

# Adults Guide – English Week 6

Hello parents, carers, big brothers and sisters or whatever awesome human being who is sitting down to do some learning with their child. This is now the 6th set of English activities I am sending out and if you are still sticking with them, I thank you. You are doing a fantastic service for your child and it will have a massive impact on their progress!

This week finishes Chapter 10 which ends in the emotional reunion between the lion and Bertie. Attached is Chapter 10 excerpt 2. Before starting this week's activities, you may choose to re-read Chapter 10 excerpt 1 together to jog your child's memory about what has happened so far.

# Monday:

As normal we will begin with learning the new spellings:

Week 2
beige
eighteen
surveyor
plague
antique
scenery
colleague
isosceles
though
although

A teaching point that you should definitely bring to your child's awareness is that there are multiple spelling rules at play here. There are some IE words and EI. There are also some QUE endings and GUE endings also.

If you have time, you may also choose to complete a shared read of Chapter 10 excerpt 2 after this activity.

# Tuesday:

Read chapter 10 excerpt 2. Then allow your child to read part it alone. Ensure that you discuss the text thoroughly. What new words did we hear? Do we know what they mean? Look up and define anything that the child does not understand.

Afterwards, work through the comprehension together.

# Wednesday:

Re-read the excerpt together again

Next move onto the written task. Your child will describe what they imagine the white lion to look like before he left Africa and compare to what he looks like now. Remember that he was only a cub when Bertie saw him last. Now it is a fully grown lion!

I have encouraged children to use contrasting conjunctions in this. For example a sentence they may put in their description could be: *The lion cub was cute and cuddly, HOWEVER it is now a large, ferocious beast.*

# Thursday:

Grammar: Noun Phrases

You will need to first recap what a noun phrase is.

Last week, your child learnt that It is a small group of words where a noun (a person, place, object or idea) is expanded further.

EG: Lion could become “The Ferocious White Lion”.

Or the child could become “The hyperactive noisy child”.

You may add determiners to the noun such as “the”, “a” or “that”.

You may add adjectives to the noun such as “Big”, “Small” or “Smelly”.

It can be a little more detailed than this, but those are the essential ideas your child needs to understand.

In this lesson your child will be continuing to apply the knowledge of noun phrases from last week.

The answers to the activity are below:

**4a. The young child; his shabby teddy.**  
Various answers to the second part, for example: The little baby liked to cuddle his shabby teddy when he was tired.

**5a. Various possible answers, for example:**  
the wicked, old witch; my shiny, new shoes; a gnarled, old tree.

**6a. She is correct because the words ‘the’ and ‘delicious’ give more information about the noun ‘ice cream’, making the noun phrase.**

**4b. The grey ship; the massive iceberg.**  
Various answers to the second part, for example: The grey ship was heading straight for the desperate windsurfer, but it turned away just in time.

**5b. Various possible answers, for example:**  
a delicious, cold drink; an old, derelict house; the terrified, small boy.

**6b. He is incorrect because he has not underlined the noun (‘gorilla’), nor the words which give more information about it (‘the’ and ‘large’).**

# Friday:

Ask your child to recap and practise their spellings once more. Then take away the sheet.

Spelling tests are completed much slower than times table tests. Children do not need a speedy recall, just to get the word correct. Read each word twice and put it into a sentence as well. Children then write down the word. I tend to muddle up the order because I'm mean like that, but it is completely up to you. Afterwards, children may ask to have any of them read aloud again. Then you may mark them together.