

English Pack 3

Year 3

Date commencing: 11th May 2020



Monday 11th May 2020

We are going to begin this week's learning with Friday's lesson from last week as last Friday was a bank holiday for VE day.

Friday 8th May 2020

I can write the opening of my mystery story.

Write the date and key skill at the top of new page.

Today we will write the opening of our stories. In the original story, the main characters start off in the museum and it begins with speech. We are going to begin our stories in the same way.

Example

"Look at this!" exclaimed Hannah excitedly, as she rushed towards her favourite part of the vast museum. "They have added a new statue to the Ancient Egyptian section and it's right around this corner!"

"Wait for me!" called her brother, Jamie.

With a smile on his face, Jamie followed his older sister to a part of the museum that he was very familiar with. It was always the first spot they visited. They liked to look at the glittering, precious stones, as they rested on purple, velvet cushions in glass boxes. Jamie's favourite pieces were the ancient mummies in their decorated cases.

Now you try. Introduce the main characters and the setting of the museum.

Now write a short conversation between your main characters.
Remember the rules for using inverted commas and keep it short!

Example:

"I've always wondered what it would be like to live in Ancient Egypt," wondered Jamie

"Yeah!" Hannah nodded enthusiastically. "I would be a scribe! I love writing hieroglyphics."

Now you try.

Remember to
email your
story opening,
so that we
can enjoy all
of your hard
work!

Well done!
~~Next week~~ tomorrow
we will write
the rest of
the opening.



Tuesday 12th May 2020

KS: I can write the opening of my mystery story

Starter Activity

You should try not to overuse the word “said” in your writing. Replace the word “said” with a better synonym in the following sentences:

- ▶ “Come here!” **said** John.
- ▶ “Can you come and help me with something, Beth?” **said** Mum.
- ▶ “Take a look at my homework please Miss,” **said** Hannah.
- ▶ “I’ve lost my doll!” **said** Tina.
- ▶ Barbara **said**, “I didn’t realise it was almost midnight.”
- ▶ “Take your time with your calculations children,” **said** the teacher. “They really are quite tricky today!”



Visit
<http://www.spwickstrom.com/said/#modal-close>
for lots of
synonyms for said to
help in your work!

Today we are going to continue writing the openings to our story.

- ▶ First, have a read over what you have written so far.

What did you decide your **special event** would be in your plan?



We are going to start today's lesson by writing the section where your character's discuss a special event that is being held at the museum that they want to attend, but can't.

A reminder about this section of the story...

Then they spotted a poster. It read:

HAVE FUN ON A MUSEUM SLEEPOVER!

"I'd like to do that," Jed sighed.

"Me, too," said Ruby. But they both knew it would cost too much.



- ▶ Try to continue your work underneath where you started your opening yesterday, but don't worry if you have to start a new page.

- ▶ My example:

All of a sudden, Hannah's eyes were drawn to a large, eye-catching poster sprawled across the opposite wall. "Look at this Jamie, the museum is holding a dress up day for kids!" Hannah **exclaimed**, pointing in the direction of the poster.

"Wow!" Jamie **replied** enthusiastically, "I'd love to get involved, but I don't have a costume!" The two children sighed deeply.

Now it's your turn 😊



Don't forget the rules for speech - check last week's English pack (4/5/20) to remind yourself, if you need to!



Now, we are going to write the part of the opening where the two children have a snack.

- ▶ We are also going to introduce the mysterious statue...
- ▶ Here is a reminder of this part of the original story:

Have another look at your plan to check what your mystery animal statue is..

They sat down on a bench. Ruby opened up her backpack.

"Yum, yum," she said.

"Ugh! Barbecued lobster potato chips?

Yuck!" grumbled Jed.



"She'd like them," Ruby joked, pointing at the carved cat who sat proudly on a pillar nearby.

► My example:

“Anyway, I’m hungry, let’s have a snack!” Hannah **declared**, opening her favourite packet of crisps and sitting down on a nearby bench.

“Ew, I hate roast chicken crisps, they smell funny!” **giggled** Jamie, pinching his nose and pretending to turn away in disgust.

While Jamie opened up his snack, he noticed something new in the Egyptian themed room. “I bet she would hate your crisps too, Hannah!” **joked** Jamie, pointing to a glistening statue of a snake, carved out of beautiful, black slate.

Now it’s your turn 😊



Remember to try
and use different,
interesting words
for “said”

Wednesday 12th May 2020

KS: I can write the opening of my mystery story

Starter Activity

- ▶ For our starter, we are going to generate some adjectives that we might use in today's lesson. We are going to play the Alphabet Race. Give yourself three minutes and try to get from A-Z, listing one adjective for each letter.

For example:

A - astounding

B - beautiful

C - crazy

You could even challenge an adult and see who can get to Z in the quickest time!

Today we are going to write the next part of our story openings.

- ▶ Have a read over what you have already written.
- ▶ First, we are going to describe the mystery statue that was introduced in yesterday's section.
- ▶ One of your characters is going to then imagine that the statue might come to life.



Here is a reminder of this section of the story:

"No way," Jed told Ruby. "That cat is too good for your fishy-smelling potato chips."

Jed really admired the Egyptian cat. She had a narrow gold collar around her neck and tiny golden disks hanging from her ears.



"Sitting there forever must be so boring," Jed said. "Maybe there's a magical day when she comes to life."

Ruby laughed. Just then the sun shone through the windows and the cat's face glowed. Jed was sure she had smiled at him. Don't be silly, he thought to himself.



► My example:

Hannah shook her head and commented, “No way, she would love them!” Hannah and Jamie stared at the statue for a few minutes in silence, admiring the way the snake’s skin glistened in the light. The slender serpent had green, piercing eyes and a tongue that looked as sharp as a sword.

When the light shone on the snakes scales, it almost looked as if they were moving, slithering and slippery. “It must be so bored just sat there like that!” Hannah commented, “I wonder if it would want to come to the dress up day too?”

Jamie chuckled, “You’re silly Hannah!” But just as he turned away from the statue, he thought he saw the snake’s long tongue move. “I’m silly too...” he told himself.

Now it’s your turn 😊

I have used lots of descriptive features in my writing, which I have highlighted by colour to help you. Please choose clouds, moons or stars and use the relevant features in your description. If you’re a star, try to use the features from moons too!

Adjectives

Adjectives
Expanded
Noun
Phrases

Similes
Alliteration

To finish off, we are going to introduce our ghost...

- ▶ Here is a reminder of this section of the story >>

Who did you decide your **ghost** would be in your plan?

- ▶ My example:

While the two children finished their snacks, Hannah told Jamie a story about an Egyptian Queen. “There is a statue of her at this museum Jamie, and some say that her ghost haunts the corridors!”

Jamie pulled a face, “Hannah, you know that isn’t true!”
“I know,” she replied, “But it’s still a fun story to tell.”

Now it’s your turn 😊



While they munched their apples, Ruby told Jed a tale about an Egyptian princess. Some said her ghost haunted the corridors of the museum, although nobody knew why. Jed liked the story, even if it wasn’t true.

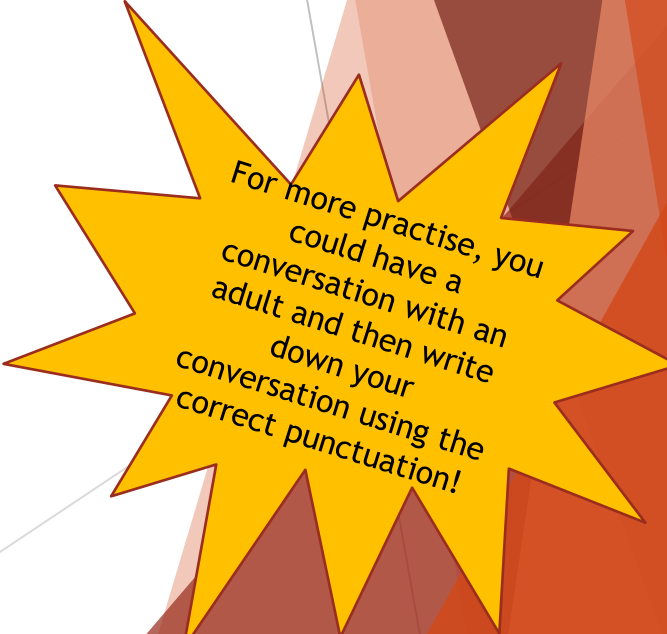
Thursday 14th May 2020

KS: I can write the opening of my mystery story

Starter Activity

- ▶ Lets have some more practise at using the correct punctuation when using dialogue! Remember, only what is being said goes inside the inverted commas. Can you put speech marks around the correct parts of these sentences?
- ▶ What time is it asked Angel.
- ▶ I want chicken for dinner tonight please requested Monica.
- ▶ John is my friend Ben said.
- ▶ Horaay it's 3pm the children shouted.
- ▶ I love this book said Lucy I read it every day

Stars challenge: Can you insert the correct punctuation too? (?, ! or ,)



For more practise, you could have a conversation with an adult and then write down your conversation using the correct punctuation!

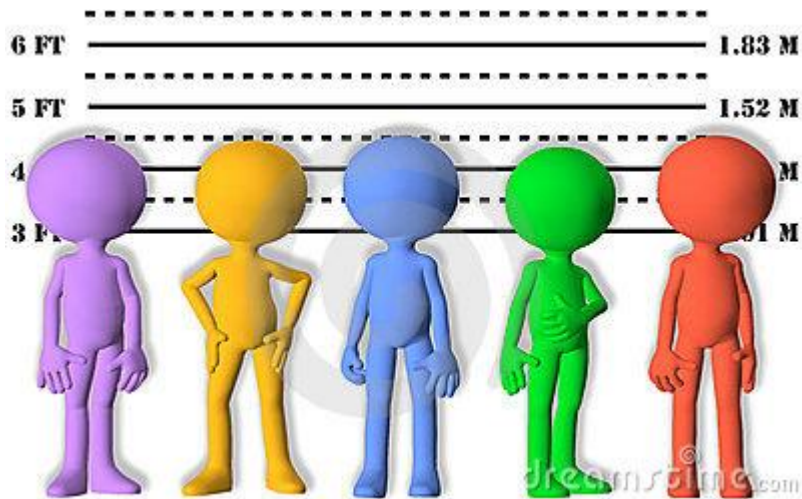
Today we are going to finish writing our story opening.

- First, have a read over what you have written so far.

Who did you decide your **suspect** would be in your plan?



Remember, a suspect is someone who is acting strangely and might be guilty of a crime or an offense.



- ▶ Here is a reminder of this section of the story >
- ▶ My suspect is going to be a cleaner who works at the museum. You should introduce this suspect and include a short conversation between your characters.

- ▶ My example:

All of a sudden, a cleaner walked in front of Hannah and Jamie, wheeling along a trolley with a large box on the top and cleaning fluids stacked on the side. He muttered something under his breath and shook his head.

“Do you think we should go, maybe he wants to clean this area?” Hannah suggested.

“Maybe, it is getting late,” replied Jamie, glancing at his watch.

Now it's your turn! 😊

A worker wheeled a trolley toward them along the gallery. He scowled and glared hard at Ruby and Jed as if he wanted them to move.

“Should we go?” whispered Jed.

“No,” said Ruby. “We’re allowed to sit here. Oops! Well, maybe not eat here,” she added nervously, spying a sign behind the bench.



Now we are going to write the final part of our opening.

- ▶ Here is a reminder of this part of the story >
- ▶ Your suspect should act suspiciously and conceal the mysterious statue.
- ▶ My example:

As the children were standing up, ready to leave, they heard a bang and a clash. The cleaner was placing the snake statue in the box that was on the trolley. He then placed a “Keep out” sticker on the side.

“What is he doing?” wondered Hannah.

“I have no idea,” replied Jamie, “Maybe the snake needs repairing or something?”

Now it's your turn! 😊

The man unloaded a big screen. He set it up all around the cat statue. He slapped a big “Keep Out” sticker on the outside, then went behind the screen himself.

“That’s not fair,” grumbled Jed.

“Now we can’t see our cat.”



Your opening is now complete, well done! Please check the success criteria below to assess how you have done so far! Don't worry if you haven't included all of these elements! 😊

- ▶ I can use dialogue (speech)
- ▶ I can use inverted commas
- ▶ I can use a new line for a new speaker
- ▶ I can use interesting words for “said”
- ▶ I can include two characters as detectives (your siblings)
- ▶ I can write a short descriptive sentence about the museum
- ▶ I can include thoughts and feelings about what my characters would like to do in Egypt
- ▶ I can include a special event that my characters would like to go to
- ▶ I can describe a mysterious statue
- ▶ I can introduce a suspect

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

Don't forget to email one piece of work to us this week, perhaps you could send this story opening? We would love to read it!

Friday 15th May 2020

KS: I can plan the build-up of my mystery story

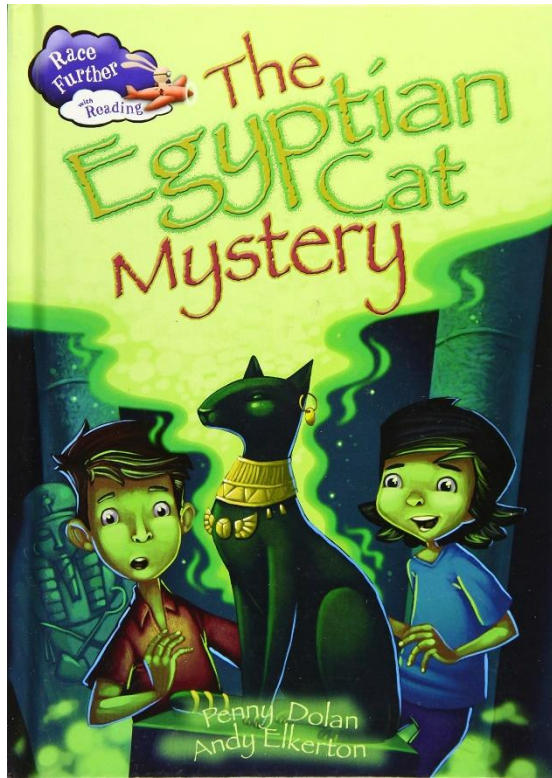
Starter Activity

Can you add another adjective into these noun phrases to make some interesting, descriptive **expanded noun phrases**?

- ▶ The deep lake
- ▶ The tiny mouse
- ▶ A silver sword
- ▶ An enormous dragon
- ▶ An angry giant
- ▶ Some delicious sweets

Stars challenge: Can you add more information to these sentences? E.g. An enormous, ferocious dragon flew angrily over the frightened villagers.

We will begin today's lesson by reading the next chapter of *The Egyptian Cat Mystery*, this is the **build-up**.



Chapter 2 A Strange Event

As the clock struck three, the man behind the screen started chanting. He sang in an odd, high voice.



"That's a weird song. What's going on?" asked Jed.

"I don't know." Ruby frowned.

"Did you see that strange amulet hanging from the chain around his neck?"

Suddenly they heard shuffling and a sharp, cat-like cry. The man came out from behind the screen holding a big cardboard box and walked away quickly.

“That box looked just like a pet carrier,” said Ruby. Jed peeked behind the screen. The beautiful Egyptian cat was gone!



“That man does work for the museum, doesn’t he?” Jed wondered out loud.

“He must,” said Ruby, uncertain.

Just then her phone beeped. “Anyway, it’s time to go home, Jed. Mom says hurry up!”



They took the back staircase down to the gloomy corridor with the heavy, revolving doors. Jed was about to go through them when he stopped. A shadowy figure stared back at him through the dark glass. It wasn't his face. It wasn't Ruby's face either.



It was a ghostly woman. She wore a wide, jeweled braid around her long, straight hair. Her dark eyes, outlined with paint, looked sad and angry. Who was Jed seeing? Ruby was the only one behind him.

"It's the Egyptian princess!" he gasped.

"Stop messing around, Jed. Just go through the doors," Ruby grumbled.

"I can see her!" Jed cried.

"No way!" Ruby pushed Jed through the revolving doors. The figure immediately disappeared. But when the doors stopped spinning, Ruby stopped and stared.

She gulped and pushed through the doors.

Her eyes were wide. "I saw her, too!

What does she want?"



Their bus was at the museum's stop, so Ruby grabbed Jed's hand. They rushed on board.

"Stay next to me," she ordered. "Watch out for our stop."

The crowded bus inched through the traffic.



Suddenly Jed froze. Farther up the bus sat the strange man from the museum. He wore an ordinary coat. His eyes were closed, and he was holding the pet carrier.

"Ruby," Jed whispered. "Look! I'm sure he's got the cat!"

"We can't do anything," Ruby replied, as the bus squeezed under a railway bridge.



All at once, they saw a face appear next to them—the Egyptian princess! She seemed to be speaking, one silent word at a time:

"Free—the-cat," she begged.

Immediately, they glanced at the cardboard box. It was bulging a bit. Then one edge split open and a black paw poked out.



"He's got a cat in there," Ruby whispered.

"Not any old cat," Jed told her. "It's the cat from the museum. Today's her magic day and he has cat-napped her."

It was all very well for the princess to ask them to save the cat, but how?



Discuss with an adult, or think about:

- ▶ What have you found out from reading this chapter?
- ▶ What clues are being given about what might happen in the rest of the story?
- ▶ Do we know anything else about the suspect?
- ▶ How has the author created **suspense** in the build-up?

Remember, suspense is a feeling of nervousness or excitement about what might happen next.

Important parts of Chapter 2 (the build-up):

- ▶ 1 - Suspect does something strange
- ▶ 2 - Statue of object disappears
- ▶ 3 - Ghost appears in the museum
- ▶ 4 - Characters go home and see the suspect
- ▶ 5 - Ghost appears and asks for their help



Planning our own build-up...



Start a new page - this will be your planning page. Now, write this subtitle and then follow the instructions in the speech bubbles, using brief notes, in the same way as we planned our opening.

Strange Event

What is your suspect doing?
What are they acting like?
How do your characters feel
about this?



Leaving the Museum



Describe the journey out of the
museum.
How do they know it's time to
leave?





Ghost Appearance



Where do they appear?
What do they look like?
Do they say anything?
Which of your two
characters sees the ghost?



In your description of the ghost, try to use adjectives, expanded noun phrases and perhaps a simile! (This will help when you describe them in your writing next week!)

Journey Home



What public transport do they use?
Describe the setting.
How are they feeling?
What do they discuss?





Message from the Ghost

What does your ghost say?
How do your characters
feel about the message?

