

**Thursday 26<sup>th</sup> March**

**Writing**

**LO: To proof-read and edit**

1. Finish writing your funny story if needed.
2. Using a different coloured pen (if you have one), proof-read your work: check spellings, punctuation and grammar.
3. Edit your work: see if you can find 'better', more appropriate words to meet the purpose and audience of your funny story.
4. If you still have time, choose your least favourite paragraph and completely redraft it below the story.
5. **If you wish and are particularly proud of your story**, feel free to write up your finished version with all changes onto a separate sheet of paper. Present it as you wish – I would love to see some when we are back at school.

**Success Criteria:**

1. **Have I written using the vocabulary and style of old legends/myths?**
2. **Have I used dialogue and character descriptions to create humour?**
3. **Have I punctuated my speech correctly?**
4. **Have I proof-read and edited every sentence?**

**Reading**

**Glossary**

1. Choose 3 words from the text: adjectives, verbs, and adverbs. Not nouns.
2. Write definition
3. Using a thesaurus (either a hard copy or online), find and write synonyms for the word. Choose your favourite synonym (preferably one you have not seen before) and use it in a sentence.
4. Write as many antonyms as possible for the word.
5. Repeat with other words.

If I were looking at the word *inconvenient*:

Definition: causing trouble, difficulties or discomfort.

Some of the synonyms I might find are:

*awkward, difficult, inappropriate, inopportune, untimely*

I don't know the word *inopportune* so will attempt to use that in a sentence:

'The timing of school closures was particularly inopportune for year 6'

You might want to check your usage with a parent or look at how the word is used in sentences online.

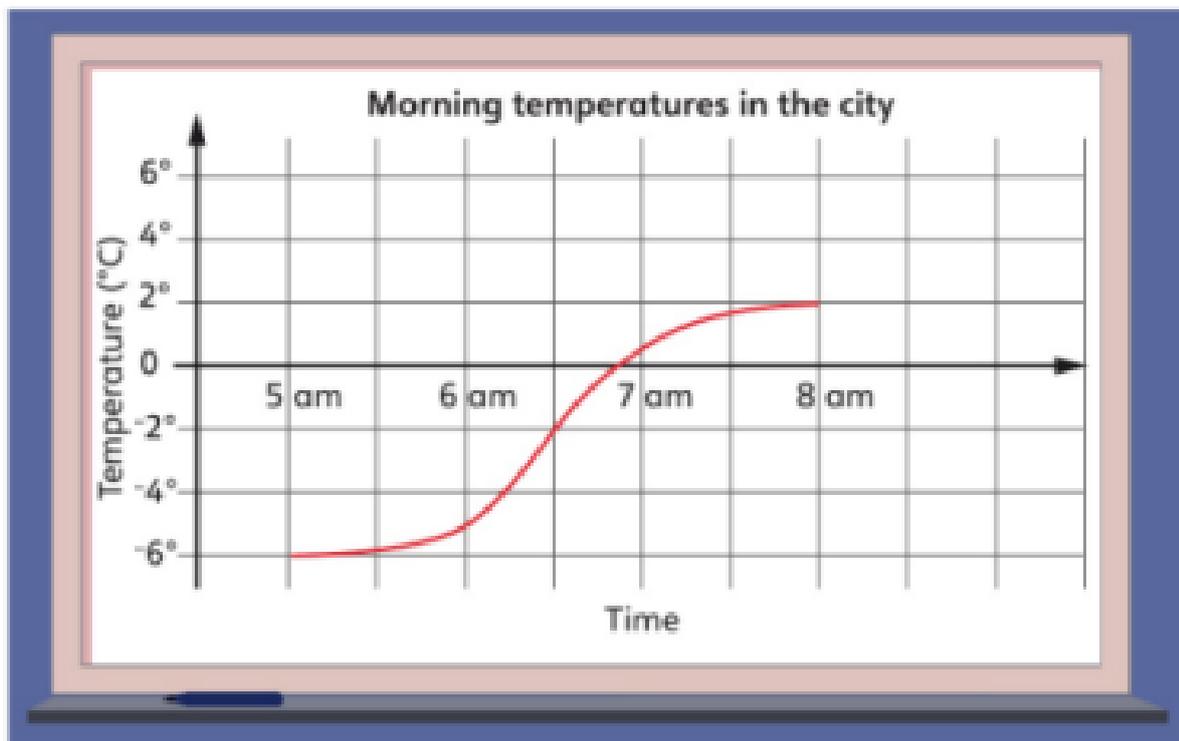
Antonyms: *easy, bearable, tolerable, acceptable*

### **Spellings**

I hope you have been learning/revising your spellings! Ask an adult or sibling to test you on a random 15 words of the ones you have been learning. Please do the test in your home learning book.

## Interpreting line graphs

Discover

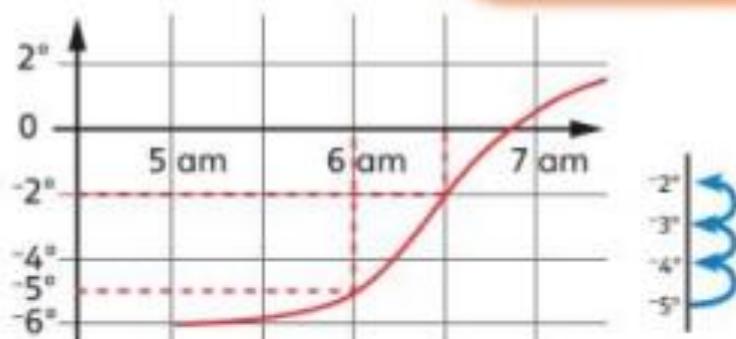


- 1** a) How much did the temperature increase between 6 am and 6:30 am?
- b) Estimate at what time the temperature reached 1 °C.

## Share

This graph shows temperatures above and below zero. There are values above and below the x-axis.

a)



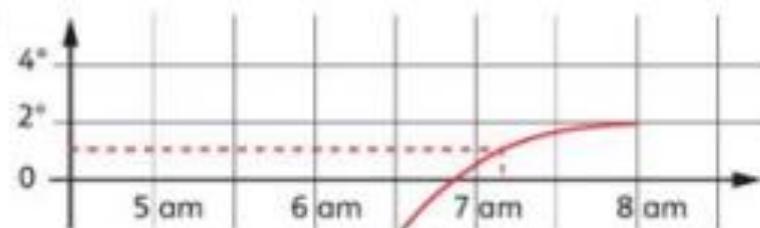
The temperature at 6 am was  $-5^{\circ}\text{C}$ .

The temperature at 6:30 am was  $-2^{\circ}\text{C}$ .

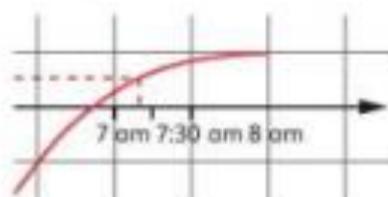
The temperature increased by  $3^{\circ}\text{C}$ .



b)



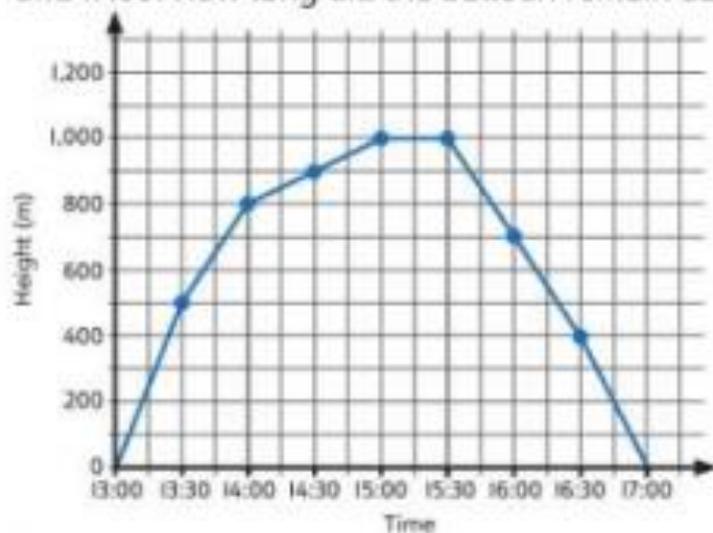
The temperature was  $1^{\circ}\text{C}$  between 7 and 7:30 am.



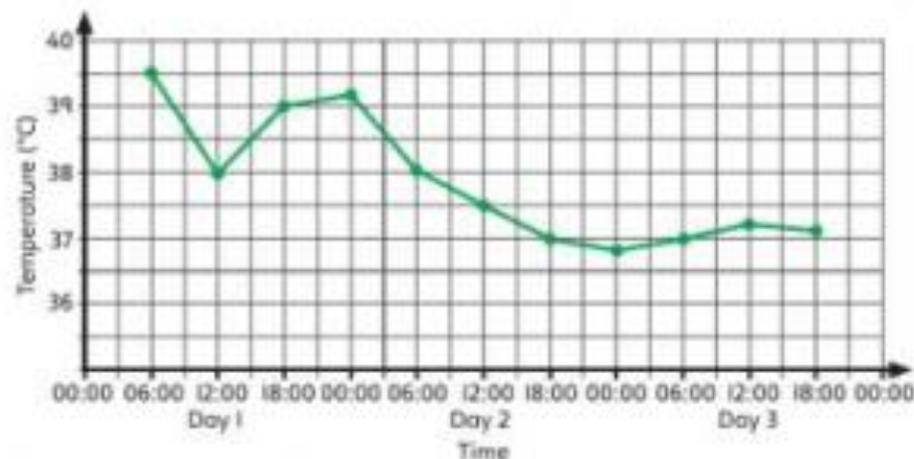
It was  $1^{\circ}\text{C}$  just before 7:15 am. A reasonable estimate would be 7:10 am.

## Think together

- 1 This graph shows the height at which a balloon floated between 13:00 and 17:00. How long did the balloon remain above 500 m?

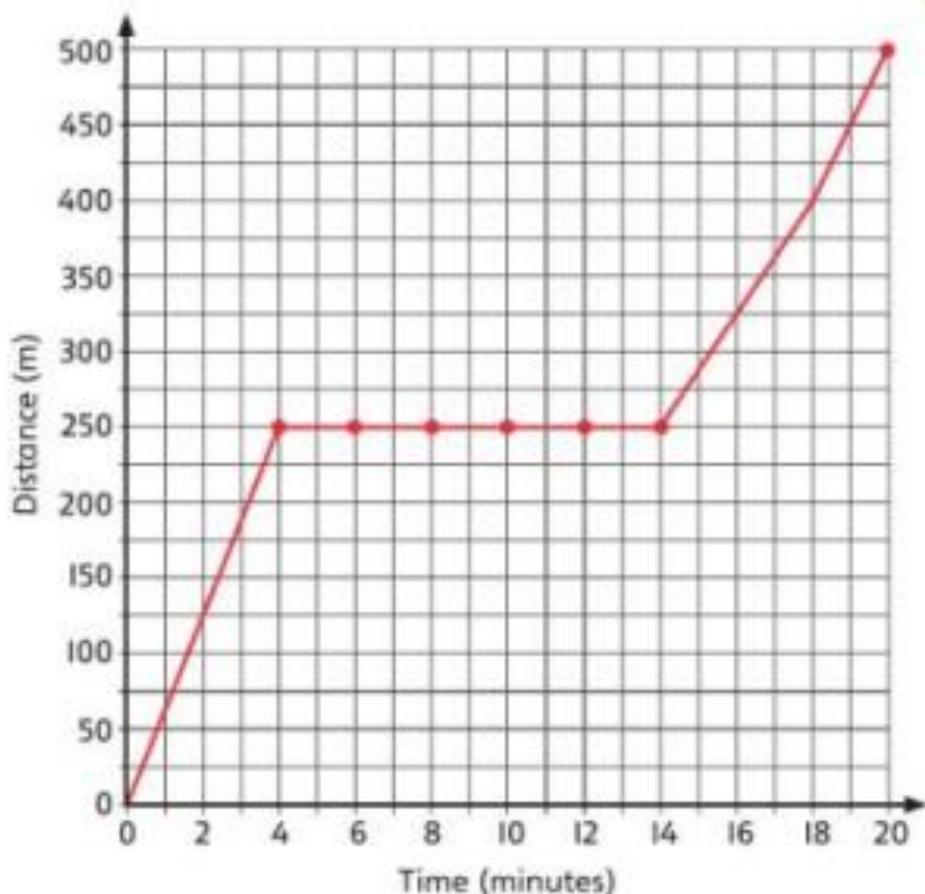


- 2 Below is a patient's temperature graph. Use the graph to complete the values in the table. Estimate the temperatures as accurately as you can.



Time	9:00 – Day 1	9:00 – Day 2	9:00 – Day 3
Temperature			

- 3 a) This graph shows the distance Aki walks as he goes to the shop and then back home.



How long does it take Aki to reach the shop? How can you tell?

How long does Aki stay in the shop?

How far is the shop from his home?

- b) Andy says: 'I think the graph is incorrect. The last part of the graph should return to 0 km by the end of his journey.'

Explain Andy's mistake.