

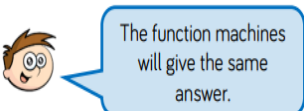
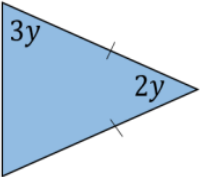



8.6.20	Monday 8th	Tuesday 9th	Wednesday 10th	Thursday 11th	Friday 12th
English	<p><b><u>Rock, paper, scissors</u></b>  <b><u>To write a battle scene</u></b>  <a href="https://www.youtube.com/watch?v=GymppwZ7IU4">https://www.youtube.com/watch?v=GymppwZ7IU4</a>            Re-watch the short film of Rock, Paper, Scissors.</p> <p>Today, we are going to be thinking about writing effective sentences for the dramatic battle scene between Rock and Scissors. Follow the powerpoint that explains about the importance of sentence length.            Mild: complete 2 synonyms for each word provided and then include them a short battle scene description. Try to use two short sentences.            Spicy/hot: write a descriptive battle scene using varying sentence length (some short) and with a variety of punctuation/conjunctions. Template available.</p> 	<p><b><u>Rock, paper, scissors</u></b>  <b><u>To write speech that shows character</u></b>            We know most stories are made up of speech, action and description (SAD) and today we will look at how we can weave speech into a story that has <b>purpose</b> and shows <b>character/mood</b>.            Speech shouldn't just be there because you know you have to use it!            Follow the powerpoint that supports understanding of the different characters – would Rock speak the same as Paper? How might Scissors' word choices be different to Rock's – more clipped and precise?            Mild: use the speech rules support sheet to write some speech between Rock and Scissors when they meet and battle.            Spicy/hot: Write two sections of speech: one between Rock and Paper when they first meet and one between Rock and Scissors when they first meet. Weave some action into your speech too. Ext: Can you try split speech?</p>	<p><b>CGP punctuation booklet:</b>            Mild: Complete 'sentences on page 6 - 7.'            Complete 'mixed practice on page 10.'            Spicy/hot: Complete 'hyphens' on page 32 -33;            Complete 'colons' on page 36;            Complete 'proofreading' on page 45 – 46.</p> <p><b>CGP grammar booklet:</b>            Mild: complete singular and plural nouns on page 3.            Spicy/hot: complete verbs with -ing on page 43, mixed practice on page 44 and antonyms on page 59.</p> <p>CGP spelling booklet:            Complete 'words with 'que' and 'gue' on page 38.</p>	<p><b><u>Rock, paper, scissors</u></b>  <b><u>To write a story opening</u></b>            Re-watch the opening scene of Rock, Paper, Scissors once more where we see Rock wake up and peer down over Paper in her beautiful paper world of flowers and light. How would you capture that as a story opening?            Your task: We would like you to write the first 2 paragraphs of your own Rock, Paper, Scissors story.            Look back over your character and setting description from last week, use the powerpoint to support and the sequence strip to help you.            Try to use plenty of adventurous vocabulary and vary sentence length like you practised on Monday.</p>	<p><b><u>Rock, paper, scissors</u></b>  <b><u>To write the story build up</u></b>            Today, you will be writing the build up section of the story – the part where the sinister character of Scissors enters the plot...            Think about how to capture the mood change. The music changes to build up the tension – how will we get this across to our readers?            Your task: write a descriptive passage about Scissors and his behaviour as he enters the story. Try to show how he is a desructive and dark force, movements are sinister and jagged, to match him destroying the scene.            Ext: you could move into the next part of the plot to show Rock trying to protect Paper and realising that she can damage him (as in the game, paper wins over rock).            Might they speak here?            Spicy/hot: look back to your speech work on Tuesday to help here.</p>

**Remember to check out our Storytime in Showbie! Each day, a chapter from a book will be read. Sit back, get comfortable and listen along for 10 minutes! This week, we continue with Artemis Fowl by Eoin Colfer. Let us know in the story time folder if you're enjoying it! 😊**

<p><b>Reading</b></p> 	<p>10 - 20 minutes independent reading. <b>And/or listen to our storytime feature, Artemis Fowl!</b></p>	<p>Have a read of First News – some great articles!  <a href="https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Lores_729.pdf">https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Lores_729.pdf</a></p>	<p>10 - 20 minutes independent reading  <b>And/or listen to our storytime feature, Artemis Fowl!</b></p>	<p><a href="https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Look-Closer-729.pdf">https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Look-Closer-729.pdf</a> Have a read through these articles and see if you can answer 5 of the questions – verbally or written.</p>	<p>10 - 20 minutes independent reading  <b>And/or listen to our storytime feature, Artemis Fowl!</b></p>																									
<p><b>Maths</b></p> <p><b>ALGEBRA</b></p> <p><b>This week we return to a topic which was introduced in Y6 in Spring Term and which is essential for confidence in Maths in KS3. It is a great opportunity to refresh your knowledge.</b></p> <p><b>Also, back by popular demand, the Ghost Pepper Challenge..... and if you want an additional challenge, try the optional showbie – a reasoning paper!</b></p>	<p><b>Mild</b> – Factors and Primes  <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p><b>Spicy</b> - Daily lesson tutorial (1) Find a Rule  <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></p> <p><b>Watch the video and then visit the Home Learning Folder for the Question and Answer pack which link with this.</b>          Answer Questions 1-4</p> <p><b>Red Hot</b> – Complete Spicy, <i>additionally</i> Q 5-7, but also try this challenge:</p> <p>Teddy has two function machines.</p> <pre>         graph LR             subgraph Machine1                 direction LR                 I1[Input] --&gt; B1[+5] --&gt; B2[x2] --&gt; O1[Output]             end             subgraph Machine2                 direction LR                 I2[Input] --&gt; B3[x2] --&gt; B4[+5] --&gt; O2[Output]             end         </pre> <p>He says,</p>  <p>Is Teddy correct?</p> <p>Is there an input that will give the same output for both machines?</p>	<p><b>Mild</b> – Scaling and Rate Problems  <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p><b>Spicy</b> - Daily lesson tutorial (2) Forming Expressions  <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></p> <p>Answer Questions 1-4</p> <p><b>Red Hot</b> – Complete Spicy, <i>additionally</i> Q 5-7, but also try this challenge:</p> <p>This function machine gives the same output for every input.          For example if the input is 5 then the output is 5 and so on.</p> <pre>         graph LR             I[Input] --&gt; B1[x2] --&gt; B2[ ] --&gt; O[Output]         </pre> <p>What is the missing part of the function?</p> <p>What other pairs of functions can you think that will do the same?</p>	<p><b>Mild</b> – Mental Multiplication  <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p><b>Spicy</b> - Daily lesson tutorial (3) Substitution  <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></p> <p>Answer Questions 1-5</p> <p><b>Red Hot</b> – Complete Spicy, <i>additionally</i> Q 6-10, but also try this challenge:</p> <p>Here are two formulae.</p> <div style="border: 2px solid yellow; border-radius: 15px; padding: 10px; display: inline-block;"> <math display="block">p = 2a + 5</math> <math display="block">c = 10 - p</math> </div> <p>Find the value of <math>c</math> when <math>a = 10</math></p>	<p><b>Mild</b> – Mental Division  <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p><b>Spicy</b> - Daily lesson tutorial (4) One Step Equations  <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></p> <p>Answer Questions 1-4</p> <p><b>Red Hot</b> – Complete Spicy, <i>additionally</i> Q 5-8, but also try this challenge:</p> <p>What is the size of the smallest angle in this isosceles triangle?</p>  <p>How can you check your answer?</p>	<p style="text-align: center;"><b>CHALLENGE FRIDAY</b></p> <p><b>ALL</b>– Challenge someone to a Rockslam on TTRS</p> <p><b>Spicy</b> - White Rose Friday Challenge  <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a>  <b>Try the Challenge on BBC Bitesize Daily</b></p> <p style="text-align: center;"><b>OPTIONAL SHOWBIE:          TRY THE REASONING TEST IN 40 MINUTES AND UPLOAD THE SCORE</b></p> <div style="border: 1px solid blue; padding: 5px; text-align: center;">  </div> <p><b>Red Hot</b> – Complete Spicy, <i>additionally</i></p> <p><b>Special Friday Challenge:</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25px; height: 25px;">▲</td> <td style="width: 25px; height: 25px;">■</td> <td style="width: 25px; height: 25px;">■</td> <td style="width: 25px; height: 25px;">▲</td> <td style="width: 20px;">28</td> </tr> <tr> <td style="width: 25px; height: 25px;">⬡</td> <td style="width: 25px; height: 25px;">■</td> <td style="width: 25px; height: 25px;">⬡</td> <td style="width: 25px; height: 25px;">■</td> <td style="width: 20px;">30</td> </tr> <tr> <td style="width: 25px; height: 25px;">●</td> <td style="width: 25px; height: 25px;">▲</td> <td style="width: 25px; height: 25px;">●</td> <td style="width: 25px; height: 25px;">●</td> <td style="width: 20px;">18</td> </tr> <tr> <td style="width: 25px; height: 25px;">●</td> <td style="width: 25px; height: 25px;">■</td> <td style="width: 25px; height: 25px;">●</td> <td style="width: 25px; height: 25px;">●</td> <td style="width: 20px;">20</td> </tr> <tr> <td style="width: 25px; height: 25px;">?</td> <td style="width: 25px; height: 25px;">30</td> <td style="width: 25px; height: 25px;">23</td> <td style="width: 25px; height: 25px;">22</td> <td></td> </tr> </table>	▲	■	■	▲	28	⬡	■	⬡	■	30	●	▲	●	●	18	●	■	●	●	20	?	30	23	22	
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# GHOST PEPPER CHALLENGE



Can you answer both?

Filip, Lisa and Han shared some counters.

Filip has  $\frac{1}{4}$  of the counters.

Lisa has  $\frac{1}{12}$  of the counters.

Han has the rest.

Filip has 16 more counters than Lisa

How many counters does Han have?

Sandip has 280 jumpers and hats to sell in total.

He sells 109 of the jumpers and 20% of the hats.

He now has the same number of jumpers and hats.

How many hats did he have for sale at the start?

**MAIL IN TO YOUR TEACHER WITH YOUR ANSWERS AND HOW YOU GOT THERE!**

## Spellings Suffix

## Que/gue

League  
Tongue  
Fatigue  
Dialogue  
Vague  
Prologue  
epilogue  
Unique  
Cheque  
Opaque  
Antique  
Mosque

Choose the spellings from the list that you will learn. Find out the definitions of unfamiliar words. Record in your home learning book.

### Mrs Smith's spelling group

Using 'oa' and 'ow' blends to make long 'o' vowel sound - usually 'oa' inside word and 'ow' at end.

follow  
yellow  
floated  
moaned

grown (exception to the rule)  
groan

Make sure you know the difference between the homophones groan and grown when you write your sentences.

Put the spellings into sentences that show you understand the meaning. Use your home learning book.

e.g.

I have been practising using **dialogue** in my story.

No light can travel through **opaque** objects.

Complete a spelling activity for your chosen words using ideas from the spelling menu at the bottom of this document.

### SPELLING MENU

<b>1. ABC Order</b> Write all of your spelling words in alphabetical order.	<b>2. Word Parts</b> Write your words. Then cut a coloured strip to divide the words into syllables.	<b>3. Other Flashed</b> Using your word 5 times, changing the tone. You may use the word in a sentence.	<b>4. Visual Spelling</b> Using your word, using one colour for the vowels and another colour for the consonants.
<b>5. Use Technology</b> Type out your spelling words on the computer. Try to use at least 4 different fonts.	<b>6. Pinned Words</b> Write your words on a piece of paper and pin it to a wall.	<b>7. "Banana" Words</b> Write your words by writing letters next to a banana.	<b>8. Rainbow Words</b> Write your spelling words with each letter in a different colour.
<b>9. Scrambled Words</b> Write your words. Then write them again on the letter cards and change the order of the letters.	<b>10. Silly Sentences</b> Write 10 silly sentences that use all your spelling words.	<b>11. Prefixes and Suffixes</b> Underline the prefixes and suffixes in the words you are learning.	<b>12. Word Search</b> Create your own word search using your spelling words.
<b>13. Flashcards</b> Make and practice your words.	<b>14. Picture &amp; Story</b> Draw a picture of your word and write a story about it.	<b>15. Words without Vowels</b> Write all of your words, but remove the vowels.	<b>16. Trace Words</b> Write the words on a piece of paper and trace them.
<b>17. Write a Story, Poem or Song with Words</b> Write a story, poem or song using your words.	<b>18. Shaded Letters</b> Write your words with the vowels shaded.	<b>19. Words Written Words</b> Write your words on a piece of paper and write them again.	<b>20. Picture words</b> Draw a picture and write your spelling words in the picture.

Complete a spelling activity for your chosen words using ideas from the spelling menu at the bottom of this document.

### SPELLING MENU

<b>21. Question Answer</b> Write a question for each of your words. Then write the answer.	<b>22. Rhyme</b> Write a rhyme for each of your words.	<b>23. Clueword Puzzle</b> Write a clueword puzzle for each of your words.	<b>24. Spelling Words</b> Write your spelling words on a piece of paper and write them again.
<b>25. Homophones</b> Can you find any homophones for each of your words?	<b>26. Writing Lines</b> Write your words on a piece of paper and write them again.	<b>27. Word Cards</b> Write your words on a piece of paper and write them again.	<b>28. Word Games</b> Write your words on a piece of paper and write them again.
<b>29. Synonyms</b> Write your words on a piece of paper and write them again.	<b>30. Antonyms</b> Write your words on a piece of paper and write them again.	<b>31. Idioms</b> Write your words on a piece of paper and write them again.	<b>32. Rhyming Words</b> Write your words on a piece of paper and write them again.
<b>33. Visuals</b> Write your words on a piece of paper and write them again.	<b>34. Reader Books</b> Write your words on a piece of paper and write them again.	<b>35. Word Search</b> Write your words on a piece of paper and write them again.	<b>36. Word Search</b> Write your words on a piece of paper and write them again.

Test time!

Get an adult to test you on your spellings. Ask them to say the word and you write down a sentence with the word in.

One mark for the word correctly spelt, one mark for it being used in the correct context.

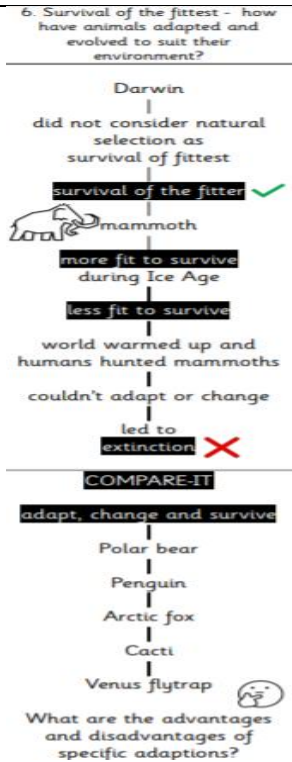
Keep a record of your scores so you can let us know how you're doing.

**Science:  
Evolution and inheritance.**

**Know about Charles Darwin and his theory of evolution called Natural Selection.**

**Understand how animals and plants have adapted to suit the environment.**

**Log in to Developing Experts, and click on the lesson ‘Explain how adaptations help animals and plants survive’.**



Watch the presentation, ‘**Explain how adaptations help animals and plants survive**’ including the mission assignment (you can watch the spoiler alert – it’s quite helpful!

Your task:  
Following on from our adaptation work from last week, your mission assignment is to create your own animal that is perfectly adapted to survive in hot desert conditions.

Use the handout (copy to the right) to help you think about the features that are going to be the most important for your animal – is it its colour? Its ability to store water? Spiky skin to defend itself? What features of the animals below could you borrow?



Complete the rocket word quiz and the assessment quiz. Optional: complete the word search.

**Explain how adaptations help plants and animals survive**

Which adaptations are most advantageous for living things in arid deserts. Cut the examples out and arrange them in a diamond, with the most useful adaptations at the top and the least useful at the bottom.

Webbed hands and feet	Pale colouration	Turning food into water	Stretch: arrange the adaptations into your diamond and offer written explanations for your choices.  Challenge: cut out the boxes and rearrange them in a diamond, with most useful at the top and least useful at the bottom.
Tough and/or spiky skin	Ability to discard parts of your body and grow them back	Adopting a nocturnal lifestyle	
Ability to store water in your body	Adaptations that stop sand getting into your body	Limbs that keep your body far from the ground	



**Art. Focus: Learning about great artists and designers.  
Wassily Kandinsky, Russian painter (1866 – 1944)**

We would like to continue to focus on some of history’s great artists and designers. This week, we will focus on the fantastic work of Wassily Kandinsky.

Have a look at this ebook that Mrs. Price has made about Kandinsky. Use the links on the back page to find out more about him and his work.

<https://read.bookcreator.com/TQDwcczJloNs56QBLHLfxA8Y3aQ2/wc2Q5qUYRF6qA11QdetOA>

Your task: divide a piece of paper in half horizontally. Put ‘Kandinsky’ at the top in bubble/bold lettering. Look at the pictures of some of his famous pieces (or do wider research on the internet) and choose one piece that appeals to you. Re-create it in the top box. Use colour if you can. Try to fill the space you have. Please label it with the name of the piece and the year it was created.

In the box below, create your own ‘Kandinsky-inspired’ piece of artwork. You might take images from several of his and put them together or you might decide to listen to a piece of music and try to draw it and then colour it in. Be as creative as you like!



**Yellow, Red, Blue, 1925**



**Kandinsky images**



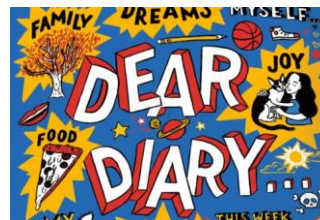
## French: Week Two

For the final half-term of French we are going to draw upon a number of the activity and vocabulary areas studied in your time at Abbots Green and create a 'diary' to demonstrate your knowledge. This will take the form of a series of sentences which you will construct to describe a number of different situations. You can choose to describe a typical week in your life in Year 6 or focus on one specific day. Examples of both are in a French resource pack as a guide. This is **week two** and you should focus on telling your diary **about a trip out somewhere – where are you going to go and who are you going to meet (you can make this up or create something that you have actually done)? Remember to talk about time of day and comment about the weather.**

**Mild** - Everyone should attempt three sentences to describe a day or part of a day.

**Spicy** – If you are confident with this try to create a couple of short paragraphs and show ambitious vocabulary as well as recording speech that has taken place.

Try using a translation site such as <https://translate.google.co.uk/> to help you.



## Geography

### Earthquakes Week 2

After the incredible work on tectonic plates and last week's research on the 'How' of Earthquakes, this week you have the opportunity to choose ONE famous earthquake from history and delve a little deeper into the causes and repercussions of your chosen quake. This could be a recent event such as those in Haiti (2010) or Sumatra (2004) or from further back in time (such as Sensi [1556] or Aleppo [1138]). Choose a part of the World and a time period that interests you and focus your research on all the interesting facts that you can find, adding drawings or photos as appropriate. Think about its magnitude, destructive power and what happened after it had occurred. Your work should take the form of a poster or short summary of the earthquake. There are many sites to help you but if you are stuck for ideas try:

<https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis>

(For more recent examples)

<https://www.theguardian.com/world/2011/mar/11/10-most-powerful-earthquakes-history>

(For more historic examples)



# PE: 5 Day Challenge!

This week you have the opportunity to get more active with a challenge for each day! Why not try these on your own or better still, challenge other family members. You could even challenge a classmate and message each other with your results.....

All the resources you need are on the attached link and you only need yourselves and everyday household objects to get involved (just follow the short tutorial for the relevant day):

<https://www.yorkshiresport.org/get-active/thisispe/>

## Monday

### Lesson 1



How many times can you get your object back and forth to each other?  
Why not send your class teacher your highest number and what you used as a ball?

## Tuesday

### Lesson 3

Try activity three using different sized targets

## Wednesday

### Lesson 6

Try activity 3 Jump The River – how far can you make your river stretch?

## Thursday

### Lesson 8

Can you beat another family member and can you think of other variations to play?

## Friday

### Lesson 14

Well done for making it through to Friday – just enjoy some fun with sock wars and make up your own variation.

Thank you for all the super work you have been sending in to us – it's a real pleasure to see! We have some really super work on animal adaptations and it is great to see some fantastic arithmetic scores continuing to come in too - keep it up 😊

Continue to try to set aside **at least three hours per day** for your learning but remember that you can choose the order you do things in/the days you complete them on.

 showbie

Remember, this symbol shows you which tasks we would love you to try and send back to us through Showbie once you have completed it.










This week, we would love to see your Science work on creating your own animal adapted to the harsh desert environment. We would also like to read your Rock, Paper, Scissors battle scene descriptions from Mondays schedule and you have the option to send in your reasoning paper to us. Of course, if you'd like to send anything else in that you're really proud of, we'd love to see it! (Your Kandinsky work?! 😊)

Also remember to take regular breaks, get outside in the garden and remain active! We know you will be working hard and continuing to make the best of the situation you are in. Take care and stay safe Year 6!








**Mrs Heath, Mr Brooks and the year 6 team.**



# SPELLING MENU

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spelling spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p> 	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p><b>16. Train Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>

# SPELLING MENU

<p><b>21. Question/Answers</b></p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p><b>22. Riddles</b></p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p><b>23. Crossword Puzzle</b></p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p><b>24. Rhyming Words</b></p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
<p><b>25. Homophones</b></p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p><b>26. Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p><b>27. Code Words</b></p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = □ b = ◆ c = ◆</p>	<p><b>28. Word Classes</b></p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p><b>29. Synonyms</b></p> <p>Find at least 2 synonyms for each of your spelling words.</p> 	<p><b>30. Antonyms</b></p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p><b>31. Joker</b></p> <p>Write jokes containing each of your spelling words.</p> 	<p><b>32. Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p><b>BACKWARDS</b></p>
<p><b>33. X Words</b></p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r cheese a d</p>	<p><b>34. Acrostic Poem</b></p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun  Sun shines brightly Up in the sky Nice and warm on my face</p>	<p><b>35. Scrabble</b></p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 