

This week's pack supports the Week 9 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – I asked My Dad Again (pages 10-13)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. What does the word 'begrudgingly' tell you about the son? Choose 2 options.

B and C

2. Why does the author use capital letters for the last, 'IT'S A MAGPIE'?

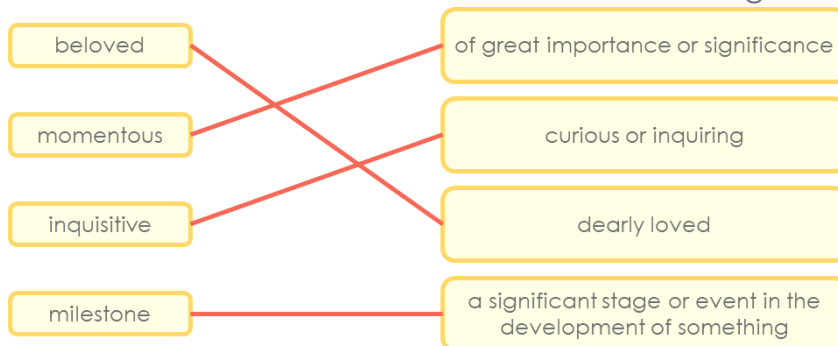
To show the son was getting more angry and shouting at his father. It is to give emphasis and expression to the words spoken.

3. Do you think the son was right to be annoyed by his father asking the same question?

This question requires a personal response, one example answer is given below.

No because his father is old and is perhaps forgetful.

4. Match the words below to the correct meaning.



5. Underline one word in the sentence below that tells you the diary has become tattered and thin with age.

He returned with an old, threadbare diary. This was the diary that the old man had kept when his son was born.

6. Why do you think the father shows the son his old diary?

This question requires a personal response, one example answer is given below.

He wanted to show the son that he had asked the same question lots of times when he was young but his father hadn't become annoyed with him.

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7. Find and copy the words from the extract below that explain what the son is going to do from that day.

the son vowed to see his father happy forever.

8. Put the events below in the order that they happened in the text.

The son was unhappy because he had to visit his father.

1

The father found his diary.

4

The father asked the same question over and over again.

2

The son realised how old his father had become and was saddened that he had been so impatient with him.

5

The son was angered by his dad.

3

The son decided he must look after his father as he had always looked after him.

6

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Monday

English – 'Were' or 'Was' and 'Did' or 'Done' (page 3)

Question 1 – For this question, children must read the short text provided and underline the verb form that would make sense in the sentence. It may help children to read the text aloud to decide which verb form is correct.

The little girl didn't know what she had ~~did~~/done when she accidentally started the fire. The firefighters ~~was~~/were very brave and rescued her from the house.

Question 2 – Children must decide if it is true or false that this sentence has been written using **standard English**: the formal way of writing and speaking.

The correct answer is **False; the sentence should be: After lunch, Susan was going to complete the painting that she had started earlier.**

Question 3 – For this activity, children must use the verbs 'to be' or 'to do' in the **past tense** form to complete the sentence. The **past tense** is used to describe an action that has started and ended before now. These verbs must use **standard English** (as explained in question 2) so that the sentences make sense. It may help children to read the sentence aloud with the different verb forms to decide which is the past tense and which makes sense.

The correct sentence is: Even though I was scared of heights, I decided that I did want to go on the biggest rollercoaster.

Question 4 – This question provides children with a selection of different sentences. They must read each of them and decide whether they are written in **standard English** (as explained above) or **non-standard English** (English that is not formal and uses colloquialisms, slang words and dialects). Once they have read the sentence, they must write each letter in the correct column on the table provided.

Standard English	Non-standard English
C, E	A, B, D

Question 5 – This question is more open ended for children to apply their understanding of **standard English**. Children must write a sentence of their own using the **past tense** form of 'to be' to describe the picture showing Emily painting. They can write any sentence providing it is grammatically correct and uses the past tense of 'to be' correctly.

There are various answers to this question, one example is given below.

All night long, Emily sketched and painted until she was proud of what she had done.

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Monday

English – 'Were' or 'Was' and 'Did' or 'Done' (page 3)

Question 6 – Children must read the sentence that has been written by William and explain how they know that it has been written using **standard English** (as explained on the previous page). Children must then write a sentence explaining their reasons.

William has used Standard English because 'did' is used in a simple past sentence and 'were' is used for plural famous people.

Question 7 – In this question, children are given a short piece of writing containing some mistakes. Children must look at the text and rewrite it using **standard English**. It may be helpful if children underline or highlight the mistakes that need to be corrected before they begin to write.

It was a special occasion, the Prince's birthday, so the King and Queen did something particularly exciting. They invited all the town to the palace and there was a great feast for all.

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Tuesday

English – 'I' or 'Me' (page 5)

Question 1 – For this task, children must read the selection of sentences provided and decide whether they are written in **standard English** (as explained on page 3). This activity focuses on the use of 'I' when it is the **subject** of the sentence and 'me' when it is the **object** of the sentence.

The **subject** of a sentence is the noun (or pronoun) which carries out the action expressed by the verb. For example: The girl kicked the ball. 'The girl' is the subject because she carried out the action (kicking).

The **object** of a sentence is the noun (or pronoun) which is involved in the action expressed by the verb, but does not carry out the action. For example: The girl kicked the ball. 'The ball' is the object because it is involved in the action, but did not complete the action.

A. Eric and I went to the library.

X

E. I suppose he wanted to help.

X

B. Me and Mum went for a lovely walk after finishing our breakfast.

☐

F. Ishmael didn't mention anything to Molly and I.

☐

C. Jack bought a calendar for me.

X

G. "It's none of your business," Chen said to me.

X

D. Can you describe it to I?

☐

H. Lucas ran forward between Kyle and me.

X

Question 2 – In this question, children must use their knowledge of **standard English** to complete the sentences with either 'I' or 'me' to ensure that they are grammatically correct.

Please don't mention anything to anyone unless **I** tell you any different.

Sarah and **I** couldn't decide what to do at the weekend.

Katie and **I** occasionally arrive at the same time, so she asked if she could get a lift with **me** next week.

The boxes they delivered to **me** had completely taken over the garage, so dad and **I** eventually moved them.

Question 3 – Children are given four sentences. They must read each of the sentences and decide which use 'I' and 'me' correctly. Children must write a sentence to explain why the sentences do or do not use **standard English**.

Sentences A and D are both correct because 'Lucy, Charlie and I' is the subject of sentence A and 'Harriet and me' is the object of the sentence D. Sentence B should be 'Strange things often happen to Lucy, Charlie and me' and sentence C should be 'Harriet and I couldn't decide what time to arrive at the party.'

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Thursday

English – 'Have' not 'Of' and 'These/Those' not 'Them' (page 9)

Question 1 – This activity again focuses on **standard English** (as explained on page 3). For this task children must recognise when to use 'have' not 'of' in a sentence and when it is appropriate to use 'these' or 'those' not 'them'.

For this question, children must underline the correct words to complete each of the sentences so that they are written correctly. Children may find it helpful to read the sentences aloud to identify the correct words to complete the sentences.

We should have/of used the books in the library to find the answers to the questions.

~~Them~~/Those/~~These~~ are my history books on the bookshelf.

I could have/of sorted the shapes into different groups. The circles and squares can be separated.

~~Them~~/~~These~~/These are my favourite kind of chocolate because they have a soft centre.

Question 2 – This question gives children a selection of sentences to read. They must identify which sentences are written using **standard English** and those that use **non-standard English** (as explained on page 3).

	Standard English	Non-standard English
A. Them potatoes could be used to make a potato salad.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. We should of woken up earlier to catch the flight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C. These shoes belong to the old woman over there.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Them guards are protecting the castle from an attack.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E. These pieces of fruit will be shared equally between you all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Question 3 – This question is more open ended for children to apply their understanding of **standard English**. Children must use the six words provided to write their own sentence that use the pronoun 'those' correctly.

There are various answers for this question, one example is given below.

Those people over there are annoying because they are speaking loudly.

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Wednesday

English – Writing Challenge – Biography (page 7)

In this activity children are asked to choose a person that they can write a biography about. This can be someone they know in the family or it might be someone famous who they can research using the internet and books.

Children should write in full, detailed sentences and there is a list of some features below that you might like to encourage children to include in their biography.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as using adjectives to describe it. For example, The beautiful, tall roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

An **adverb** is type of word that usually gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday and regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example, she read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example, although or because.

Standard English is the formal way of writing and speaking.

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

An **apostrophe** is a punctuation mark which is used to either show contraction (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or possession (when something belongs to somebody or some people - for example, Freda's puppy).