

# Home Learning LKS2 Week Beginning: 29th June 2020

## Thank you all for your continued support with home-learning.

It has been lovely to 'see' so many of our children on Purple Mash over the recent weeks, and to receive so many fabulous stories and work emailed to us. We appreciate that this style of learning may not suit some individuals, we, as class teachers, are trying our best to make sure that our curriculum objectives are being met in a creative and imaginative way. Please be reassured that whatever home-learning you are managing to complete; creating an alternative exercise routine, growing and nurturing plants in the garden, help with housework, painting using water colours, the experiences you and your child are having in these strange times will be an invaluable lesson to them, so keep up the great work.

**These home-learning packs are available to collect from School on Monday morning between 9:30-11am).**

**Purple Mash:** Each class has a class blog that will allow the children to share any of the amazing things they are doing at home, as well as a display-board showcasing the fabulous home-learning that is being completed. We would love to know what the children are up to. The children can get to the blog by logging on to Purple Mash and the clicking the sharing icon on the top left tool bar then selecting shared blogs and the blog should be listed there. Remember to check the 'alert' button to check for any new activities that have been set.

Each class teacher can be contacted on their class email for additional information. This email address should also be used for sending any completed work.

Miss Holdway - [class6@speenhamland.newburyacademytrust.org](mailto:class6@speenhamland.newburyacademytrust.org)

Mrs Earl - [class7@speenhamland.newburyacademytrust.org](mailto:class7@speenhamland.newburyacademytrust.org)

Mrs Waterfall - [class8@speenhamland.newburyacademytrust.org](mailto:class8@speenhamland.newburyacademytrust.org)

**Handwriting:** Many parents have been asking about handwriting practice during lockdown. Instead of our usual spelling activities we thought it might be beneficial for those who would like some additional practice to focus on revisiting the common joins for cursive writing in Year 3 and 4. The children are familiar with these activities and are used to tracing the join patterns first before writing the words and the sentences. This week we will be focusing on the joins 'sp' and 'al'

(Worksheets can be found at the end of this pack)

## **Monday - Thursday**


For the rest of the Summer term, the children will be following the White Rose Maths scheme of work which we currently use in school. For each lesson, there will be a link to an online explanation video, which is then followed up with a worksheet of questions (as seen below). **It is important that your child watches the video first** as this explains how the problems should be solved. We will indicate next to the lesson if there is Purple Mash or Mathletics work to accompany this.

## Maths Year 3 – shape and time

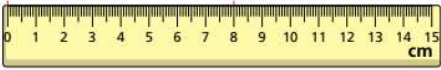
<https://whiterosemaths.com/homelearning/year-3/> then click on Summer Term – week 10 w/c 29<sup>th</sup> June


**Lesson 1 draw accurately** – watch the online explanation video first, then answer the questions below:


**Draw accurately**




**1** How long is each line?



a)   cm

b)   cm

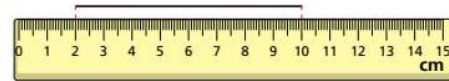
c)   cm

**2** Draw two lines that are each 5 cm long.





**3** Dani says the line is 10 cm long.



a) What mistake has Dani made?

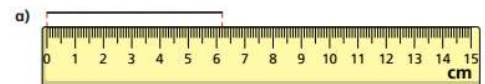
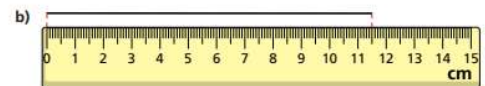
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b) How long is the line?

 cm

**4** What is the length of each line in millimetres?

 mm mm

c) 

 mm

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- 5 Use a ruler to draw the lines.

a) Draw a line 8 cm long.



b) Draw a line 80 mm long.



What do you notice about the lines you have drawn?  
Why is this?

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- 6 Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.



- b) Measure the length of the diagonal.

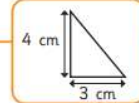
Give your answer in millimetres.

 mm

- 7 Draw a rectangle 8 cm long and 32 mm wide.



- 8 a) Make a sketch of the triangle.



- b) Use your drawing to work out the perimeter of the triangle.

 cm

**Lesson 2 recognise and describe 2d shapes** watch the online explanation video first, then answer the questions below:

## Recognise and describe 2D shapes

- 1 Match the shapes to the labels.



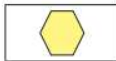
square



pentagon



triangle



hexagon

- 2 Use the words to label the shapes.

rectangle

hexagon

circle

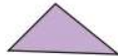
triangle

pentagon

a)



c)



b)



d)



- b) Draw three more quadrilaterals.



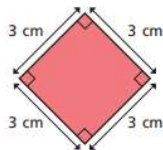
What do you notice about all the shapes you have drawn?

- c) Is this shape a square?

Circle your answer.

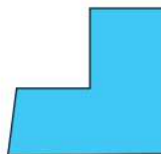
yes

no



Compare answers with a partner.

- 5 This shape is a hexagon.



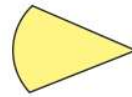
Why is it a hexagon?

- 3 Dora and Ron each have a shape.

a)



My shape has three sides, so it is a triangle.



Why is Dora incorrect?

b)



My shape is a house.

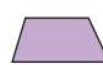


Why might Ron think that? Talk to a partner.

What is the mathematical name for Ron's shape?

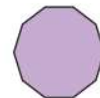
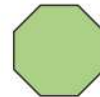
- 4 Here are some shapes.

- a) Circle all the quadrilaterals.



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- 6 What is the name of each shape?



How do you know? Talk about it with a partner.

- 7 Each shape has at least one pair of parallel sides.

Draw on the shapes to show the parallel sides.



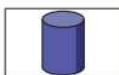
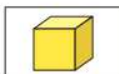
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**Lesson 3 – recognise and describe 3d shapes** watch the online explanation video first, then answer the questions below:

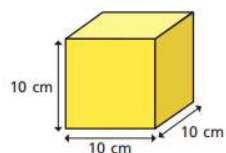
## Recognise and describe 3D shapes

White  
Rose  
Maths

- 1 Kim paints the faces of some 3D shapes.  
She stamps the faces on to a sheet of paper.  
Match the stamp to the 3D shape.



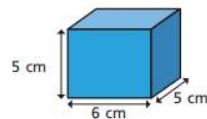
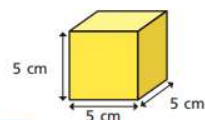
- 2 A cube is a special type of cuboid.



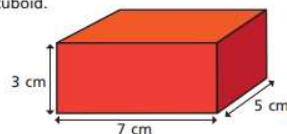
What is special about each face of a cube?  
Talk about it with a partner.



- 3 Which of the shapes is a cube? Tick your answer.



- 4 Here is a cuboid.



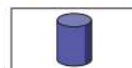
What do you notice about the opposite faces of a cuboid?

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- 5 Match the 3D shapes to the labels.



square-based  
pyramid

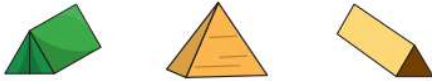
cylinder

cone

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6 Here are some shapes.




a) Circle all the triangular prisms.



b) Circle all the spheres.

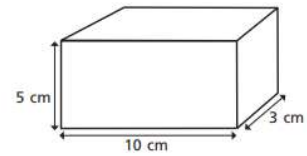


7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
			
			
			



8 Here is a cuboid.



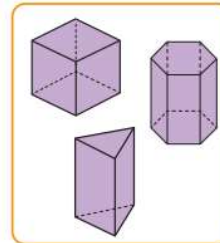
a) Shade a face that is a 5 cm by 3 cm rectangle.

b) What are the measurements of one of the other faces?

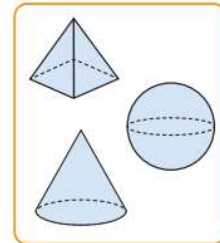
cm by  cm

9 Huan sorts some shapes into prisms and non-prisms.

Prisms



Non-prisms



Talk to a partner about what a prism is like.

Can you find any prisms and non-prisms in your classroom?

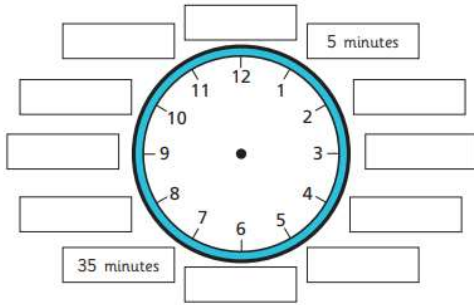


**Lesson 4 – telling the time to 5 minutes** watch the online explanation video first, then answer the questions below:

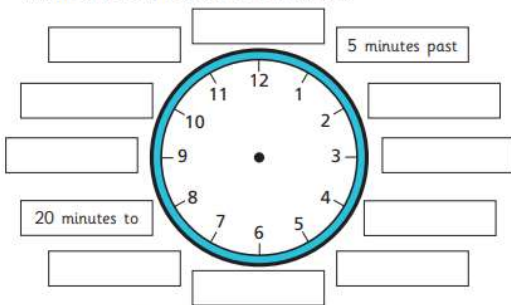


## Telling the time to 5 minutes

- 1 Label the clock to show the number of minutes past the hour.



- 2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.



Is there more than one possible answer for each label?

3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?

What time is it? \_\_\_\_\_

4

What time is shown on each clock?

a)



\_\_\_\_\_ minutes past \_\_\_\_\_

c)



\_\_\_\_\_ minutes past \_\_\_\_\_

b)



\_\_\_\_\_ minutes to \_\_\_\_\_

d)

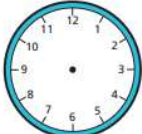


\_\_\_\_\_ minutes to \_\_\_\_\_

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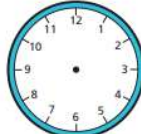
- 5 Draw the hands on the clocks to show the correct times.

a)



15 minutes past 6

c)



25 minutes to 9

b)



15 minutes to 9

d)



5 minutes to 12

- 6 Jack wants to tell the time, but the hour hand has fallen off the clock.



There are 12 different possible times it could be during a full day.



Do you agree with Jack? \_\_\_\_\_

Talk about it with a partner.

7

The minute hand and the hour hand of a clock are both pointing to an even number.

It is before midday. What times could it be?

Give three possible answers.

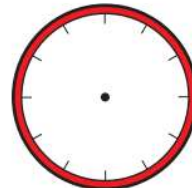
\_\_\_\_\_

Compare answers with a partner. Can you find any more?

8

The numbers of the clock face were written in Roman numerals but they have been rubbed off.

The current time has a V in the hour and a V in the minutes.



What time could it be? Draw your answer on the clock.

Are there any other answers?

Talk about it with a partner.

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# Maths Year 4 – representing data













<https://whiterosemaths.com/homelearning/year-4/> then click on Summer Term – week 10 w/c 29<sup>th</sup> June


**Lesson 1 – interpret charts** watch the online explanation video first, then answer the questions below:

## Interpret charts



- 1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	   
chocolate	     
strawberry	 
mint choc	

Key  = 2 ice creams

- a) How many vanilla ice creams were sold?

b)



The shop sold 6 chocolate ice creams.

What mistake has Annie made?

\_\_\_\_\_

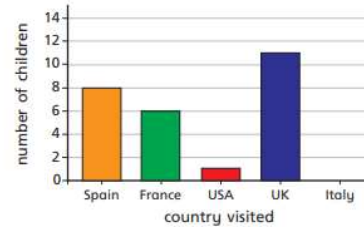
- c) How many chocolate ice creams were sold?

- d) How many strawberry ice creams were sold?

- e) Seven mint choc ice creams were sold.  
Complete the pictogram to show this.



- 2 The bar chart shows the number of children who went on holiday to some different countries.



- a) Complete the table using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

- b) Complete the pictogram using the information in the bar chart.

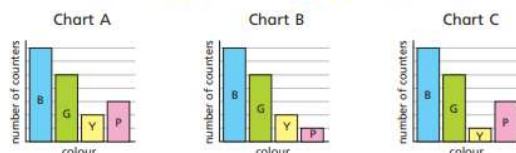
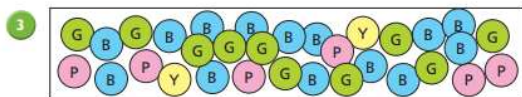
Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

Key  = 4 children

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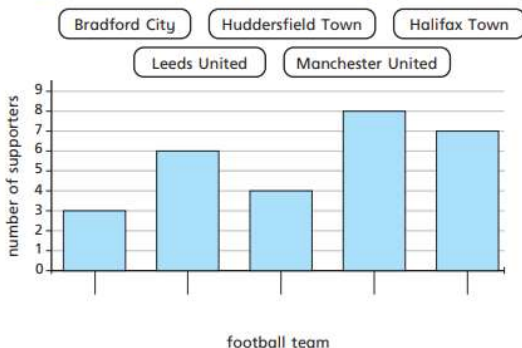


Which chart best represents the picture?

Talk to a partner about the reasons for your choice.

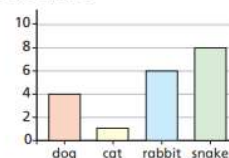
4 Use the clues to label the bar chart.

- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
- More people support Halifax Town than support any other team.
- More people support Manchester United than Leeds United.
- There is 1 less supporter of Bradford City than Halifax Town.

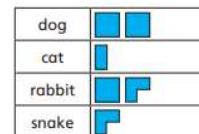


5 Four classes of children were asked what their favourite animals are. Match the tables to the charts.

Class A	
dog	8
cat	2
rabbit	7
snake	12

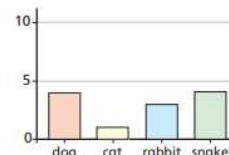


Class B	
dog	4
cat	1
rabbit	3
snake	4

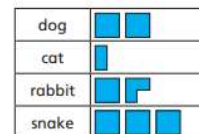


Key = 4 children

Class C	
dog	4
cat	1
rabbit	6
snake	8



Class D	
dog	8
cat	2
rabbit	7
snake	3

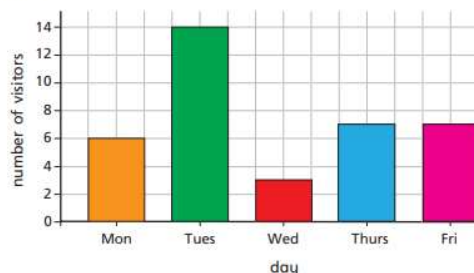


Key = 4 children

**Lesson 2 - comparison, sum and difference** watch the online explanation video first, then answer the questions below:

## Comparison, sum and difference

1 The bar chart shows the number of visitors to a museum in a week.



- a) How many more visitors went to the museum on Tuesday than on Wednesday?
- b) What is the difference between the number of visitors on Monday and the number of visitors on Friday?
- c) What was the total number of visitors for the whole week?
- d) If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

2 The pictogram shows the points scored in a game by five teams.

Team	Points
Red	
Blue	
Green	
Yellow	
Pink	

Key = 4 points

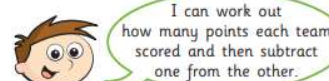
a) Write <, > or = to compare the points scored by the teams.

- Red  Blue and Green
- Red and Blue  Green and Yellow
- Red and Green  Yellow and Blue
- Blue and Green  Yellow

b) The Pink team scored half the number of points that the Green team scored.



















Complete the pictogram for the Pink team.


c) Teddy is working out the difference in points between the Red and Green teams.



Is there another way Teddy could work out the answer?

- 3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
Spain	     
UK	  
Italy	    
Germany	  
Iceland	

Key  = 3 hours

a)



I can find out how many hours sunshine each country has and then add up all the totals.

Use Mo's method to calculate the total hours of sunshine.

hours

b)

I can count how many sunshine symbols there are altogether and multiply that by 3



Use Rosie's method to calculate the total hours of sunshine.

hours

Which method is the most efficient?

Will that always be the case?



- 4 The table shows the number of men and women who watched three different films.

Film	Women	Men	Total
A	364	618	
B	411		895
C	609	255	
Total		1,357	

a) Complete the table.

b) Are these statements true or false?

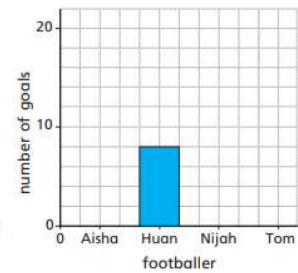
More women than men watched one of the films. \_\_\_\_\_

Film B was the most popular. \_\_\_\_\_

- 5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

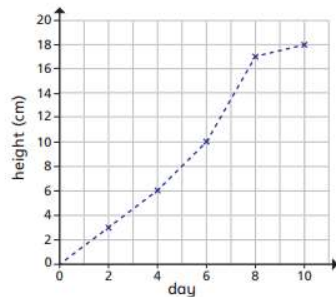
- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



**Lesson 3 – introducing line graphs** watch the online explanation video first, then answer the questions below:

## Introducing line graphs

- 1 The line graph shows the growth of some cress over 10 days.

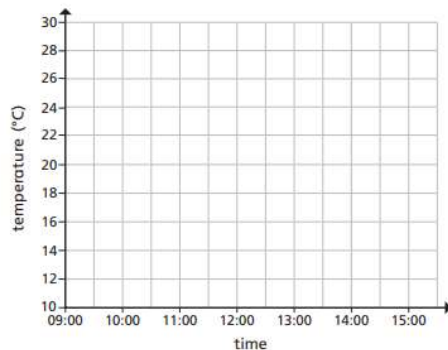


- a) How tall was the cress on Day 2?  cm
- b) On what day did the cress reach 10 cm? day
- c) Estimate the height of the cress on Day 5  cm
- d) Estimate when the cress will reach a height of 14 cm.  
day
- e) Between which two consecutive days did the cress grow the most?  
day  and day

- 3 The table shows the temperature outside on Monday.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	14	16	20	26	24	20	18

- a) Use the information in the table to complete the line graph.



Key Monday \_\_\_\_\_ Tuesday \_\_\_\_\_

- b) On Tuesday, the following temperatures were recorded.

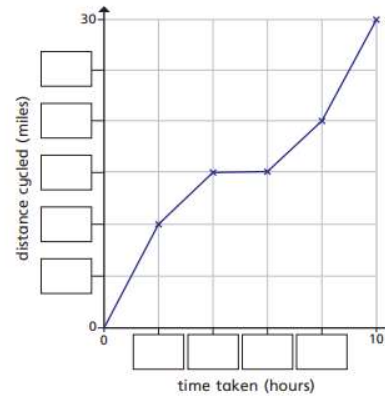
Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	13	16	21	22	22	19	17

Add the new information to your line graph using a different colour and complete the key.

- c) At what time was it hotter on Tuesday than on Monday?

- 2 The line graph shows the distance a cyclist travels on a bike ride.

- a) Fill in the missing labels.

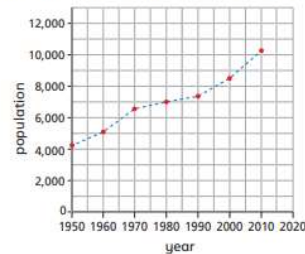


- b) How long did it take the cyclist to travel 10 miles?  hours
- c) How far had the cyclist travelled after 4 hours?  miles
- d) How far did the cyclist travel in total?  miles
- e) How far did the cyclist travel between 4 and 6 hours?  miles

What might have happened during this time?

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- 4 The graph shows the population of a town from 1950 to 2010

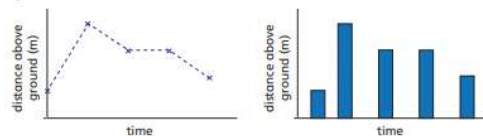


- a) Circle the correct word to complete the statement.

The population of the town **increased** / **decreased** from 1950 to 2010

- b) Estimate the highest recorded population.
- c) In what year did the population first reach 7,000?
- d) Estimate the population in 1970
- e) Estimate the population in 2006

- 5 The line graph and bar chart both show the distance above ground of a bird.



Which representation is more appropriate? \_\_\_\_\_

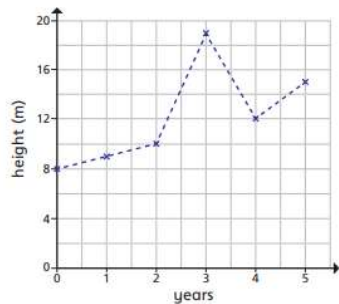
Explain your choice to a partner.

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## Line graphs

- 1 The line graph shows the growth of a tree.



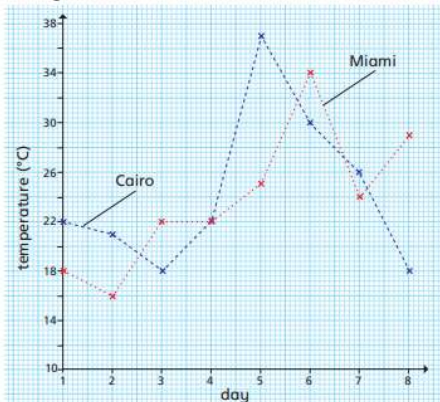
- a) What is the difference in height between the start and end of recording?  m
- b) How much did the tree grow between the 2nd and 3rd year?  m
- c) What happened in year 3? What might have caused this?
- d) By the 6th year the tree grows to three times the height it was in the 1st year.



The tree will be at the tallest height it has ever been.

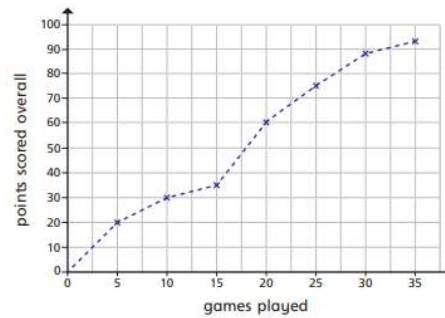
Do you agree with Whitney? \_\_\_\_\_  
Explain your answer.

- 3 The line graph shows the temperatures in Miami and Cairo over 8 days.



- a) On what day was the temperature the same in both cities? day
- b) What is the difference in temperature between the hottest days in both cities?  °C
- c) What is the difference between the hottest recorded temperature and the lowest recorded temperature?  °C
- d) On which days was it warmer in Cairo than Miami?  
\_\_\_\_\_
- e) On what day was there the greatest difference in temperature between the two cities? day

- 2 The line graph shows the number of points scored over 35 games.



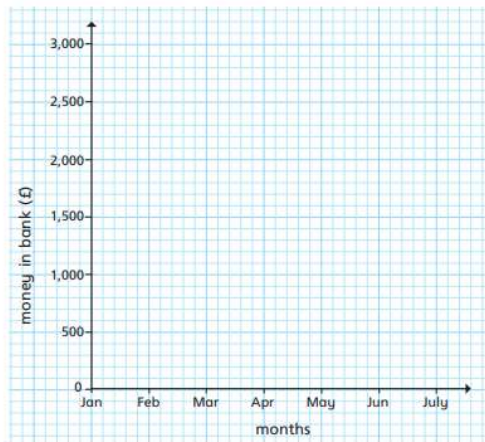
- a) Use the line graph to complete the table.

Games	0	5						
Points	0						88	93

- b) How many points were scored between games 10 and 25?
- c) Between which games did the points exactly double?  
between game  and game
- d) Between which games were the least number of points scored?  
game  and game
- e) Estimate how many games it took to score 50 points.

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- 4 Use the clues to complete the line graph.



- In February there was £2,800 in the bank, which was the largest overall amount.
  - May had the lowest amount.
  - In March there was half the amount of February.
  - In Jan there was £200 more than March.
  - The total of March and April combined was £2,600.
  - The lowest amount was £2,400 less than the highest amount.
  - In July and April there was the same amount of money.
  - June = Feb - Mar - May
- Compare answers with a partner.

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**Reading:**

All reading that your child does is critical to their reading development. From reading their reading books to recipe books and non-fiction books and everything in between. Please keep a record of the reading you are doing in your child's reading record. The children's Accelerated Reader login and password details are in their reading records.

Accelerated Reader website: <https://ukhosted97.renlearn.co.uk/6704931/default.aspx>

Each child has been set a reading activity on Purple Mash which suits their reading ability. Your child has been set one of these books:

- Watch out! River Running Wild! (chapters 1-5 and their linked activities)
- The Sleeping Volcano (chapters 5 - 6 and their linked activities) and Beth on the Nile (chapters 1 and 2 and their linked activities)
- To Catch a Beast (Chapters 1-3 and their linked activities)

### English:

For our Literacy activities this week, we are going to focus on poetry and diary writing. All of the activities are taken from the BBC Bitesize Daily Lessons and the link to the videos and online activities has been given. (A hard copy of the worksheet has also been included for those families who are unable to download and print at home).

**Please remember that any completed work should be emailed to your class teacher.**

### Task 1: To plan and write a diary entry based on a classic tale.

<https://www.bbc.co.uk/bitesize/articles/z6yxt39> (video and activity 2 and 3 **only**)

#### Planning a Diary Entry

In each box write notes to say what you will include in each paragraph of your diary entry. You could include what actions the character did, how they felt about what happened and any interesting words you may want to use.

Paragraph 1 - How does the story start? Describe sowing your seeds and then waking up to see the giant pumpkin. What did you do and feel when you saw it?



Paragraph 2 - What happened next? How heavy was the pumpkin? Describe how your husband, the villagers and animals helped you to move it.



Paragraph 3 - Describe what happened at the end of the story. How did you feel? Was the pumpkin tasty?





## Task 2: To plan and write a diary entry.

<https://www.bbc.co.uk/bitesize/articles/z6yxt39> (activity 2 only)

Today (or the day you choose to write a diary entry) we would like you to create a diary entry. We have enclosed an example below for you to look at.

Friday 30<sup>th</sup> November 2019

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognaise followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise; my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Ahmed

Remember to include the key features of a diary:

- Write in the past tense
- Use first person pronouns (I, we, my...)
- Describe the author's point of view, thoughts and feelings
- Include opinions as well as facts
- Use ambitious vocabulary choices
- Write in an informal style, as though speaking to someone
- Organise events into paragraphs

Task 3: To revise how to write a poem and create one of your own.

<https://www.bbc.co.uk/bitesize/articles/z97n2v4> (activities 1 and 2 only)

## Villainous Verses

### Baa Baa Naughty Sheep



Baa Baa Black was a naughty little sheep,  
Who shaved off the wool of his friends asleep.  
He sold the wool to the master and dame,  
And had some spare for the boy down the lane.  
He had so much as he stole the coats,  
Of the sheep, Highland cows and the pygmy goats.  
When they were tired and were fast asleep,  
Baa Baa then awoke and began to creep.  
Off he would cuttety-cut their hair,  
Leaving them cold with their skins all bare!

All the wool he shaved! All the wool he sold!  
Baa Baa was rich, buying jewels and gold!  
The sheep wondered why he had so much money,  
Poor and cold – they didn't find it funny.  
Baa Baa would smile in his warm black fleece,  
Casually looking at his new timepiece.  
"What can I say?" he would tease with a grin,  
"I'm a lucky black sheep and my luck's right in!"

One fine evening as the animals slept,  
A wolf heard the snores and along he crept.  
Licking his lips as he spied his dinner,  
Wolf wondered why all the sheep looked thinner.  
With their coats all gone, the sheep looked small,  
So Wolf sniffed around for the biggest of all.  
He saw something move that looked big and black:  
It was Baa Baa with bags of wool on his back.



Baa Baa was surprised as the Wolf took a bite:  
He shouted, "Well I guess this serves me right!"  
"How nice that was, it really filled a hole,"  
Wolf said later, licking round his bowl.  
In the coming weeks, the sheep grew their coats,  
And so did the cows and the pygmy goats.  
Wolf never came back and they loved their sleep,  
If only Baa Baa had been a good black sheep!

# Questions

1. When would Baa Baa cut the animals' hair? Tick **two**.
  - ☐ when they were asleep
  - ☐ when they were hungry
  - ☐ when they were cold
  - ☐ when they were tired
2. 'Baa Baa was rich, buying jewels and gold!' How could Baa Baa afford the jewels and gold?  

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3. When the animals woke up after they were shaved, they didn't find it funny. Why not? Tick **two**.
  - ☐ They were scared of Wolf.
  - ☐ They were cold.
  - ☐ They didn't like having their coats stolen.
  - ☐ They were tired.
4. Put these events in time order. Number 1 is the event that happened first and has been done for you.
  - ☒ 1 Baa Baa makes money from the master and dame.
  - ☐ Baa Baa fears for his life.
  - ☐ Baa Baa feels very smug and happy.
  - ☐ The sheep are not impressed.
5. Why did Wolf choose Baa Baa to eat?  

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6. Which words best describe Baa Baa in the poem? Tick **three**.
  - ☐ selfish                      ☐ uncaring
  - ☐ honest                        ☐ greedy
  - ☐ bossy                         ☐ thoughtful
7. Do you think Wolf would have eaten Baa Baa if he was a good sheep?  
Explain your answer as best you can.  

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Task 4: To revise how to write a poem and create one of your own.

<https://www.bbc.co.uk/bitesize/articles/z97n2v4> (activity 3 **only**)

## Villainous Verses

Write your own Villainous Verse! Let's take the classic nursery rhyme 'Little Miss Muffet' and give it our own villainous twist! Here is the original. The rhyming words are in bold:



Little Miss **Muffet** sat on a **tuffet**  
Eating her curds and **whey**,  
Along came a **spider**,  
Who sat down beside **her**  
And frightened Miss Muffet **away**.



Let's turn things around. Instead of the spider scaring Miss Muffet, let's change her name and make her evil! Make sure her new name is easy to rhyme.

OK, now come up with a plan. What will happen in your Villainous Verse? Perhaps Miss Muffet will eat the spider! Maybe she's really a space alien or a zombie...



Note your ideas here.

### Ideas

Villain's name: Little Miss \_\_\_\_\_  
Who or what is the victim? \_\_\_\_\_  
Where will it take place? \_\_\_\_\_  
What will happen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Let's write the poem! We'll use the original as a writing frame.

Rhyme A	Rhyme A
Little Miss _____	sat on a _____
Eating her _____	← Rhyme B
Along came a _____	← Rhyme C
Who _____	← Rhyme C
And _____	← Rhyme B

Why don't you try other well know nursery rhymes e.g. Hickory, Dickory Dock, Incey Wincey Spider, Baa Baa Black Sheep, Jack and Jill and create your own villainous verse. We would love the read them!

UNIT  
1

Name \_\_\_\_\_ Date \_\_\_\_\_

Focus



A Trace and write the pattern and letters.

xxxx xxx

sp sp

spr spr

B Trace and write the words and the sentence.

spin

spill

space

speck

speak

spine

I can spell special.

Forming descenders accurately



**UNIT****1**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Extension****A** Trace and write the letters and words.

spr

spring

sprung

sprint

sprinting

springing

**B** Trace and write the sentence.

Joy was sprinting with the shopping





Name \_\_\_\_\_ Date \_\_\_\_\_

**A** Trace and write the pattern and letters.

all all

at at

**B** Trace and write the words and the sentence.

all

ill

call

mill

child

table

The child was ill.



## Extension

Trace and write the sentences.

They had already begun the ball.

Cinderella had arrived late.

She met handsome Prince Charming.

Then she danced until midnight.

The clock chimed – oh no!

