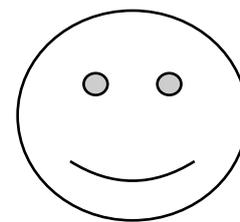


Dear Grade 3's

How are you all doing? I am battling a little with this extended lockdown because I miss seeing your smiling faces in front of me each morning and hearing all your news. I hope and pray that you are all keeping yourselves healthy and safe and that you are managing with the English work that I am sending for you.



Here is the work for **Monday, 26 April to Friday, 1 May**. Again, I have set it all out in the table below. Remember to keep your work neat and to underline dates and headings and to rule off after you have finished each worksheet or exercise.

Have any of you started a journal? If you have please keep it for me to see – with your permission of course – when school reopens. I would love to read what you got up to and what new skills you learnt during this time.

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

Your **very, very, very** fussy teacher

Margie Ross.



ENGLISH WORK FOR MONDAY 27 APRIL – FRIDAY 1 MAY	
<u>MONDAY</u> <u>27/04/2020</u>	Spelling: Term 2 Week 4 – Words with oa and ow that sound like long o . Learn words and write 5 sentences using words from this list. Language: Worksheet 1 – Advertisement. Look carefully at the given advertisement and answer the questions that follow. Reading: Read aloud the “ The Problem with Picasso ” from the Rising Stars programme, or 5 pages from a book you have at home.
<u>TUESDAY</u> <u>28/04</u>	Comprehension: Homework Comprehension on “ What is it? ” Language: Worksheet 2 – Revision of Common and Proper Nouns. Reading: Read aloud “ The Broken Bike ” from the Rising Stars programme, or 5 pages from a book you have at home.
<u>WEDNESDAY</u> <u>29/04</u>	Spelling: Term 2 Week 4. Challenge words beginning with l . Write 5 sentences using these words. Language: Worksheet 3 – Introduction to Adjectives Reading: Read aloud “ The New Treehouse ” from the Rising Stars Programme, or 5 pages from a book you have at home.
<u>THURSDAY</u> <u>30/04</u>	Spelling: Revise all spelling and challenge words. Test yourself! Language: Worksheet 4 – More adjectives. Reading: Read aloud from “ Save the Dolphins ” from the Rising Stars Programme, or 5 pages from a book you have at home.
<u>FRIDAY</u> <u>1/05</u>	Spelling: Ask an adult to test you on your 30 words from this week. Mark your work together. Write your incorrect words in your dictionary. Language: Finish all worksheets that you may have not completed this week and ask an adult to help you correct all your work using the given answer sheets. Reading: Answer the questions and do the quiz from your favourite story this week from the Rising stars Programme or write 6-10 sentences about the story you read from a book you had at home.

Look carefully at the advertisement below and then **read** the new words and the information next to it. Answer the questions that follow carefully.



1. **The Name** of the product is usually written in big letters so that it catches your attention.
2. **The graphics** are the pictures or drawings in the advertisement.
3. **The copy** is all the written information about the product in the advertisement.
4. **The target market** is the group of people that the will be interested in buying and using the product. The target market often talks about the age of the people who will use the product and if they are male or female.

1. What is **the name** of the product in this advertisement?

The name of the product in this advertisement is **Fight the Bite West Nile Virus**.

2. Look at **the graphic** in this advertisement. What is it?

The graphic is a drawing of a mosquito.



3. Does this insect look friendly? Explain your answer.

No, this insect does not look friendly. He is showing his teeth and this makes me think it wants to fight with or harm me.

4. **When** do you think you would use this product?

I think I would use this product whenever I go camping and whenever I am outdoors and mosquitoes could bite me.

5. What do you think is the **target market** of this advertisement? How old would they be? What gender would they be?

I think the target market for this advertisement would be for people who are always outdoors. They could be male or female. I think they would be adults as adults are the people who have the money to buy this kind of product.

6. Do you **like** this advertisement? Give **two reasons** for your feelings.

Yes, I do like this advertisement. It is bold and colourful and the copy is short and easy to read.

The picture is interesting.

I like the colours used.

I like the border.

(ANY TWO OF THE ABOVE WOULD BE CORRECT).

7. What is the one most **important piece of information** in **the copy**?

The most important information in the copy is:

“Call your doctor if you have fever, headache or a stiff neck”.



Complete the story below by filling in **common** and **proper nouns**

When you have finished, read your story carefully to see that what you have written makes sense, that you have used the correct punctuation and that your spelling is correct. Use your own dictionary to help you.

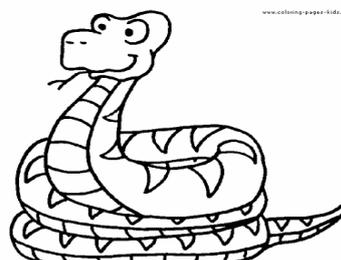
My name is **Margie Ross**. I really do not like **snakes** at all.

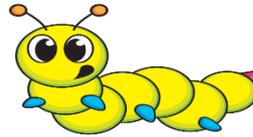
They frighten me. One day I was walking in the **garden** when I heard a noise in the **bushes** nearby. I froze. I didn't know what to do. I was sure it was a **snake**. I saw **Dimpho** who was my **neighbour**. She came running to me. I told her that I thought there was a **snake** in the **garden**. **Dimpho** told me to stand very still. She said that she was going to call **Mr. Venom**. He collected **snakes** and he would know what to do. I stood as still as I could but all I wanted to do was to run to the **house**. Eventually **Mr. Venom** arrived. He looked very carefully in the **bushes** but there was nothing there!

That was a **day** I will never forget!

Draw a picture of the creepy crawly that frightens you.

Your story will be different to mine, but I can't wait to share my story with you on Friday!!





Adjectives are words that **tell us more** about common and proper **nouns**. They help us to **see in our imaginations**, the common and proper nouns more **clearly**. They are also **best friends** with the **nouns** because they always stand **next** to each other and **hold hands** in a sentence.

E.g. The **long, slimy** snake was sleeping on the **rough, brown** rock.

The **adjectives** in this sentence are written in **blue**. The **nouns** in this sentence are written in **red**.

You can see that the adjectives (**long, slimy, rough, brown**) tell us more about the **nouns** (**snake, rock**).

The **adjectives** also stand next to the **nouns** in the sentence.

We say that the **adjectives** **describe** the **nouns**.



From the box below, pick suitable **adjectives** that describe the given **nouns**, so that the sentences make sense. You may use some of the **adjectives** more than once, but you must use them all.

rose	green	colourful	huge
black	neat	white	delicious
thorny	tasty	lots	tiny

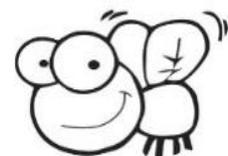
1. The **busy** bee was searching for **sweet** nectar in the **colourful** flowers.

2. The **black** spider was spinning a **huge** web.

3. I saw a **colourful** butterfly flying around in the **neat** garden.

4. The **tiny** ants were eating the **white** sugar.

5. The **green** caterpillar was munching on a **tasty** leaf.



This Photo by

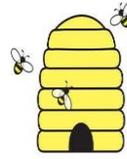
6. The **tiny** ladybug was walking along the **thorny** stem of the **rose** plant.

7. I don't like to see **lots** of **flies** flying around my **delicious, tasty** food.

WATERKLOOF PRIMARY SCHOOL

GRADE 3

ENGLISH – Adjectives



This

WORKSHEET 4



Carefully **write** out the sentences below.

In each sentence underline the **nouns** in **red**.

Then **find** the **adjectives** in each sentence and **underline** them in **blue**.

Remember:

Nouns and **adjectives** are best friend because they “**hold hands**” in a sentence.

There may be **more than one adjective** for each **noun**.

1. The **hairy bee** was sitting on the **large, red rose**.
2. It was looking for **sweet nectar**.
3. The **tiny hairs** on the **bee’s body** help it to collect the **yellow pollen**.
4. The **clear drops** of **nectar** help the bee by giving it **energy**.
5. The **minute grains** of **pollen** help the **bee** by giving it **good protein**.
6. The **excited bee** did a **quick dance** to let the other **busy bees** know that there was **delicious nectar** in the **beautiful meadow**.



[This Photo](#)
by Unknown

Now **draw up a table** like the one below. **Fill** all the **nouns** in the one column (Write each **noun once** only), and all the **adjectives** in the other column.

NOUNS	ADJECTIVES
bee rose nectar hairs bee’s body	hairy large red sweet tiny
pollen drops nectar energy	yellow clear minute good excited
grains protein dance bees	quick busy delicious beautiful
meadow	

Can you **write** all the **adjectives** in **alphabetical order**? Try your best!

beautiful	busy	clear	delicious	excited
good	hairy	large	minute	quick
red	sweet	tiny	yellow	

Name: _____

Date: _____

Comprehension Homework

Term 2

Activity 2

WHAT IS IT? by Rosalie Koskimaki

"What is it?" Kay asked her father. She showed him the tiny egg she had found.

"We'll let it be a surprise," Kay's father told her. "Put it in a jar and wait."

So, Kay waited.

One day a worm came out of the egg.

Kay ran to her father. "I know what it is," she told him.

"It's a worm. That was a worm egg I found."

"Well it could be a worm egg," said her father, "But you'd better wait some more. Put some leaves in the jar."

So, Kay did, and she waited.

Then one day she saw the worm hiding itself. It was all wrapped up in a white thing. Soon she couldn't see the worm anymore.

"What is that white thing?" Kay asked her father.

"That's a cocoon," he said.

"Then that was a cocoon egg I found," said Kay.

"No, I don't think so," said Kay's father. "You need to wait a bit longer."

All I do is wait, Kay thought.

But one day she saw the cocoon moving. Then something started coming out of the cocoon. In a short time, Kay could see a beautiful butterfly. She watched it fly around in the jar. At last Kay knew what kind of egg she had found!

How well did you read?

Pick the word that makes each sentence correct.

cocoon	egg	worm	butterfly	jar
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1. Kay showed her father the tiny **egg** she had found.
2. Kay's father told her to put it in a **jar**.
3. Soon there was a **worm** in the jar.
4. It wrapped itself in a white **cocoon**.
5. And one day there was a beautiful **butterfly** in the jar.

Learn about words:

She watched it fly **around** in the jar.

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

- | | | |
|------|---------------|-----------------|
| 1. f | | 1. found |
| 2. h | | 2. hound |
| 3. p | + ound | 3. pound |
| 4. r | | 4. round |
| 5. s | | 5. sound |

Use your new words in sentences:

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

1. One day Kay heard a loud rapping **sound**.
2. She looked inside and saw her old **hound**, Rags.
3. He had **found** something on the front steps.
4. It was a **round** jar with a cocoon in it.
5. Rag's was trying to **pound** the jar on the step.

Complete these sentences:

Circle the word that makes the most sense in the sentences below.

1. I don't (**trust/trump**) that elf!
2. The rat had a (**trunk/chunk**) of cheese.
3. What (**brand/grand**) of milk do you drink?
4. Did Nat (**blend/spend**) his money?
5. Glen put the (**plank/plant**) in the pot.

Now answer the following questions:

1. List the 4 stages in a butterfly's **life cycle**.

- | | |
|------------------|---------------------|
| a. egg | b. worm |
| c. cocoon | d. butterfly |

2. List 5 **adjectives** you would use to describe a butterfly. Choose your adjectives carefully.
