

This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

## Additional Resources

English – Guided Reading – The UFO (pages 10 -14)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. What type of text is this? Circle the correct answer.

A diary.

2. Which of the features below tell you this?

first person	<input checked="" type="checkbox"/>	second person	<input type="checkbox"/>
date	<input checked="" type="checkbox"/>	present tense	<input type="checkbox"/>
future tense	<input type="checkbox"/>	past tense	<input checked="" type="checkbox"/>

3. Complete the sentences below filling in the date and place the events of the first section of text happen.

The text was written on Tuesday 7<sup>th</sup> January 2020. The events took place in Truro which is in Cornwall.

4. True or false? The text is written in a formal tone.

False because it is written as if the author is talking to the reader as a friend.

5. Why has the author used brackets in the sentence below?

To give more information to the reader.

6. Who was being interviewed when the writer got to school on Wednesday 8th January?

The girl from number 53.

7. Which part of the school day on 8th January was different to normal?

The start of the school day.

8. Which sentence do you think best explains why people didn't believe the author's part of the story?

People thought they were making it up because the author was jealous of all of the attention Ellen was getting.

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9. Which words taken from the text match the definitions below.

A. aerial; B. surrounding; C. panic-stricken; D. morsel; E. commotion.

10. How do you think the author was feeling at the end of their entry on the 8th January? Choose a word from the word bank below and explain your choice.

There are various answers for this question, so one example has been provided below. The author is confused because they couldn't understand why nobody would believe them.

11. What happened to Ben and the author on their way home from school the next day?

On their way home, Ben and the author met an alien.

12. When the alien first appeared, what did it do? Find and copy two sentences from the text. Each line represents one word.

A. It stared right at us, unmoving.

B. There it remained with piercing blue eyes, for what felt like ten minutes.

13. How do you think the characters were feeling at this point in the text? Explain your choice.

Ben and the author were shocked and a little bit scared of what they could see because they both froze and couldn't decide what to do next.

14. What does the author of the text want you to believe? Choose two options from the list below.

A. They want us to believe that aliens exist.

D. They want us to believe that they had an encounter with an alien and saw a UFO.

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## Thursday

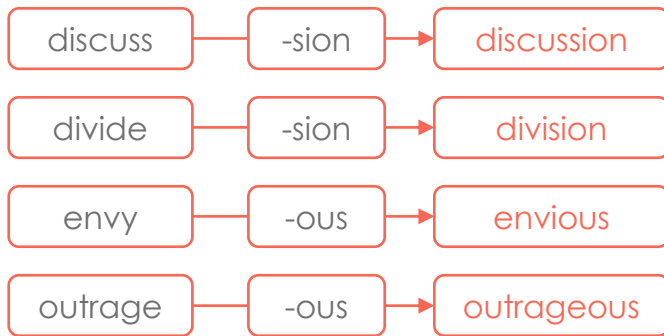
### English – Using Suffixes (page 9)

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix **-er** changes the verb 'teach' to the noun 'teacher'.

A **root word** is a base word that has not been changed by a **prefix** (a group of letters added to the start of the word) or a **suffix**.

**Question 1** – This question requires children to add the given **suffix** to the **root word** to create a new word. Children may need to add, remove or change the letters to spell the new words correctly.

The correct answers are shown below:



**Question 2** – This question asks children to circle the word that the **suffix** **-ous** can be added to. It may be helpful for children to say both words out loud to help them to identify which word doesn't sound right with the given **suffix**.

The correct answer is **poison** which becomes **poisonous** with the new suffix.

**Question 3** – This question asks children to read the sentences and identify the words which have not used the correct **suffix**.

The correct answer is: The famoose mathematician wrote the conclushun to he research paper.

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## Thursday

### English – Using Suffixes (page 9)

**Question 4** – For this question, children must identify a **suffix** that can be added to the given root words. It may be helpful if children write a list of **suffixes** that they know and say each word aloud with the different **suffixes** to identify which sound correct.

Children must also identify the **root word** from a word that has had a **suffix already** added. To help identify the **root word**, children may find it helpful to underline the **suffix** and then identify any spelling changes to the **root word**.

The correct answers are shown in the table:

root word	root word + suffix
courage	courageous
fuse	fusion
fury	furious
vary	various
confuse	confusion

**Question 5** – This question asks children to complete the sentence by choosing the words from the boxes. Two of these words have the correct **suffixes** and two have the incorrect ones. Children need to identify which words are spelt correctly to finish the sentence.

Choose the correct words to complete the sentence. It was a dangerous mission and the explosion was heard for miles around.

**Question 6** – This question is asking children to read the given sentence and identify the words that have had the incorrect **suffix** added and rewrite the sentence correcting each spelling.

The correct answer is Having an adventure in a mountainous region is not a decision to be taken lightly.

**Question 7** – This question is asking children to compare two sentences and identify which child has used the correct **suffix** in their writing. Children must then write a sentence to explain their choice.

The correct answer is David because the correct spelling is 'horrendous'. Alicia should have written 'nervous'.

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## Wednesday

### English – Improve your Writing with Proofreading (page 7)

This is a proofreading task to help children practise finding and correcting mistakes in a piece of writing. There are instructions at the top that give children specific mistakes to find which you may like to refer back to.

Children need to look for missing capital letters which may be at the start of sentences or at the beginning of **proper nouns**. These are specific names of people, places or things. Children will also need to identify missing full stops and exclamation marks at the end of sentences. As children read, there are also some missing words and incorrect spellings that need to be identified.

Some sentences also have missing **apostrophes** which may be used to show **contraction** or **possession**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'. **Apostrophes for possession** are used to show something belongs to someone or something. **Singular nouns** show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books. Children also need to identify missing **commas** in lists.

The correct answers are marked below.

#### Wimbledon

Beginning in 1877, Wimbledon is the oldest tennis tournament in the world. The Championships at Wimbledon are held once a year at the All England Club in Wimbledon, London. Many people consider it to be the most prestigious tennis tournament and it's one of the four Grand Slam tennis tournaments. It takes place over 2 weeks in late June and early July every year. Wimbledon is now the only major tennis tournament to be played on grass courts.

#### The Players

There are 5 main events that the players can participate in: Gentlemen's Singles, Ladies' Singles, Gentlemen's Doubles, Ladies' Doubles and Mixed Doubles. There are always many more competitors playing in the Singles events. Players get into the tournament based on their performance in other tennis tournaments throughout the year. In addition, there are 8 wild card players (not automatically qualified) who have been picked by a committee. The rest of the players are selected from a qualifying tournament where they have to win 3 rounds.

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## Wednesday

English – Improve your Writing with Proofreading (page 7)

### Tickets

Tickets to spectate at Wimbledon are very sought after. Recent figures suggest that there are four times the amount of people who apply for tickets than are available. As a result of this, the majority of tickets are sold by a public ballot where people apply for tickets and then are chosen at random by a computer. Disappointed fans, however, can queue up for tickets on the day but this usually involves camping out overnight!

### Traditions

There are many traditions upheld at Wimbledon. The traditional Wimbledon colours are dark green and purple. All players at Wimbledon, however, must wear all white when competing (including socks, hats and shoes). Wimbledon is also famous for serving strawberries and cream. On average, they sell 140,000 portions of strawberries each year! Since 1907, there have been members of the Royal Family present at Wimbledon and every year the trophies are presented by the Duke and Duchess of Kent.