

Dear Grade 3's

How are you all? I pray that you are safe and healthy. I am well but missing you all. How long do you think it will be before schools reopen? I guess that we will all just have to be patient and for now be happy communicating with each other in this way. I miss you all **a lot** and often I find myself thinking of you and wondering how you are coping with this change in your lives. I am sure that you are missing playing with your friends. Hang in there! Just think of the celebrations we will have when we do get together at school again!



Here is the work for **Monday 4 May** to **Friday 8 May**. It is all set out in the table below. Remember to be as neat as possible and to rule off after completing each exercise.

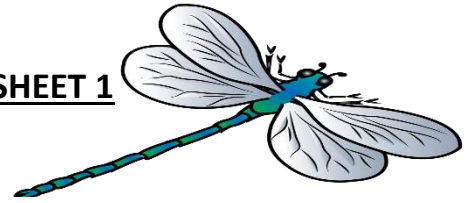
I hope you are helping around the house with some of the daily chores and enjoying having time with your loved ones. Take care of yourselves... please!

I miss you all... **a lot!**

Your **very, very, very** fussy teacher
Margie Ross.



ENGLISH WORK FOR MONDAY 4 MAY – FRIDAY 8 MAY	
<u>MONDAY</u> <u>4/05/2020</u>	Spelling: Term 2 Week 5 – Words with ew and ue . Learn words each day and write 5 sentences using words from this list. Language: Worksheet 1 – Verbs. Read the worksheet carefully and answer the questions that follow. Reading: Read aloud “ Music Disaster ” from the Rising Stars Programme, or 5 pages from a book you have at home.
<u>TUESDAY</u> <u>5/05/2020</u>	Comprehension: Homework Comprehension on “ The Disappearing Snowman ”. Spelling: Term 2 Week 4. Learn words carefully. Language: Worksheet 2 – Verbs. Read The worksheet carefully and then answer the questions that follow. Reading: Read aloud “ The Tiny Aliens ” from the Rising Stars Programme or 5 pages from a book you have at home.
<u>WEDNESDAY</u> <u>6/05/2020</u>	Spelling: Term 2 Week 4 – Challenge words beginning with m . Write 5 sentences using these words. Language: Worksheet 3 – Verbs. Reading: Read aloud “ Broken ” From the Rising Stars Programme or 5 pages from a book that you have at home.
<u>THURSDAY</u> <u>7/05/2020</u>	Spelling: Revise all spelling and challenge words. Test yourself! Language: Worksheet 4 – Nouns Adjectives and Verbs! Reading: Read aloud “ The Roman Slave ” From the Rising Stars Programme or 5 pages from a book that you have at home.
<u>FRIDAY</u> <u>8/05/2020</u>	Spelling: Ask an adult to test you on your 30 words for this week. Mark your work together. Write your incorrect words into your dictionary. Language: Finish all worksheets that you may not have completed this week and ask an adult to help you correct your work using the given answer sheets. Reading: Answer the questions and do the quiz from your favourite story from the Rising Stars Programme or write 6-10 sentences about the story you read from a book at home.



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Verbs are **action** words. They are also known as **doing** words.

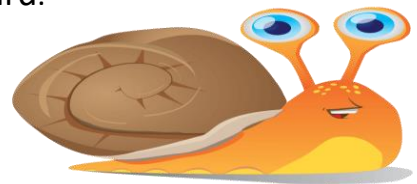
jump	eat	hide	see	bite
fly	walk	crawl	nibble	sting

All these words are **action** or **doing** words. These words are called **verbs**.

Make a list of 10 things that **you** can do. Write the words into a table like the one below. Do not use any of the words above. Make sure that all your words are **verbs**.

Can you **spot** the **verbs** in the sentences below? **Write** out the sentences in your busy book and **underline** the **verbs** with a **green** pencil crayon. I have done the first one for you.

1. The ugly cockroach **hides** behind the kitchen cupboard.
2. The slimy snake slithers away into the tall grass.
3. The brown snail crawls along the stone pathway.
4. The beautiful dragonfly flies in the garden.
5. The hungry caterpillar munches on the big, green leaf.
6. The angry bee stings the big boy.
7. The large locust jumps among the mealie plants.
8. The enormous moth sits on the lampshade.
9. The colourful butterfly flutters in the garden.
10. The busy dung beetle rolls its dungball in the dust.





Look at the **verbs** in the table below. See if you can **write** 10 sentences of your own using the given **verbs**. Try not to use a **verb** more than once. Try to write about insects or bugs or creepy crawlies! **Your sentences will not be the same as mine.** I have done the first sentence for you!

flies	eats	stings	crawls	munches
sucks	lies	injects	feasts	clings
feeds	digs	chirps	lays	breeds
hatches	survives	jumps	breathes	dances
protects	attaches	spins	changes	harms

1. The spider **attaches** itself to silk threads while it **spins** its web.

2. _____

3. _____

4. _____

5. _____

6. _____

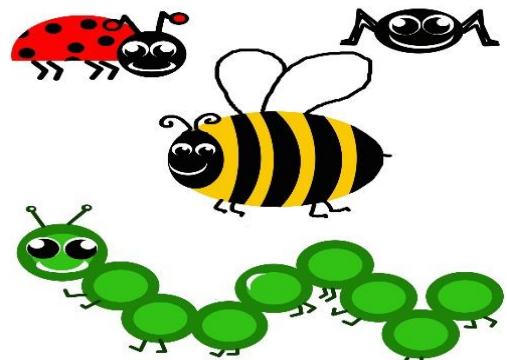
7. _____

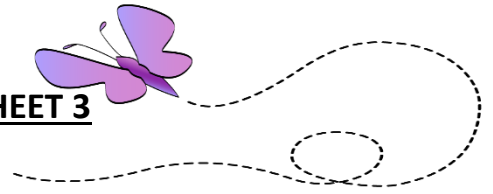
8. _____

9. _____

10. _____

I can't wait to
share my
sentences with
you on Friday!





Verbs are interesting words because they can **change** in sentences if we change tense.



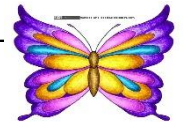
- E.g. **Today** the ugly cockroach **hides** behind the kitchen cupboard.
Yesterday the ugly cockroach **hid** behind the kitchen cupboard.
Tomorrow the ugly cockroach **will hide** behind the kitchen cupboard.

Change the verbs in the following sentences to their correct form. Make up the last one by yourself!



1. **Today** the slimy snake **slithers** away into the tall grass.
Yesterday _____
Tomorrow _____

2. **Today** the brown snail **crawls** along the stony pathway.
Yesterday _____
Tomorrow _____



3. **Today** the beautiful dragonfly **flies** in the garden.
Yesterday _____
Tomorrow _____

4. **Today** the hungry caterpillar **munches** on the big, green leaf.
Yesterday _____
Tomorrow _____



5. **Today** the angry bee **stings** the big boy
Yesterday _____
Tomorrow _____

6. **Today** the large locust **jumps** among the mealie plants.
Yesterday _____
Tomorrow _____



This Photo

7. **Today** _____
Yesterday _____
Tomorrow _____



During the last few weeks, we have learnt a lot about **nouns**, **adjectives** and **Verbs**. Let's see how much you can remember!



Draw a table like the one below in your busy book.

	NOUNS	ADJECTIVES	VERB
1.	snail, drainpipe	Slow, slimy, rusty	crawled

Now **read** the sentences below and **sort** the **nouns** in the sentence into the **noun** column, the **adjectives** into the **adjective** column and the **verbs** into the **verb** column. I have done the first sentence for you.

On Friday when you mark your work you will see how much you have learnt!

1. The slow, slimy snail crawled along the rusty drainpipe.

2. The huge, black fly sat on the brown bread.

3. The long, scaly, green snake slithered along the short, brown branch.

4. The busy bee visited the sweet-smelling petals of the bright, yellow flower.

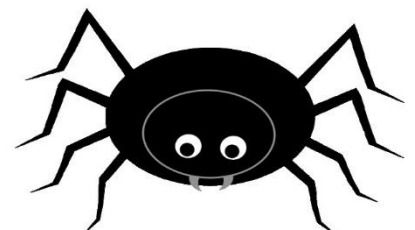
5. The tiny, red ladybug ate the small, green aphids on the thorny stem.



Now see if you can **write** sentences of your own using the **nouns**, **adjectives** and **verbs** in the table below. Have fun! I have done the first sentence for you!

	NOUNS	ADJECTIVES	VERBS
1.	grasshopper, crops	green, healthy	munched
2.	spider, web, doorway corner	huge, circular, dusty	spins
3.	bats, roof, house	blind, dirty, dusty, dark	found

1. The **green** grasshopper **munched** on the **healthy** crops.



Name: _____

Date: _____

Comprehension Homework

Term 2

Activity 3

THE DISAPPEARING SNOWMAN by Bettye Jenkins

Tim had just moved to another city. It was very cold there. Tim had never seen snow. He could hardly wait for winter. On the first cold day he looked for snow. But it didn't snow. Every day he looked and looked, but still no snow.

One-night Tim said, "Daddy, when will it snow?"

"I don't know, Tim. Why do you want it to snow?" asked his father.

"So, I can make a snowman," answered Tim.

"The weatherman said we might have snow tomorrow," said his father.

"Oh boy! I can make a snowman then," shouted Tim.

That night Tim couldn't go to sleep. All he could think of was the big snowman he would make.

The next morning Tim woke up and looked out of the window. "Hooray! Snow! Snow!" he yelled.

After breakfast Tim and his father dressed in warm clothes and went to make a snowman.

By noon they had finished the snowman. Tim had put a hat on the snowman's head. He had put a pipe in the snowman's mouth. He had also put a scarf around his neck. Tim was proud of his snowman. But he felt bad about leaving him out in the cold. So Tim built a fire to keep him warm.

And that is how his snowman disappeared!

How well did you read?

Pick the word that makes each sentence correct.

father	snowman	cold	fire	snow
--------	---------	------	------	------

1. Tim had never seen _____.
2. He wanted to make a _____.
3. Tim and his _____ went to build one.
4. Tim didn't want to leave the snowman out in the _____.
5. So he built a _____ to keep him warm.

Learn about words:

Tom and his father went to **make** a snowman.

Listen to the sounds of **ake**. Add the letters below, to **ake** to make five new words. Write down the words you make.

- | | |
|------------------------|----------|
| 1. c | 1. _____ |
| 2. l | 2. _____ |
| 3. r + ake | 3. _____ |
| 4. t | 4. _____ |
| 5. fl | 5. _____ |

Use your new words in sentences:

Which of the new words you have made belong in the sentences below?

1. Dad asked Tim to _____ the leaves.
2. Tim watched the first _____ of snow to fall.
3. Ted asked him to go ice-skating on the _____.
4. Tim had to _____ his little brother with him.
5. Later they all had milk and _____.

Complete these sentences:

Use the blends in the table to help complete the sentences below:

se	sk	sm	sp	sw
----	----	----	----	----

1. Watch your ____ep!
2. She ____ept the dust from the steps.
3. Don't ____end all your money.
4. Let's ____ip rope for fun.
5. Mother will ____ank the naughty boy.

Now answer the following questions:

1. Imagine that you have made a snowman. Using adjectives describe different parts of your snowman.

_____ eyes	_____ nose	_____ mouth
_____ cheeks	_____ ears	_____ scarf
_____ buttons	_____ tummy	_____ hat