

Year 3 Home Learning w/c: 5-10-20

Literacy

A number of the Literacy lessons from last week have been carried forward to this week due to the class spending longer learning about subordinating conjunctions.

The lessons on Tuesday, Wednesday and Thursday are linked to our class text, 'Counting on Katherine'. A video with a reading of this text can be found by clicking on this link: <https://www.youtube.com/watch?v=wXtTMCBpXRg>

Monday, 5th October

Today, we will be learning about Co-ordinating Conjunctions.

Please see bbc link for lesson videos and activities:

<https://www.bbc.co.uk/bitesize/articles/zj6qn9q>

Coordinating conjunctions are used to join together two clauses in a sentence.

These two clauses still need to make sense on their own though - they have **equal importance**.

For example: I had a terrible cold. I stayed in bed.

You can add the coordinating conjunction '**and**' between these clauses so it makes one sentence.

For example: I had a terrible cold and I stayed in bed.

The three main **coordinating conjunctions** are:

- **and**
- **but**
- **or**

However, there are **seven** coordinating conjunctions in total. You can use the word **FANBOYS** to help you remember them all:

For, And, Nor, But, Or, Yet, So



Co-ordinating Conjunctions

I can use a co-ordinating conjunction in my writing to join clauses.
I can choose the best conjunction for my sentence.

1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over _____ I bumped my head.
- c. Would you like to go to the park _____ would you rather play on your bike?
- d. I wanted to go to the beach _____ mum said we couldn't go.
- e. I like to watch football _____ I can't play it.
- f. I took my dog for a walk across the field _____ we both got muddy.



Tuesday, 6th October

<p>Session 4:</p> <p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Participate in debates</p> <p>Draw on what is already known or on background information and vocabulary provided by the teacher</p> <p>Make inferences on the basis of what is being said and done</p> <p>Write narratives about personal experiences and those of others</p> <p>➔ Use present and past tenses correctly and</p>	<p>Remind pupils of what was read yesterday and the phrase '<i>Katherine burned with fury.</i>' <i>How does this tell us that she was really angry?</i></p> <p>Look at the word cards showing synonyms of angry (see resources). Can pupils sort them into an order of intensity? Discuss the word meanings. <i>Have you ever felt like Katherine?</i> Discuss as appropriate.</p> <p>Read the next two pages from '<i>Count on me...</i>' to '<i>...black high school.</i>'</p> <p>Katherine's father says, '<i>Count on me.</i>' Explore what this means with pupils.</p> <p>Remind pupils of how to use the words <i>because</i> or <i>when</i> in a sentence. Explain that these are conjunctions and help us to join sentences together. Model how we could use these words in a sentence thinking about people we can count on. Remind pupils that we are writing in the present tense. <i>e.g.</i> <i>I can count on my friend because he makes me laugh.</i> <i>I can count on my mum when she makes chocolate brownies for tea.</i> Pupils to come up with their own sentences orally about who they can count on.</p> <p>Reread the page that states: '<i>By working night and day, he earned enough money to move the family to a town with a black high school.</i>'</p> <p>Consider the statement: Her dad was right to move her to another town where there was a black high school. Explore ideas from pupils about whether they agree or disagree. Formulate some statements using <i>because</i>. <i>e.g.</i> <i>He was right because he wanted her to go to school.</i> <i>He was right because she was very bright and needed an education.</i> <i>He was wrong because all their friends would be in the town they had moved from.</i></p> <p>If possible, carry out a conscience alley with her dad walking down the middle of two lines; agree and disagree. Each pupil should state a reason explaining why they agree/disagree allowing pupils to explore the two sides of the argument.</p>
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Session 4

angry	annoyed	cross
irritated	raging	furios
resentful	displeased	in a temper

angry	annoyed	cross
irritated	raging	furios
resentful	displeased	in a temper

Wednesday, 7th October

consistently including the progressive form

Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Model how to write a diary entry showing the situation Katherine's father was in and how he made up his mind. Discuss the organisation of the writing with pupils by creating a brief plan together. Use ideas from the previous discussion. Emphasise the use of the progressive tense and words from the common exception/developing vocabulary list. e.g.

Explain the dilemma-how he is feeling	Reasons to go	Reasons to stay	His decision and feelings
-lay awake worrying last night - doesn't know what to do	-Katherine is a bright girl - want to do the right thing for Katherine -a new school will be welcoming Katherine will enjoy it	-all Katherine's friends are here -it is a big upheaval for the family to move - like where they live now	-Katherine will make new friends -it is the right thing to move for Katherine's future

Last night, I lay awake until 3am. The same worries were turning over and over in my mind. What am I to do about Katherine? She is a gifted child and I am watching her grow up in a place that will not allow her to shine. I am thinking we may need to leave this town and find a school that will welcome us. That way, Katherine can start to achieve her dreams.

Pupils complete a diary entry for Katherine's father, centred on him trying to make the right decision for his family. Pupils should use subordinating conjunctions. You may wish to give the modelled start and pupils continue and finish the diary.

Ensure pupils have time to edit and proofread their work, focusing on the *Mastery* and *Gateway* keys.

Activity: You are going to write a diary entry for Katherine's father. You can use the lines in the grid below or paper at home. You need to use subordinating conjunctions: **because, since, when, after, before, if, although, while, as, until**. Remember the work we did last week?

You can place the conjunction after the main clause (The girl put her umbrella up because it was raining.)

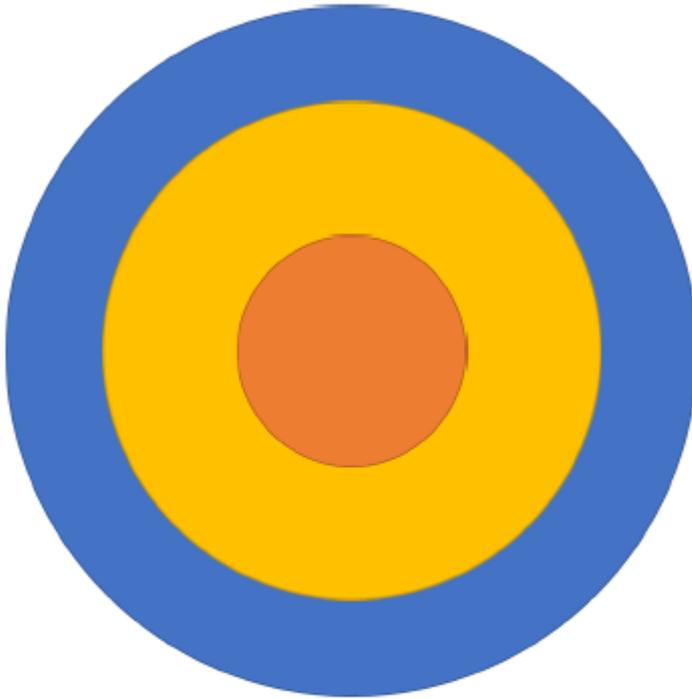
Or

You can place the subordinating conjunction and clause at the start of the sentence followed by a comma (Because it was raining, the girl put her umbrella up.)

Dear Diary, Last night, I lay awake until 3am. The same worries were turning over and over in my mind. What am I to do about Katherine? She is a gifted child and I am watching her grow up in a place that will not allow her to shine. I am thinking ...

Thursday, 8th October

<u>Session 5:</u>	Read the next 4 pages from 'Katherine loved high school,' to 'she got the job.'
Build vocabulary	Pupils work in pairs to rally robin the facts we learn about Katherine in this section of the book (e.g. <i>she loved high school, she was clever, she loved maths, she wanted to be a research mathematician</i>). Add to the role on the wall already started.
Articulate and justify answers	
Discuss and clarify the meanings of words	Present pupils with the set of words in resources. Pupils work in pairs where possible to consider which of the words are most accurate in describing Katherine, using online dictionaries to investigate the meaning of any they are unfamiliar with. They should place words on the zone of relevance (see resources), with the most precise words in the centre, gradually moving to the outside. Irrelevant words sit outside the whole diagram. Pupils then justify their decisions using subordinating conjunctions to explain their reasoning. <i>e.g.</i> <i>Katherine was resilient when she was told the jobs had all been filled.</i> <i>Katherine was determined because she did not give up.</i> <i>Katherine would not have succeeded if she hadn't believed in herself.</i>
Write for different purposes	
Plan or say aloud what is going to be written about	What dreams and aspirations do the pupils have? Explore what they would like to do or be in the future using the prompt sheet of different and exciting jobs (see resources).
Make simple additions, revisions and corrections	
Reread to check that their writing	



determined	resilient	fearless	brave
kind	clever	strong	thoughtful
ordinary	quiet	funny	popular
great	caring	driven	unsure

Activity: In each of the sentences below use a subordinating conjunction on the line and then complete the sentence. Try to use different conjunctions.

Katherine was determined _____

Katherine was resilient _____....

Katherine was brave _____....

Katherine was clever _____....

Katherine was driven _____....

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Session 6

pilot	fashion designer	librarian	make-up artist
teacher	architect	app designer	mountaineer
singer	racing driver	news reporter	gardener
engineer	marine biologist	doctor	royal advisor
astronaut	vet	shop owner	travel writer

Activity: Choose from the exciting jobs above and explain why you would like to do that job using subordinating conjunctions. For example...

I would like to be a _____ because....

When I am older, I would like to....

Friday, 9th October

Today's lesson is the first in a series of 5 lessons based on developing reading comprehension skills, produced by the Oaks Academy. This first lesson looks at getting the children engaged with the text: 'A Firework Maker's Daughter'.

Please click this link to access the lesson:

<https://classroom.thenational.academy/lessons/to-engage-with-the-text-c9h3je>

Then, press the 'Start Lesson' button and follow the instructions on the screen.