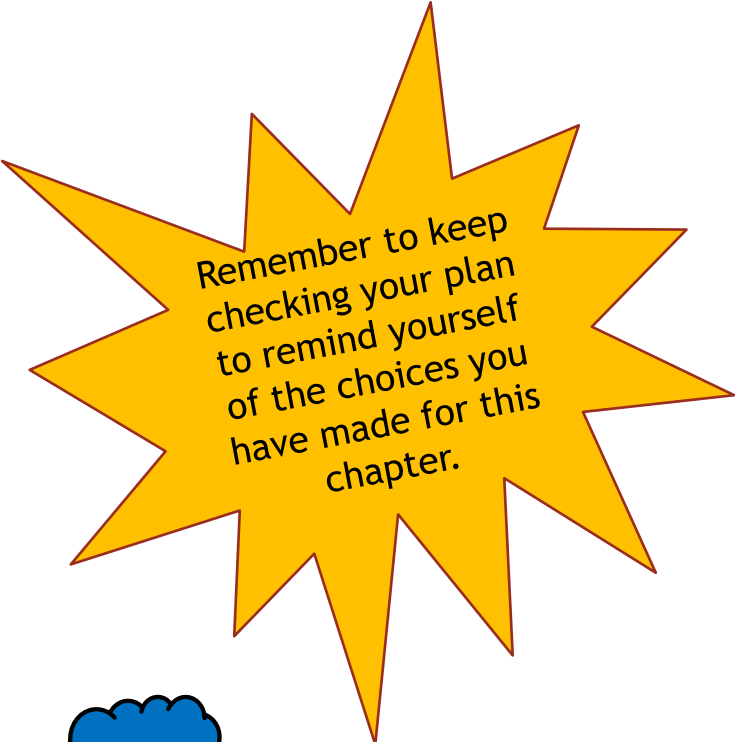
Can you remember the spellings we practised last week?

Ask a grown up to test you on the spellings from Lesson 5 Slide 1 last week.

How many did you get right? If there are any you still find tricky keep practising them. 😊

Today, we are going to begin writing Chapter 5 of our story, which is the resolution and ending of our story.

We are going to use some of the features we have looked at previously when writing our mystery stories.



Remember to keep checking your plan to remind yourself of the choices you have made for this chapter.



Use the word bank for said synonyms to help you make your speech more exciting.

I can use suspense in my writing

Adjectives

Expanded Noun Phrases

Similes

Short sentences

Ellipses (...)

Sense description

Adverbs

Personification

Exciting synonyms for verbs

Character (ghost) arrives

Follow my examples to support you. The features I have used are colour coded to help you. Remember to use your previous character description to leave clues for you reader.

“Hannah? Jamie?” Mr Bodmin was calling them with a **gruff** voice from downstairs. “How are you kids doing? Your mum will be home in a minute.” The snake had **silently** slithered beneath the pile of **dirty** washing, **comfy** and **cosy** like they hadn’t been anywhere at all. “How are we going to get her back to the museum?” Hannah **anxiously spluttered**. “I don’t know,” **whispered** Jamie **uneasily**, “but we must keep her hidden for now.”

Mum had only been home for a **split** second when there was a **loud** knock that reverberated around the whole house. “Who could that be at this time of night?” mum opened the door **slightly** and peered **nervously** through the small gap left. Hannah and Jamie looked **anxiously** too. Who could it be? Why were they here now? Their hearts thumped against their chests. Sweat gathered around their temples.

Outside there was a **beautiful** woman. She had **bright**, **piercing** eyes and **shoulder-length**, **thick**, **dark** hair and wore a **golden** hair slide that glimmered in the moonlight. The make-up she wore was **unusual**, a **deep-black** that framed her **kind** eyes. She wore an **ancient** shawl that **embraced** her like a **warm hug** and her **bright-red** lips were pursed in a **gentle** smile. She carried a small, but **battered** straw basket in the crook of her arm.

Now it’s your turn 😊

Chapter 5 The Princess

“Ruby? Jed?” Mrs. Brown was calling them.
“How are you kids doing? Your mom will be home in a moment.” The cat had curled herself up behind the chair again.



“How can we get her back to the museum?” worried Ruby.

“I don’t know,” said Jed, looking uneasy.

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Mom had only been home a moment when the doorbell rang.
“Who can that be?” Mom opened the door. They all stared. Outside in the dark was a tall, elegant woman with large painted eyes. She was wrapped in an ancient shawl, and her dark hair curled wildly around her head. She carried a large, battered straw basket under her arm.



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I can use suspense in my writing

Adjectives

Expanded Noun Phrases

Similes

Short sentences

Ellipses (...)

Sense description

Adverbs

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Exciting synonyms for verbs

“Sorry to disturb you at such a late hour,” she began, in a gentle voice. “I’m professor Akhten from the Egyptian Gallery.” Opening her small basket, she held out two small, yet intricately patterned envelopes, adorned with hieroglyphics in her long, jewelled fingers. “It’s great news! Your children have won prizes in our “Young Egyptologists” contest.” The professor gave a warm smile as she outstretched her arm. “Our records show your children have visited the museum often and were our 100th and 101st visitors this month.” Mum nodded and turned to the children tenderly. “We...we were there today,” they stuttered hesitantly. Could this mysterious lady be who they thought she was? A small step into the light beaming from the streetlight would help confirm her identity but she stayed firmly in the shadows.

Now it’s your turn 😊

“Good evening!” she began, in a voice that was as soft as a cat’s purr.

“I’m Professor Akhten from the museum.”

Opening her basket, she held out two envelopes in her long, ring-covered fingers.

“Good news! Your children have won prizes in our “Young Egyptologists” contest.”



The professor gave a dazzling smile.

“Our records show your children have visited the museum often.” Mom nodded yes.

“Especially the Egyptian galleries.”

Jed and Ruby nodded yes.

“We...we were there today,” they stammered.

Could this mysterious professor be who they thought she was? If only she would step into the light, they could see her better.



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I can use suspense in my writing

Adjectives

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Short sentences

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Sense description

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Exciting synonyms for verbs

Animal returns to the ghost

Hannah and Jamie opened the envelopes **carefully**. “Wow tickets to the dress up day at the museum.” The lady reached into her basket and pulled out a costume for Jamie. Mum looked perplexed. “How did she know?” **whispered** Jamie. “That is so kind of you,” **exclaimed** mum, “please come in, I’ll make some tea.” The professor stayed in the shadows outside, “I’m sorry, I can’t come in,” she **explained**, “I have an important job to do.” She gave a short, quiet hiss under her breath. “Hissssss!” Out from the bedroom slithered the snake, she wound her way up the professor’s leg and slid into the **open** basket **slowly**, hissing **contently**.

Now it’s your turn 😊

The professor smiled. “Yes, it was a day when we needed observant children around,” she said mysteriously.

Ruby and Jed opened the envelopes.

“Sleepover tickets!” they cried.

“There’s one for you, as well.” The professor gave Mom a ticket, too.



Mom went pink with excitement.

“Oh, please come in,” she said. “I’ll just pop into the kitchen and put some coffee on.”

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The professor stayed in the shadows outside.

“I’m sorry. I can’t come in,” she explained.

“I have an important job to do.”

She gave a curious low whistle.

“Meow!” Out from Jed’s room ran the cat.

She twirled herself around the professor’s ankles, then leaped into the open basket, purring happily.



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I can use suspense in my writing

Adjectives

Expanded Noun Phrases

Similes

Short sentences

Ellipses (...)

Sense description

Adverbs

Personification

Exciting synonyms for verbs

Your resolution is complete, well done!



- ▶ You should have now completed the success criteria for using suspense in our writing.
- ▶ If it is not all complete, don't worry! It was just a guide to support you! 😊

You could check your work yourself, or ask a parent to check through with you, ticking off this criteria together

I can use suspense in my writing	Yes/no?
Adjectives	
Expanded Noun Phrases	
Similes	
Short sentences	
Ellipses (...)	
Sense description	
Adverbs	
Personification	
Exciting synonyms for verbs	

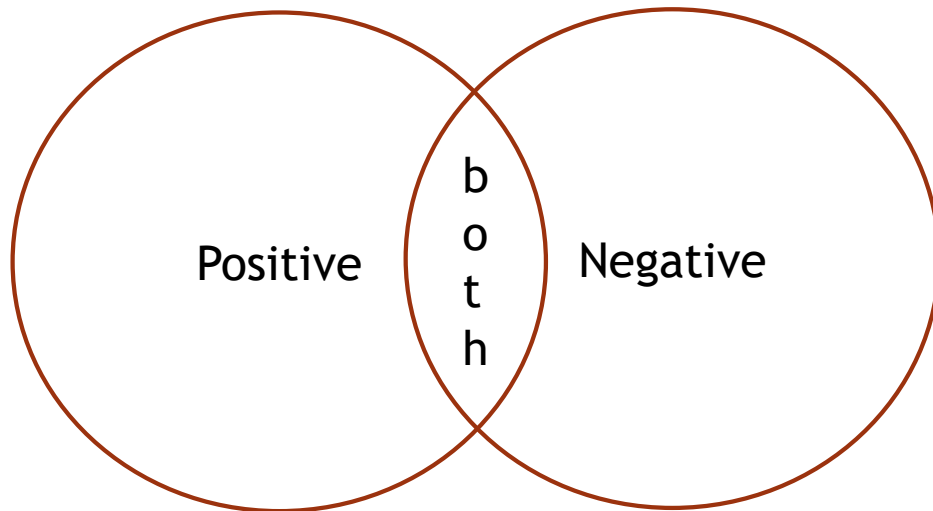
Tuesday 9th June 2020

KS: I can write the ending of my mystery story.

Starter Activity

Sorting positive and negative synonyms for said (using a venn diagram)

Draw a venn diagram in your book and sort the following verbs into the correct sections.



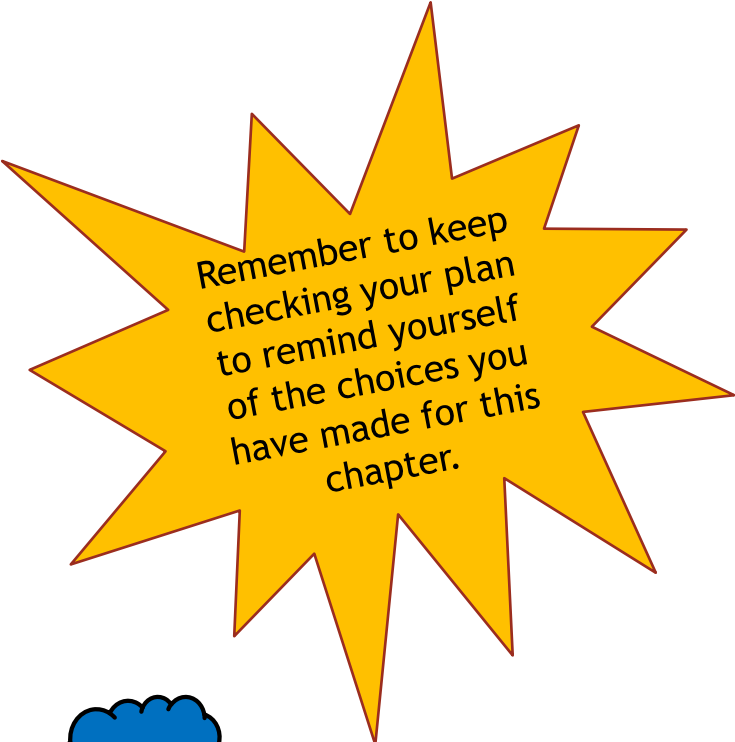
mumbled
exclaimed
yelped
grumbled
moaned
yelled
explained

shouted
blurted
cheered
praised
sighed
whimpered
commended

whispered
groaned
applauded
slurred
whined
cried
blubbered

Today, we are going to continue writing Chapter 5 of our story, the ending of our story.

We are going to use some of the features we have looked at previously when writing our mystery stories.



Remember to keep checking your plan to remind yourself of the choices you have made for this chapter.



Use the word bank for said synonyms to help you make your speech more exciting or use some of the verbs for said from the starter.

I can use suspense in my writing

Adjectives

Expanded Noun Phrases

Similes

Short sentences

Ellipses (...)

Sense description

Adverbs

Personification

Exciting synonyms for verbs

Ghost is real

Follow my examples to support you. The features I have used are colour coded to help you.

“Sorry, I must go, it’s much later than I thought!” **explained** the professor **calmly**. Clutching the **small** basket between her palms, she turned to walk away. The children looked at each other wondering. The professor peered back and winked, “Well done you two, the Egyptian snake is safe once again. By placing the gem in the mirror you broke the curse that kept me a ghost,” she **whispered quietly**. It was then that she turned and hurried off down the **dimly lit street** into the shadows of the night. “What an odd woman!” **exclaimed** mum puzzled. “What an amazing queen,” the children **mumbled** between themselves.

Now it’s your turn 😊

“Sorry. It’s later than I thought. I must go!” said the professor. Clutching the basket to her chest, the professor winked. “Well done, you two,” she whispered. “The Egyptian cat is safe again. By placing the gem in the necklace you broke the curse that kept me as a ghost.” Then she hurried off into the night.



“What a strange woman,” Mom said.
“And what a wonderful princess,”
Jed whispered to Ruby.

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I can use suspense in my writing

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Similes

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Adverbs

Personification

Exciting synonyms for verbs

Parent checks the prize

The next morning, mum loaded the museums website on the laptop to double check the dress up day tickets were okay, after such a perplexing evening. Just as she was about to close the laptop, she noticed something odd. A familiar face. A strange similarity. Could it be...

She turned to the children and paused. "Take a look at this, isn't this odd?" stuttered mum. There on the laptop screen was the image of the ancient Egyptian queen. "It says here that she's supposed to haunt the museum. You know, she looks familiar. She reminds me of somebody. I just can't think of who it is," pondered mum. Jamie and Hannah looked at each other with a glint in their eyes and a smirk on their lips.

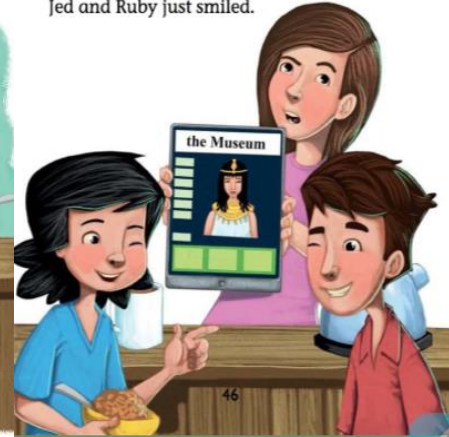
Now it's your turn 😊

The next morning, Mom double checked to make sure the sleepover tickets really were okay. Just as she was logging off from the museum website, she paused.



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"Look at this!" There, on Mom's tablet, was the image of an ancient Egyptian princess. "It says here that she's supposed to haunt the museum. You know, she reminds me of somebody, but I can't think who." Jed and Ruby just smiled.



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I can use suspense in my writing

Adjectives

Expanded Noun Phrases

Similes

Short sentences

Ellipses (...)

Sense description

Adverbs

Personification

Exciting synonyms for verbs

Your story is complete, well done!



- ▶ You should have now completed the success criteria for using suspense in our writing.
- ▶ If it is not all complete, don't worry! It was just a guide to support you! 😊

You could check your work yourself, or ask a parent to check through with you, ticking off this criteria together

I can use suspense in my writing	Yes/no?
Adjectives	
Expanded Noun Phrases	
Similes	
Short sentences	
Ellipses (...)	
Sense description	
Adverbs	
Personification	
Exciting synonyms for verbs	

Wednesday 10th June 2020

KS: I can create a front cover and blurb for my story.

Starter Activity

Creating mnemonics

Last week we looked at how creating a mnemonic can to help us remember tricky spellings,

e.g. big elephants can always understand small elephants

This sentence helps us spell because.

Can you remember the mnemonics you used to help you spell ancient and Egypt?

Create a mnemonic for the words adventure and mystery


You've completed your mystery story which is fabulous! We would now like you to create a front cover and back cover to accompany your story.

Remember a front cover must include:

- ▶ Author
- ▶ Title
- ▶ Illustrator
- ▶ Pictures/ Images

Remember your back cover must include:

- ▶ A blurb - a short snippet of information about your story/ or brief overview
- ▶ A few readers reviews.
- ▶ Price
- ▶ Pictures and images



Remember to read through your story to help you decide which important parts you might include. Use your descriptions to help you draw your pictures.

Thursday 11th June 2020

KS: I can edit my story carefully.

Starter Activity

Write these following sentences in your book with the correct punctuation.

the woman entered the museum with her hair tied in a long neat plait

after a short while the womans feet began to hurt after walking for so long

Will you help me questioned the Egyptian princess

im very sorry for disturbing you on this dark cold evening explained the young beautiful woman

Check your punctuation using the answers below.

Starter Activity

Write these following sentences in your book with the correct punctuation.

The woman entered the museum with her hair tied in a long, neat plait.

After a short while, the woman's feet began to hurt after walking for so long.

"Will you help me?" questioned the Egyptian princess.

"I'm very sorry for disturbing you on this dark, cold evening," explained the young, beautiful woman.

Today, we are going to edit our story checking our punctuation and spellings.

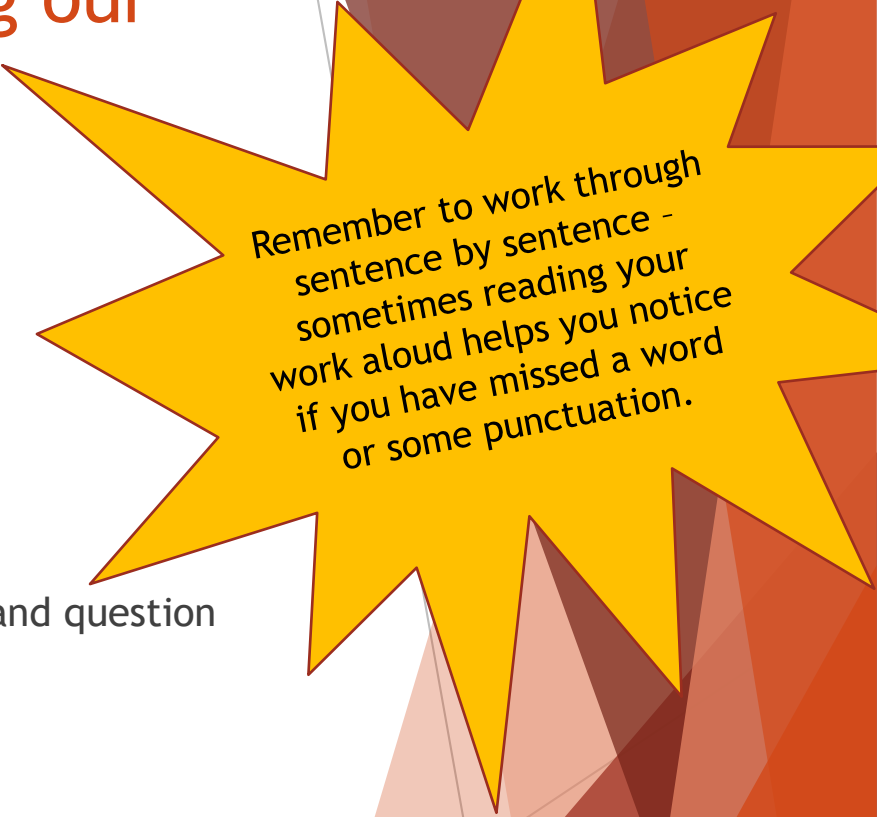
Work through your story carefully checking for any missing punctuation.

Some missing punctuation to look for might include:

- ▶ Capital letters
- ▶ Full stops
- ▶ Commas in lists, in ENPs or after fronted adverbials
- ▶ Inverted commas for speech
- ▶ Punctuation at the end of your speech (full stops, commas, exclamation marks and question marks.
- ▶ Apostrophes in contractions (e.g. can't or it's)
- ▶ Apostrophes for possession (e.g. the woman's shoes)

To check your spellings you could use an online dictionary or a paper dictionary if you have one. You can even ask your Alexa if you have one to spell a word for you.

- ▶ <https://www.dictionary.com/> [online dictionary]
- ▶ <https://www.reverso.net/spell-checker/english-spelling-grammar/> [online spellchecker]



Remember to work through sentence by sentence - sometimes reading your work aloud helps you notice if you have missed a word or some punctuation.

Friday 12th June 2020

KS: I can read my mystery story aloud using expression and volume appropriately.

We know you have been working extra hard on your mystery stories and we wanted to give you a lesson in which you get to celebrate your success.

We would like you to read your mystery story to one of your family members so they can hear how wonderful your story is.

You might want to record yourself reading your story so you can send it to any family members you haven't been able to see during your time at home as we are sure your fantastic writing will brighten their days.

We are very proud of you for working so hard on this unit in English as we think this is probably one of the hardest units we study in Year 3. We would love to hear your stories too, remember you can share them with us on our class email addresses: 3kb@coundon.coventry.sch.uk, 3dw@coundon.coventry.sch.uk and 3hg@coundon.coventry.sch.uk