

## Y3 English Distance Teaching and Learning

Week beginning: 11<sup>th</sup> May 2020

Lesson 1		
Learning Intention WALT: use nouns, adjectives and verbs effectively to make our writing engaging	Key Vocabulary: <b>Noun</b> – person, place or thing <b>Adjective</b> – describes the noun <b>Verb</b> – doing, being or action <b>Alliteration</b> – two words next to (or near) each other starting with the same sound or letter <b>Onomatopoeia</b> – a word that makes the sound it represents	What you will need: Pen/Pencil Exercise book we provided <u>If available...</u> 4 revolting ingredients(see main teaching for examples) A saucepan and spoon

### Starter

#### Reading

This week in English our work is going to be based on the book 'George's Marvellous Medicine' that we read in school earlier in the year. If you don't remember or haven't read the book don't worry as we will be using extracts from it. So now read this extract below or listen to Miss Robbins read it on the video.

#### **EXTRACT ONE** *from 'The Cook-up' (p.34)*

'Fiery broth and witch's brew  
Foamy froth and riches blue  
Fume and spume and spoon-drift spray  
Fizzle swizzle shout hooray  
Watch it sloshing, swashing, splashing  
Hear it hissing, squishing, spissing  
Grandma better start to pray.'



Now look again at the text. Can you identify the verbs Roald Dahl used to describe what the ingredients are doing? Use a pen/pencil to underline them or copy them into your workbook. Remember...

**A verb is a doing, being or action word.**

These are the verbs Roald Dahl used...

**fizzle, swizzle, sloshing, swashing, splashing, hissing, squishing and spissing**

### Main Teaching

#### Wondrous words

We're now going to learn about two different words that will help us to use nouns, adjectives and verbs effectively.

#### Alliteration

Try reading the sentences below. How fast can you say them? Do you know what we call these phrases?

1. She sells sea shells on the sea shore.
2. Peter Piper picked a peck of pickled pepper.
3. If two witches were watching two watches, which witch would watch which watch?
4. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

These phrases are called tongue twisters and I expect you know why if you tried to read them quickly!

Now take another look at the excerpt from George's Marvellous Medicine and compare these tongue twisters to his text. Do you notice anything similar?

You should have noticed that a lot of the words used start with the same letter. When you have words close together that start with the same letter or sound, you may remember that it's called **alliteration**. Why do you think Roald Dahl used alliteration? *He used alliteration for effect and to make it more interesting.*

Now collect together the following resources if you can or use the pictures provided below.

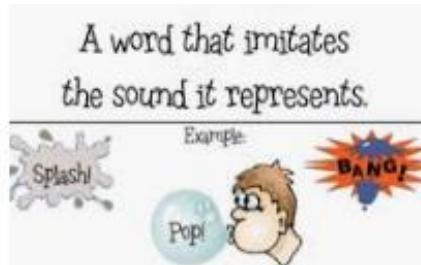
A saucepan, a wooden spoon, a pair of socks, pretend worms (I used cooked spaghetti but you could use wool or something different) stones and fluff (I used cotton wool balls). You don't have to use the same as me but you need 4 items for a revolting potion.

Lay your collection on a table and choose an item to put into your saucepan. As you do this, think of an adjective (describes the noun) to go with the noun (place, person or thing) that starts with the same letter, for example 'smelly sock'. To challenge yourself, can you think of two adjectives to go with the noun that start with the same letter? For example 'stinky, smelly sock'. Jot them down on a piece of paper or in your workbook as you will need them for your independent task later. Don't forget the thesaurus online if you need adjectives.

<http://thesaurus.com/>

### Onomatopoeia

That's an unusual word and hard to read. It's pronounced like this... *on..oh..mat..oh..pea..yah*  
It means



Now look again at the extract and underline or write down any onomatopoeia you can see.  
You should have found these...

*fizzle, swizzle, sloshing, swishing, splashing, hissing, squishing, spissing*

You may have noticed that they are the same as the verbs you identified earlier but this isn't always the case.

Now find some onomatopoeia for the pictures below



.....  
.....  
.....



.....  
.....  
.....



.....  
.....  
.....

You can use this website to help you think of onomatopoeia words...

<https://examples.yourdictionary.com/5-examples-of-onomatopoeia.html>

It's now time to chose which challenge you'd like to do. We expect you to complete either challenge 1, 2 or 3.



## Challenge 1

## Potion recipe

You will need to list your 4 ingredients. You can use your nouns and adjectives from the saucepan activity. Don't forget to write how much of each item. You could use phrases like a pinch of, a sprinkle of, a handful of as well as numbers. Then using the writing frame below put in your ingredients and add onomatopoeia if you can. Again you can use your words from the last activity to help if you like. If you want to change the verbs as well you can by looking at the poster below in challenge two.



# MY PERILOUS POTION



Saucepans at the ready, it's time to make your own magic medicine. First you need to decide what special power your magic medicine will have. Then you need a revolting recipe.



's perilous potion  
for ..... potion's special powers

**INGREDIENTS:**

## **REVOLTING RECIPE:**

Put in your cauldron  
that fizzles and

Next, sprinkle in \_\_\_\_\_  
so that it splashes  
and \_\_\_\_\_.

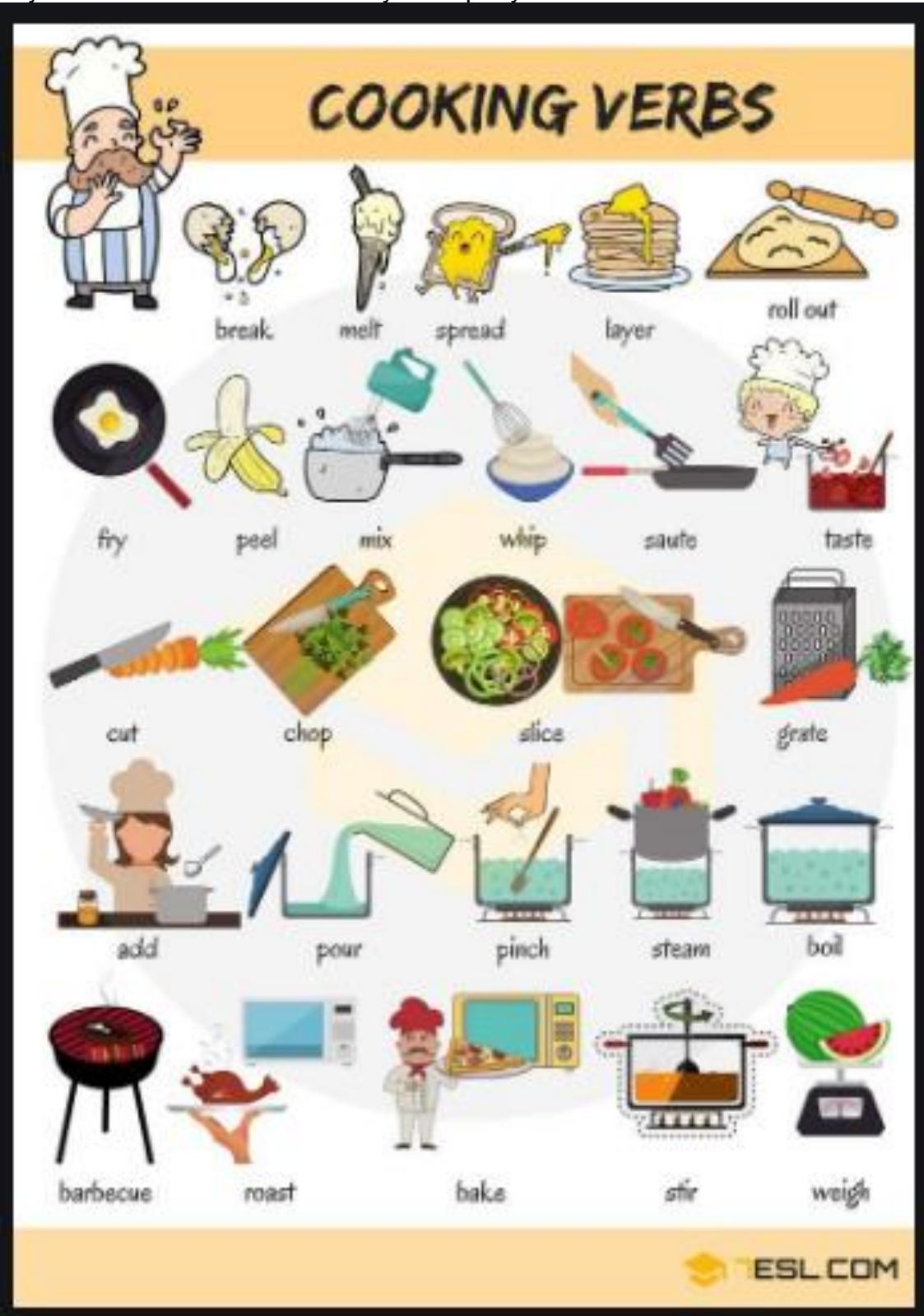
After that, throw in \_\_\_\_\_  
and watch them  
screech and

Finally, beat in \_\_\_\_\_  
and hear how it hisses  
and

Thoroughly mix it all together until it's bubbling and

### Challenge 2

You will need to list your 4 ingredients. You can use your nouns and adjectives from the saucepan activity. Don't forget to write how much of each item. You could use phrases like a pinch of, a sprinkle of, a handful of as well as numbers. Then using the writing frame below start with putting in a verb to describe how to add in the different ingredients. You can use the poster below to help you. Then add in your ingredients and add onomatopoeia at the end. Again you can use your words from the last activity to help if you like or the website as before.



ROALD  
DAHL  
GEORGE'S  
MARVELLOUS  
MEDICINE

## MY PERILOUS POTION



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### INGREDIENTS:

### REVOLTING RECIPE:

your cauldron

that fizzle and

Next, in

so that it splashes  
and .

After that, in

and watch them  
screech and .

Finally, in

and hear how it hisses  
and .

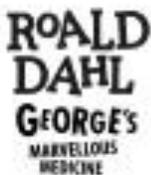
Thoroughly it all  
together until it's bubbling  
and .



## Challenge 3

You will need to list your 4 ingredients. You can use your nouns and adjectives from the saucepan activity. Don't forget to write how much of each item. You could use phrases like a pinch of, a sprinkle of, a handful of as well as numbers. Then you need to write your recipe making sure you use the success criteria below.

1. Use a verb (imperative/bossy verb) to start each sentence to describe how to add each ingredient. You can use the poster above in challenge 2 to help you.
  2. Make sure you add your ingredients and that you've added 2 adjectives with alliteration for each noun.
  3. Describe what happens when you add each of the ingredients by using onomatopoeia at the end. Again you can use your words from the last activity to help if you like or the website as before.



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### Learning Review

Read the extract below or listen to Miss Robbins read it on the video. It is from the chapter called 'The Marvellous Plan'.

'Here we go, then!' cried George, jumping up from the table.

'A magic medicine it shall be!'

'So give me a bug and a jumping flea,

Give me two snails and lizards three,

And a slimy squiggler from the sea,

And the poisonous sting of a bumblebee,

And the juice from the fruit of the ju-jube tree,

And the powdered bone of a wombat's knee.

Will she go pop? Will she explode?

Will she go flying down the road?

Will she go poof in a puff of smoke?

Start fizzing like a can of Coke?

Who knows? Not I. Let's wait and see.

(I'm glad it's neither you nor me.)

Oh Grandma, if you only knew

What I have got in store for you!'

Now looking back over today's lesson, what have we learnt?

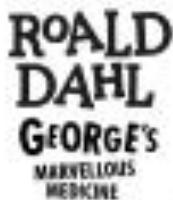
We have learnt to use nouns, adjectives and verbs effectively by using alliteration and onomatopoeia.

Go through the extract above or watch the video and see if you can identify the nouns, adjectives and verbs and whether Roald Dahl has used any alliteration or onomatopoeia.

## Mark Scheme

### Challenge 1

Your work should look something like this. I don't know what nouns, adjectives or verbs you've used so I have used the nouns demonstrated in the video.



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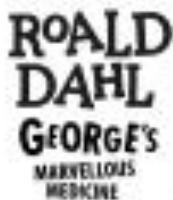
1. A pair of stinking, smelly socks.
2. A handful of scummy, slimy stones.
3. A spoonful of wriggly winding worms.
4. 10 balls of fury, festering fluff

#### REVOLTING RECIPE:

Put in your cauldron a pair of stinking, smelly socks that fizzles and pop. Next, sprinkle in a handful of scummy, slimy stones, so that it splashes and rattles. After that, throw in a spoonful of wriggly, winding worms and watch them screech and squeal. Finally, beat in ten balls of fury, festering fluff and hear how it hisses and howls. Thoroughly mix it all together until it's bubbling and burbling.

### Challenge 2

Your work should look something like this. I don't know what nouns, adjectives or verbs you've used so I have used the nouns demonstrated in the video.



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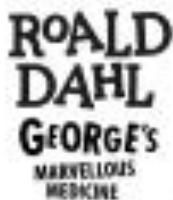
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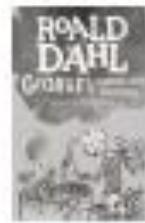
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### Challenge 3

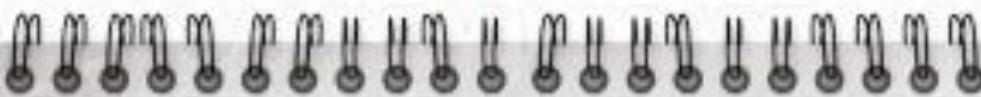
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'A magic medicine it shall be!'

'So give me a bug and a jumping flea,  
 Give me two snails and lizards three,  
 And a slimy squiggler from the sea,  
 And the poisonous sting of a bumblebee,  
 And the juice from the fruit of the ju-jube tree,  
 And the powdered bone of a wombat's knee.'

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Start fizzing like a can of Coke?

Who knows? Not I. Let's wait and see.

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What I have got in store for you!'

**Nouns** – George, table, medicine, bug, flea, snails, lizards, squiggler, sea, sting, bumblebee, juice, fruit, ju-jube tree, bone, wombat, knee, road, can, Coke, Grandma, road, smoke

**Adjectives** – magic, two, three, slimy, poisonous, powdered

**Verbs** – go, cried, jumping, give, pop, explode, flying, fizzing, knows, wait, see, knew

**Alliteration** – magic medicine / poof and puff

**Onomatopoeia** – pop, poof, puff, fizzing