

	Monday	Tuesday	Wednesday	Thursday	Friday
W3 WC/22 nd Feb 2021 Maths	Telling the Time Lesson 3	Telling the Time Lesson 4	Adding with Renaming	Simple Subtracting	Adding and Subtracting Finding New facts from known facts
Literacy	This is your time to practice your times tables, either with your booklet or by playing some games on ed shed.	This is your time to practice your times tables, either with your booklet or by playing some games on ed shed.	This is your time to practice your times tables, either with your booklet or by playing some games on ed shed.	This is your time to practice your times tables, either with your booklet or by playing some games on ed shed.	This is your time to practice your times tables, either with your booklet or by playing some games on ed shed.
	Talk for Writing The Stone Trolls Pg. 1-7	Talk for Writing The Stone Trolls Pg. 9-10	Talk for Writing The Stone Trolls Pg. 11-13	Talk for Writing The Stone Trolls Pg. 14-15	Reading Comprehension Activity

	Your afternoon activities for the week:
Times tables	There is a times table booklet for you to work your way through.
Topic	<p><i>This week, we would like you to choose a country yourself to learn about.</i></p> <p>Please do some research and create your own poster. Have a think about:</p> <ul style="list-style-type: none"> • The shape of the country • The wildlife • What food is eaten there? • What is the main religion there? • What are the main attractions/things to see there? • The flag • What else can you find out?
Science	How can you change the size of a shadow?

	See the link below
PE	Once again, it's really important to fit in some exercise each day. This can either be a workout on YouTube, like PE with Joe Wicks or a run outside or a nice walk.
Art and well being	Click the espresso link below for a video on Bridget Riley, an artist. There is a powerpoint included in case you cannot access the link. Use the work sheet to create your own Bridget Riley creation, or have a go at making one completely of your own.
	There is an activity for you to create your own Op-Art Valentines heart. Maybe you could make this for one of your family members or friends?
French	Have you got a pet? Read the power point and have a go at the activities.
RE	This week we are looking at Buddhism. Click the espresso link below to take you to the Buddhism module. Explore some of the videos and activities in the link. There are 3 activities to do, you don't need to do all 3, so choose which one you want to do.
Spelling	List 11 - Spelling Shed Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
Reading Comprehension	Because... Bob and Rob
Music	Body Percussion Basics - Oak Academy

Espresso Art link:

https://central.espresso.co.uk/espresso/modules/t2_artists/video_riley.html

Espresso RE Link:

https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontend/item649020/grade2/index.html?source=search-all-all-all&source-keywords=buddhism

Science Link:

[How can you change the size of a shadow? \(thenational.academy\)](#)

Music Link:

[Body percussion basics \(thenational.academy\)](#)

Literacy Link:

<https://www.talk4writing.com/wp-content/uploads/2020/04/Y3-Dean-Stone-Trolls.pdf>

We hope you have all had a great week!

Here is an outline of what you have to work through this week.

Please check out the plan as well.

Have a great week and as always, please keep in contact with us.

Big hugs!

Mrs Musson and Mrs Davies xxx

Daily Activities:

Reading:

Please make sure you do 15 minutes of reading each day. Remember, this doesn't have to be your reading book, it could be a magazine, comic or a news article etc.

Handwriting:

Please complete the handwriting sheets for this week.

Exercise:

Please make sure you do some exercise each day - whether this is a YouTube workout like Joe Wicks, or a walk outside or a run etc.

Something that makes you happy!

Make time each day to do something you enjoy, it's important to take a break between your lessons.

Times tables

There are some handwriting packs that will be included with your other work. These focus on the 3, 4 and 8 times tables. Please work your way through it this week.

Literacy

The unit this week will continue into next week also. This is a Talk for Writing Unit called The Stone Trolls.

Monday:

The first session looks at introducing the story. You then need to either read the story or follow the link to listen to an audio of the story. There is then an activity to go through some of the key words in the story and what they mean.

Tuesday:

Today you need to reread the story - or listen to it again - or both! There are some comprehension questions to answer about the story. There is also a grammar activity to help you understand different words.

Wednesday:

Today's focus is on adjectives. These are really important words to use in a story to make it sound more interesting and to help paint a picture for the reader.

Thursday:

Thursday's focus is prepositions. There is an activity writing sentences using prepositions and adjectives.

Friday:

This is your day to complete your reading comprehension work sheet just as you would normally do in class during our daily morning reading carousel.

Maths

Monday

Telling the Time Lesson 3 and Worksheet 3

Telling the time to 5 minutes

Tuesday

Telling the Time Lesson 4 and worksheet 4

Telling the time to the minute

Wednesday

Adding with Renaming Lesson 6 and Worksheet 6

Renaming is the word they use for carrying!

Thursday

Simple Subtracting Lesson 15 and Worksheet 15

Using the Base 10 representations, subtract a 3 digit number from another 3 digit number.

Friday

Finding New Facts from Known Facts

Start with A and get as far as you can. The A, B and C get progressively harder.

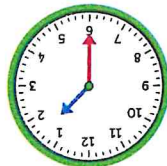
Telling the Time

In Focus

Charles leaves school at 1:30 p.m.
Can you tell the time in other ways?

Let's Learn

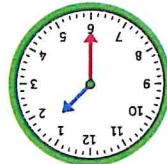
1



It is 1:30 p.m.

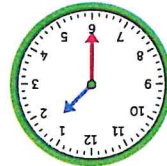
It is 1:30 in the afternoon.

2



It is half past one in the afternoon.

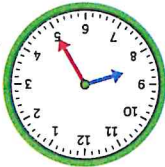
3



It is 30 minutes past one in the afternoon.

4

Charles arrives in school at



every school day.

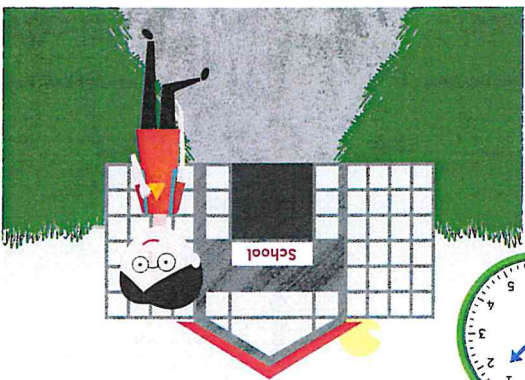
8:25 a.m.



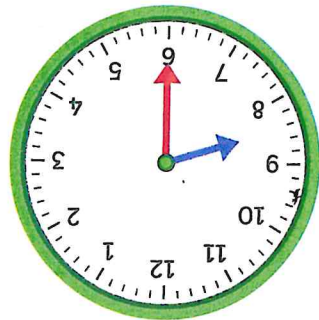
8:25 in the morning.



25 minutes past 8 in the morning.

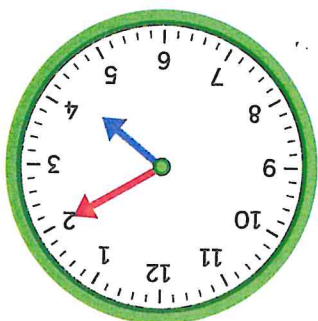


1 Tell the time in as many ways as you can.



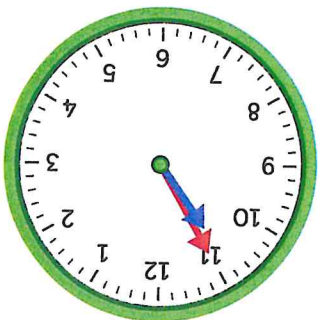
(a)

morning



(b)

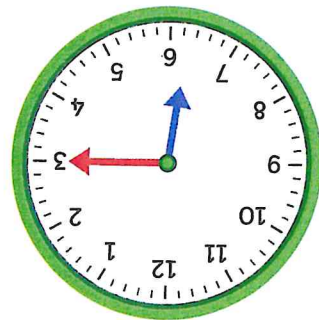
afternoon



(c)

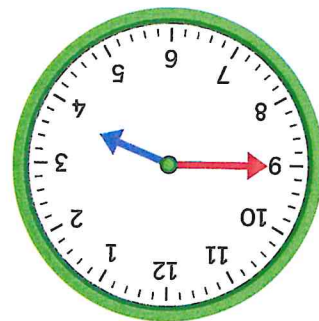
night

2



It is minutes past in the morning.
Tell the time in another way.

3



It is to in the afternoon.
Write down the time using a.m. or p.m.

Worksheet 3

Telling the Time

Match.

Name: _____ Class: _____ Date: _____

10:21 p.m.

1:16 p.m.

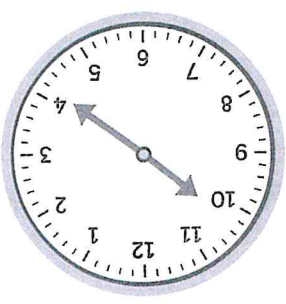
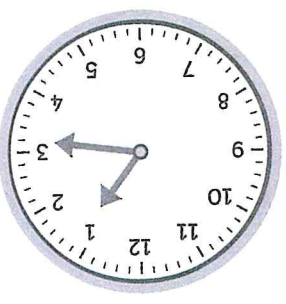
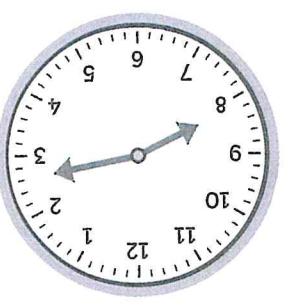
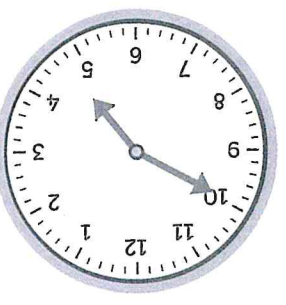
4:50 a.m.

In the morning

In the evening

In the afternoon

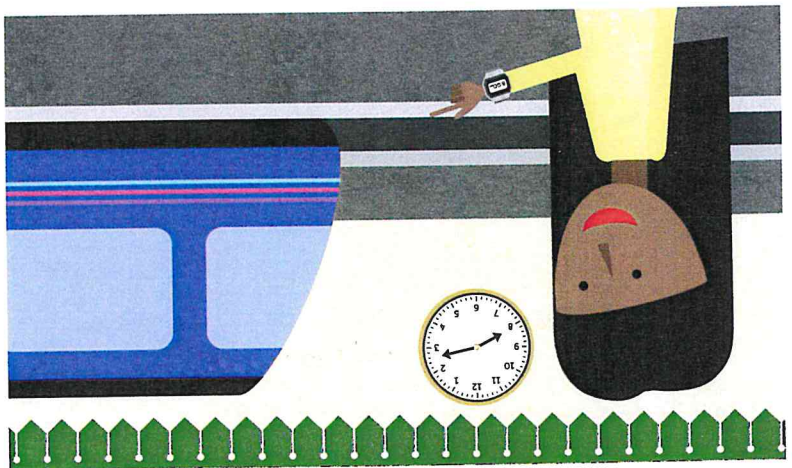
At night



Tuesday Telling the Time

Lesson 4

In Focus



At what time did the train arrive?

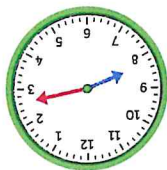
Let's Learn

1



It shows 8 o'clock at night.
We write it as 8:00 p.m.

2

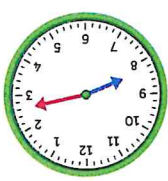


It shows 13 minutes past 8 at night.
We write it as 8:13 p.m.

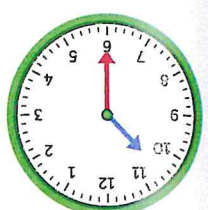
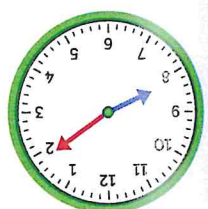
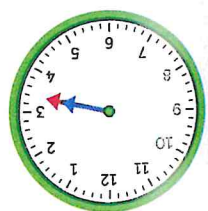
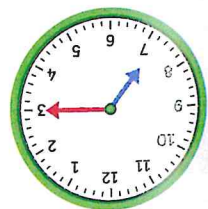
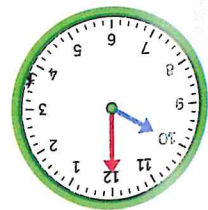
The train arrived at 8:13 p.m.

The watch
is not showing the
correct time.

The clock is showing
the correct time.



Match the clocks that show the same time.



The time is minutes past .

Can you suggest something that might happen at each of these times?



07:15 AM

08:09 AM

10:30 AM

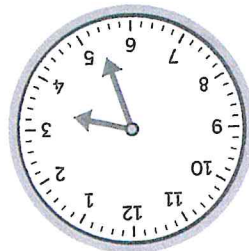
03:17 PM

10:00 PM

Name: _____ Class: _____ Date: _____

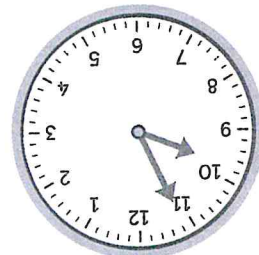
Telling the Time

Fill in the blanks.



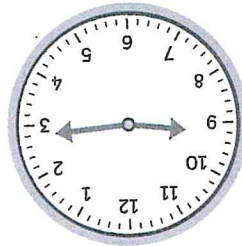
(a)

In the afternoon



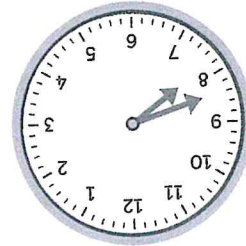
(b)

In the morning



(c)

At night



(d)

In the evening

Time

The time is

It is

minutes past

in the afternoon.

The time is

It is

minutes past

in the morning.

The time is

It is

minutes past

at night.

The time is

It is

minutes past

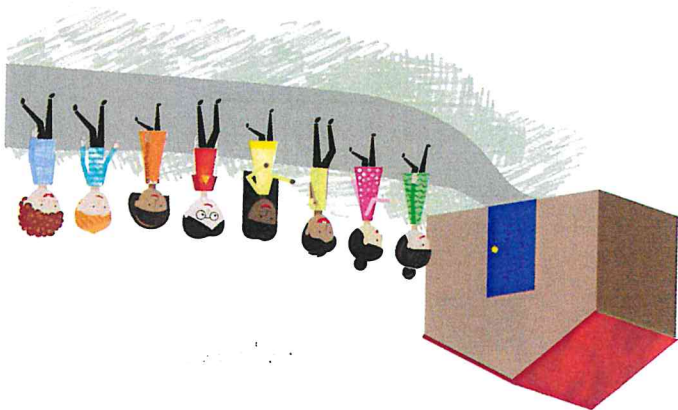
in the evening.

Adding with Renaming

Lesson 6

In Focus

8 children joined a group of 236 children.



How many children are there altogether?

Let's Learn

Add 8 and 236.

Method 1

Step 1 Add the ones.

$$8 + 6 = 14$$

Step 2 Add the tens.

$$0 + 30 = 30$$

Step 3 Add the hundreds.

$$0 + 200 = 200$$

Step 4 Add 14, 30 and 200

$$8 + 236 = 244$$



Can you use counting on to add 8 and 236?

h	t	o
2	3	6
<hr/>		
	1	4

h	t	o
2	3	6
<hr/>		
	1	4

		+
	3	0
	1	4

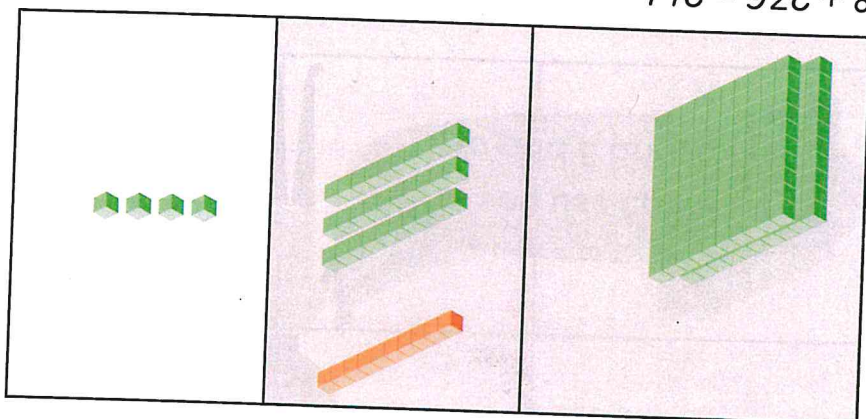
h	t	o
2	3	6
<hr/>		
	1	4

		+
	0	0
	2	0

	2	4
	4	

There are 244 children altogether.

$$8 + 236 = 244$$

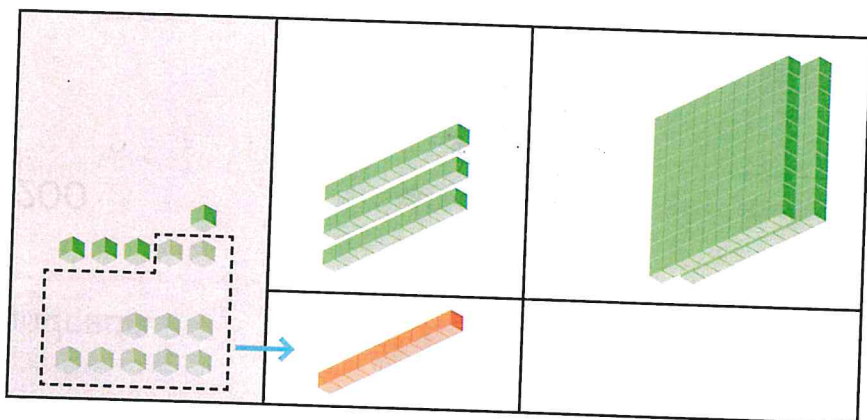


Add the hundreds.

1 ten + 3 tens = 4 tens

Add the tens.

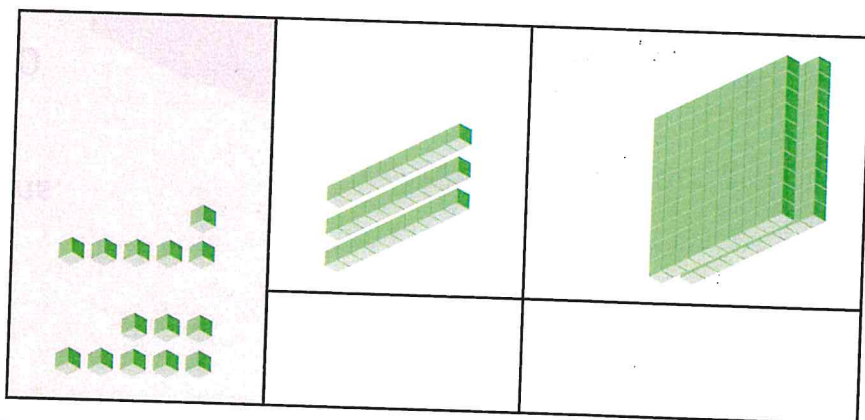
Step 3



Regroup the ones.

14 ones = 1 ten + 4 ones

Step 2

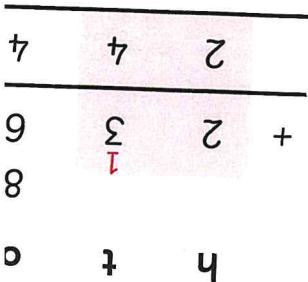
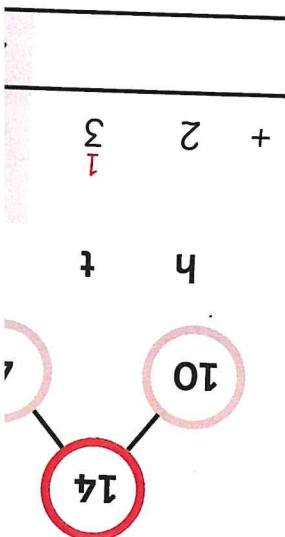


Add the ones.

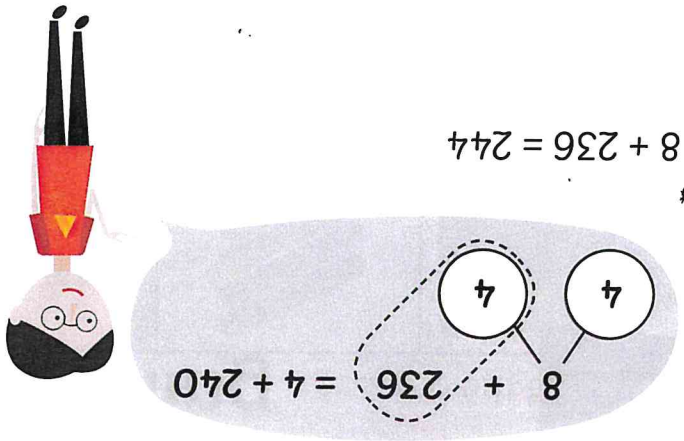
8 ones + 6 ones = 14 ones

Method 2
Step 1

$$8 + 6 = 14$$



Method 3



Guided Practice

+ = ?

Use 2 7 9 6 to make two numbers. Add the numbers.

Example

9	6	9
2	7	

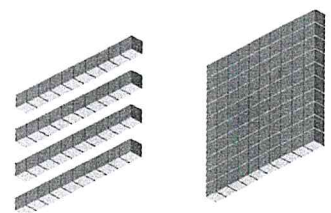
$967 + 2 = 969$

Worksheet 6

Adding with Renaming

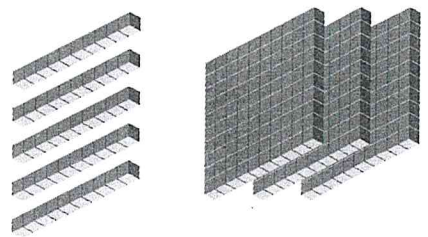
1 Fill in the blanks.

(a) Add 147 and 8.



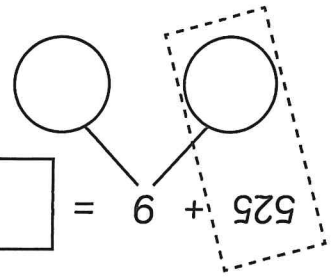
$$\boxed{} = \boxed{} + \boxed{}$$

(b) Add 364 and 7.



$$\boxed{} = \boxed{} + \boxed{}$$

(c) Add 525 and 9.



$$\boxed{} = \boxed{} + \boxed{}$$

(a)

$$\begin{array}{r} 1 \\ + 4 \\ \hline 5 \end{array}$$

(b)

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

(c)

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

(d)

$$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$$

(e)

$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$

(f)

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$

Simple Subtracting

In Focus

There were 975 beads in a jar.
Emma used 723 beads to make some necklaces.
How many beads were left in the jar?

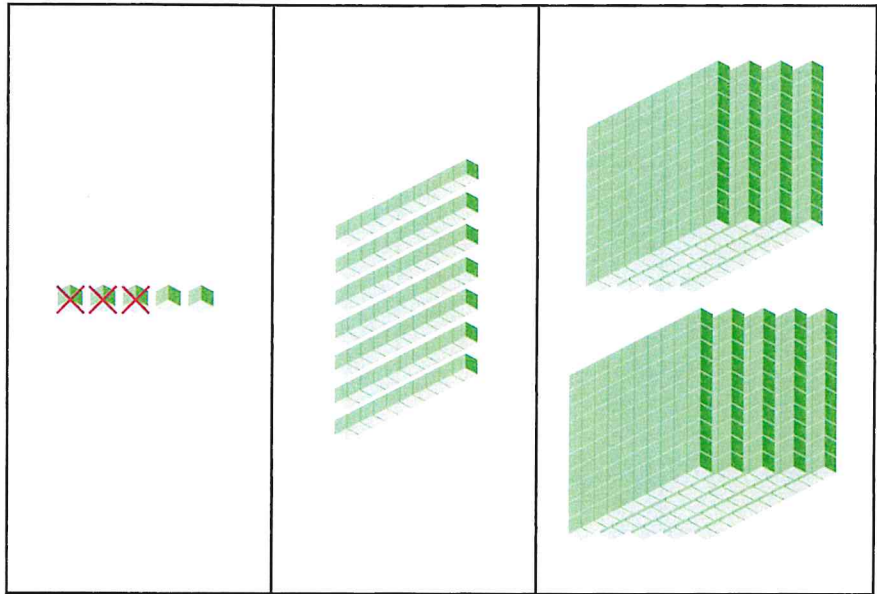


Let's Learn

Subtract 723 from 975.

Step 1 Subtract the ones.

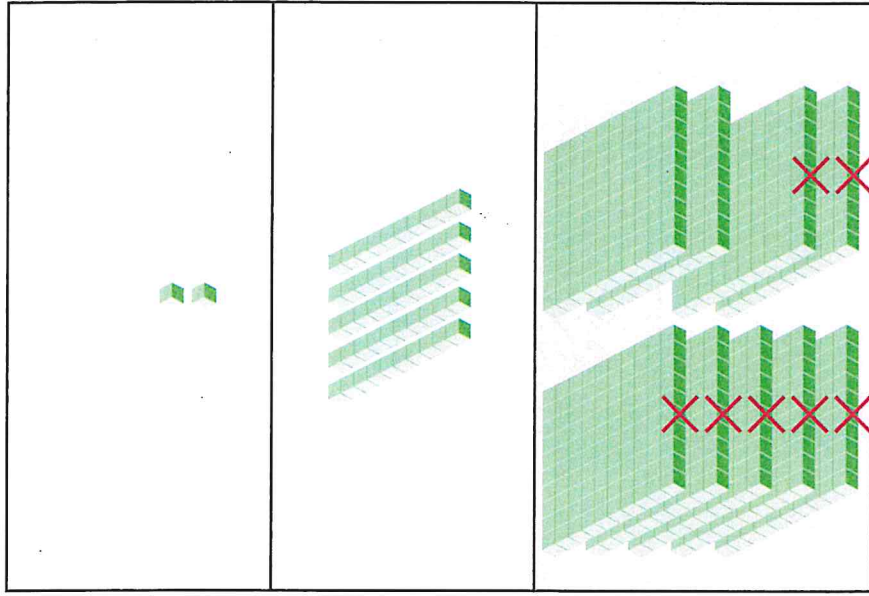
5 ones – 3 ones = 2 ones



h	t	o
9	7	5
-	7	2
2		

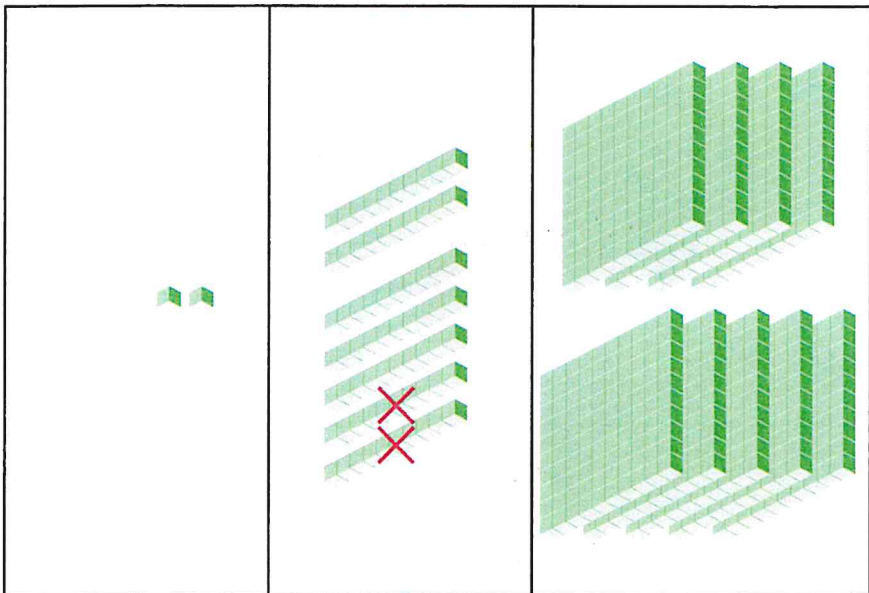
There were 252 beads left in the jar.

$$975 - 723 = 252$$



Subtract the hundreds.
9 hundreds - 7 hundreds = 2 hundreds

Step 3



Subtract the tens.
7 tens - 2 tens = 5 tens

Step 2

h	t	o
9	7	5
-	7	2
2	5	2

h	t	o
9	7	5
-	7	2
2	5	2

1

$$375 - 142 =$$

5	7	3	-
2	4	1	

2

$$689 - 407 =$$

9	8	6	-
7	0	4	

3

$$548 - 17 =$$

4

$$424 - 123 =$$

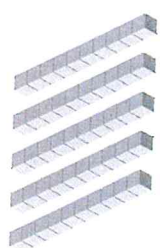
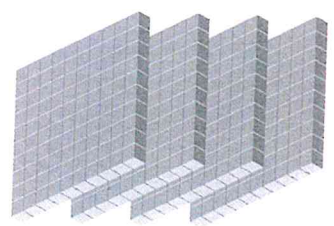
5

$$904 - 103 =$$

Multiple Subtracting

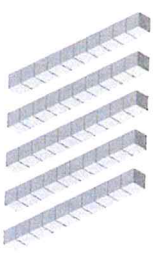
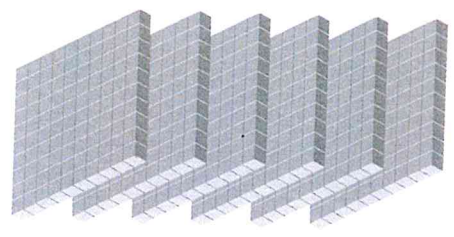
Cross out the appropriate number of blocks and fill in the blanks.

2) Subtract 321 from 456.



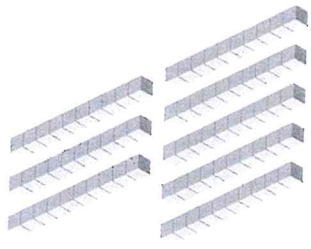
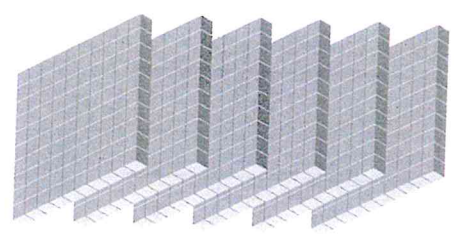
$$\boxed{} = \boxed{} - \boxed{}$$

3) Subtract 615 from 658.



$$\boxed{} = \boxed{} - \boxed{}$$

4) Subtract 357 from 687.



$$\boxed{} = \boxed{} - \boxed{}$$



Subtract.

2

(a)

$$\begin{array}{r} h \\ 2 \\ 1 \\ - \\ 3 \\ 2 \end{array}$$

(b)

$$\begin{array}{r} h \\ 4 \\ 1 \\ - \\ 8 \\ 2 \end{array}$$

(c)

$$\begin{array}{r} h \\ 6 \\ 2 \\ - \\ 1 \\ 4 \end{array}$$

(d)

$$\begin{array}{r} h \\ 7 \\ 2 \\ - \\ 6 \\ 4 \end{array}$$

(e)

$$\begin{array}{r} h \\ 6 \\ 2 \\ - \\ 9 \\ 9 \end{array}$$

(f)

$$\begin{array}{r} h \\ 8 \\ 5 \\ - \\ 7 \\ 1 \end{array}$$

I can use known number facts to find new facts.

Example 1
 $4 + 8 = 12$
 $40 + 80 = 120$
 $400 + 800 = 1200$

Example 2
 $3 + 7 = 10$
 $30 + 70 = 100$
 $300 + 700 = 1000$

Example 3
 $\text{Double } 8 = 16$
 $\text{Double } 80 = 160$
 $\text{Double } 800 = 1600$

A

Copy and complete as in Example 1.

1 $5 + 3 = 8$

$50 + \square = \square$

$500 + \square = \square$

2 $3 + 4 = 7$

$\square + \square = 70$

$\square + \square = 700$

3 $6 - 2 = 4$

$60 - \square = \square$

$600 - \square = \square$

4 $9 - 6 = 3$

$\square - \square = 30$

$\square - \square = 300$

What needs to be added to each number to make 10?

5 2

6 5

7 8

8 3

Double

13 4

14 9

15 3

16 6

9 7

10 4

11 1

12 6

Double

17 8

18 2

19 7

20 5

13 60

14 90

15 30

16 50

Double

21 20

22 70

23 40

24 90

17 70

18 40

19 80

20 20

Double

25 30

26 80

27 60

28 50

What needs to be added to each number to make 100?

B

Copy and complete.

1 $60 + \square = 130$

2 $80 + \square = 110$

3 $40 + \square = 130$

4 $70 + \square = 120$

5 $500 + \square = 700$

6 $200 + \square = 500$

7 $400 + \square = 900$

8 $700 + \square = 900$

9 $110 - \square = 40$

10 $120 - \square = 90$

11 $150 - \square = 80$

12 $130 - \square = 50$

C

Copy and complete.

1 $150 + \square = 310$

2 $320 + \square = 500$

3 $270 + \square = 530$

4 $430 + \square = 580$

5 $280 - \square = 120$

6 $670 - \square = 340$

7 $360 - \square = 280$

8 $510 - \square = 370$

9 $100 - \square = 45$

10 $100 - \square = 65$

11 $100 - \square = 15$

12 $100 - \square = 75$

13 $1000 - \square = 350$

14 $1000 - \square = 50$

15 $1000 - \square = 550$

16 $1000 - \square = 850$

Double

17 45

18 25

19 65

20 350

21 150

22 750

23 24

24 39

25 58

26 160

27 710

28 950

Spring Multiplication Mosaic

Multiplication 3x, 4x and 8x tables
Solve the maths problems to reveal the hidden picture. Each answer has a special colour:

3, 4, 6, 9, 15, 21, 27, 36 or 56 = blue

24, 32, 33, 40 or 48 = green

8, 12, 16, 20 or 30 = purple

28, 64, 72 or 80 = yellow

3×1	12×3	1×4	3×4	8×1	4×3	5×3	9×4	3×3
7×3	3×5	4×2	4×5	5×4	10×3	8×2	4×9	3×12
4×1	4×5	5×4	1×8	7×4	5×4	3×10	2×4	2×4
2×3	8×7	3×10	2×4	2×8	4×3	3×3	7×3	4×9
4×9	1×3	3×3	4×3	4×4	3×10	3×3	4×1	3×2
3×2	9×3	3×12	3×7	8×3	3×1	12×3	1×4	12×3
4×12	3×11	5×3	9×4	4×6	7×3	3×3	6×8	8×4
6×4	6×8	5×8	3×9	4×10	1×3	8×5	11×3	3×11
3×9	10×4	3×8	7×8	6×8	2×3	12×4	10×4	3×3
7×8	12×3	1×4	4×8	8×6	4×6	8×7	5×3	9×4

Spring Multiplication Mosaic

Multiplication 3x, 4x, 6x, 7x and 8x tables

Solve the maths problems to reveal the hidden picture. Each answer has a special colour:

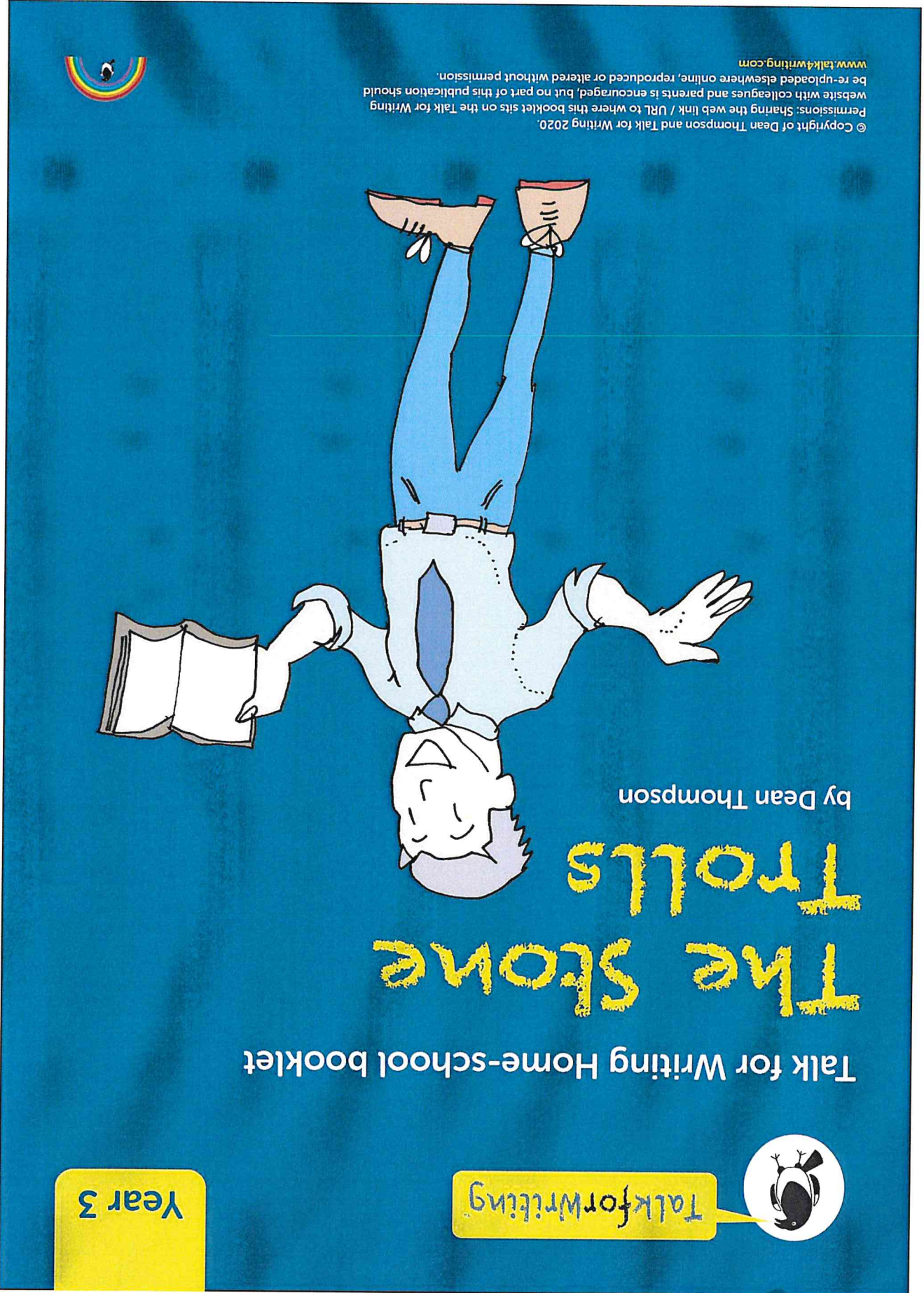
3, 4, 9, 24, 32, 64 or 72 = blue

6, 12, 33, 48, 54 or 63 = pink

14, 16, 18, 28, 42 or 84 = black 7, 15, 27, 36, 44, 56 or 96 = yellow

8, 20, 21, 30, 35, 40 or 60 = purple

3×1	16×4	3×6	18×4	9×8	24×1	21×4	4×18	4×1
12×6	2×3	4×3	14×3	3×8	6×7	11×3	6×2	3×3
16×3	3×5	3×11	3×18	4×4	9×7	9×7	9×4	12×4
3×21	4×12	4×11	6×1	12×7	3×2	32×3	1×6	21×3
2×6	6×8	9×6	7×9	14×6	18×3	3×16	3×4	8×6
6×4	3×7	10×3	6×5	7×4	4×10	6×5	3×10	4×6
4×15	15×4	3×12	5×4	8×2	5×7	9×3	20×3	4×5
20×3	10×6	5×6	10×4	7×6	7×3	2×4	15×4	10×4
8×8	5×8	4×2	4×5	3×14	6×5	5×8	3×20	1×3
8×3	8×9	3×10	7×5	3×24	6×10	8×5	6×12	8×4



The Stone Trolls

Year 3 Workbook
By Dean Thompson



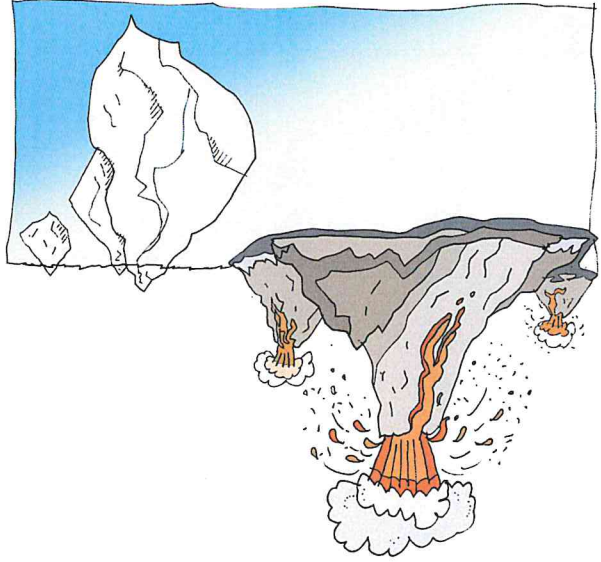
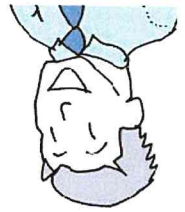
Inside you'll find lots of things to work through that will help you with your writing skills and build on the work you do at school.

I'm your virtual teacher, so let's explore together and get your journey started!



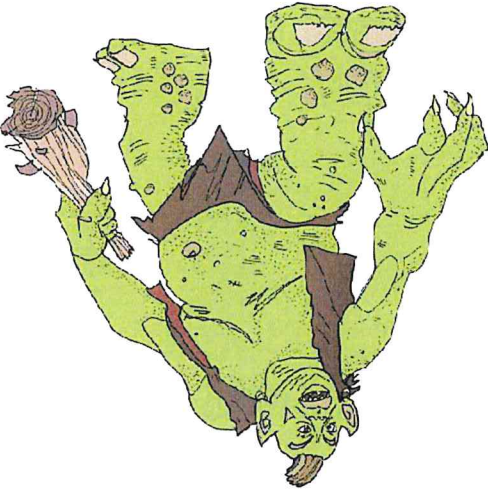
Introduction : Background information to the story

There are many tales about the legendary troll that have been told and retold for centuries. Trolls are often thought to be very large, ugly creatures, like giants or ogres, that live in the mountains and are dangerous to human beings. But are all trolls like this? On a trip to a country called Iceland, I found some great stories about Icelandic trolls. I discovered that there are some terrible trolls but there are also some that are peaceful, friendly and helpful.



Where is Iceland?

Iceland is an island in the very north of the Atlantic Ocean just below the Arctic Circle, between Canada and Norway. It has many large mountains, live volcanoes, amazing waterfalls and beaches made of black sand from volcanic lava. It also has lots and lots of glaciers and ice, plus masses of moss but very few trees!



In Iceland, stories about trolls have been told to explain some of the many interesting rock shapes that can be found all over the island.



The story in this pack has been inspired by a traditional Icelandic folktale. The names have been simplified to make it easier for you to read because the Icelandic alphabet is a bit different from ours. The story explains how some amazing rocks called 'sea stacks' were created. This story has been told many, many times over the years. Before we read the story, let's make sure we know some of the technical words.

Glossary

volcano: a mountain, usually shaped like a cone, with a large hole in the middle (called a crater), where hot, molten rock (called magma) and hot gas from the centre of the Earth erupts. Volcanoes can cause terrible destruction.

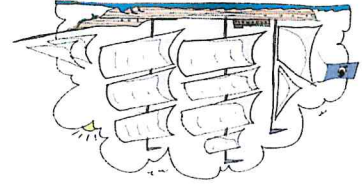


Further Background Information on Volcanoes from BBC Bitesize. Type in the link below to learn more:

www.bbc.co.uk/bitesize/topics/z849g6f/articles/zd9cxyyc

cave: a hole in rocks or mountains big enough for a person (or a troll!) to go into.

three-masted ship: large sailing ship powered by the wind with three masts for the many sails.



Let's now read our story...

You can listen to an audio version of the story here

<https://soundcloud.com/talkforwriting/stone-trolls/s-bGWhlyz5NtI>

The Stone Trolls

On the southern coast of Iceland, near the small village of Vik, there once lived a band of trolls. They were huge, ugly creatures who were feared by humans and hid away underground in the dark caves of the nearby ice-covered volcano. All trolls knew that if they ever got caught outside in the daylight, they would immediately be turned to stone. So, each night, under the cover of darkness, they would venture outside to hunt and fish.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach. In the distance, they could hear the low rumble of other trolls, feasting on their hoard of freshly caught fish.

Suddenly, Skess jumped up, pointed at the horizon and roared. "Landra, look, a three-masted ship. I think it's in trouble!" Landra followed his gaze and stared at the magnificent ship, pitching and rolling on the bubbling sea. "Let's wade out and pull it into shore," Skess said, setting off down the beach. Landra frowned as it was already very late and the sun rose earlier and earlier in late spring, but then he jumped down from the cliff and followed close behind.

Slowly, they waded out into the sea until, at long last, they reached the stricken ship. Together they started to haul it towards the distant shore, which was now just a strip of silver moonlight.

For the rest of the night they heaved, and they heaved, and they heaved, but the ship was hefty and the sea was rough. Time passed. The two trolls didn't notice the moon slipping slowly away. Finally, they reached the blackened beach where the sailors quickly clambered to safety.

At that moment, the first glimmer of sunlight appeared. Shocked, Skess and Landra shielded their eyes and then stared at each other in horror. Their mouths widened. Their legs stiffened. Their arms ground to a halt. Their eyes closed. Both trolls and the remains of the ship instantly turned to stone ... forever.

To this day, what remains of the stone trolls and the ship can still be seen just off the coast of Iceland near the small village of Vik.

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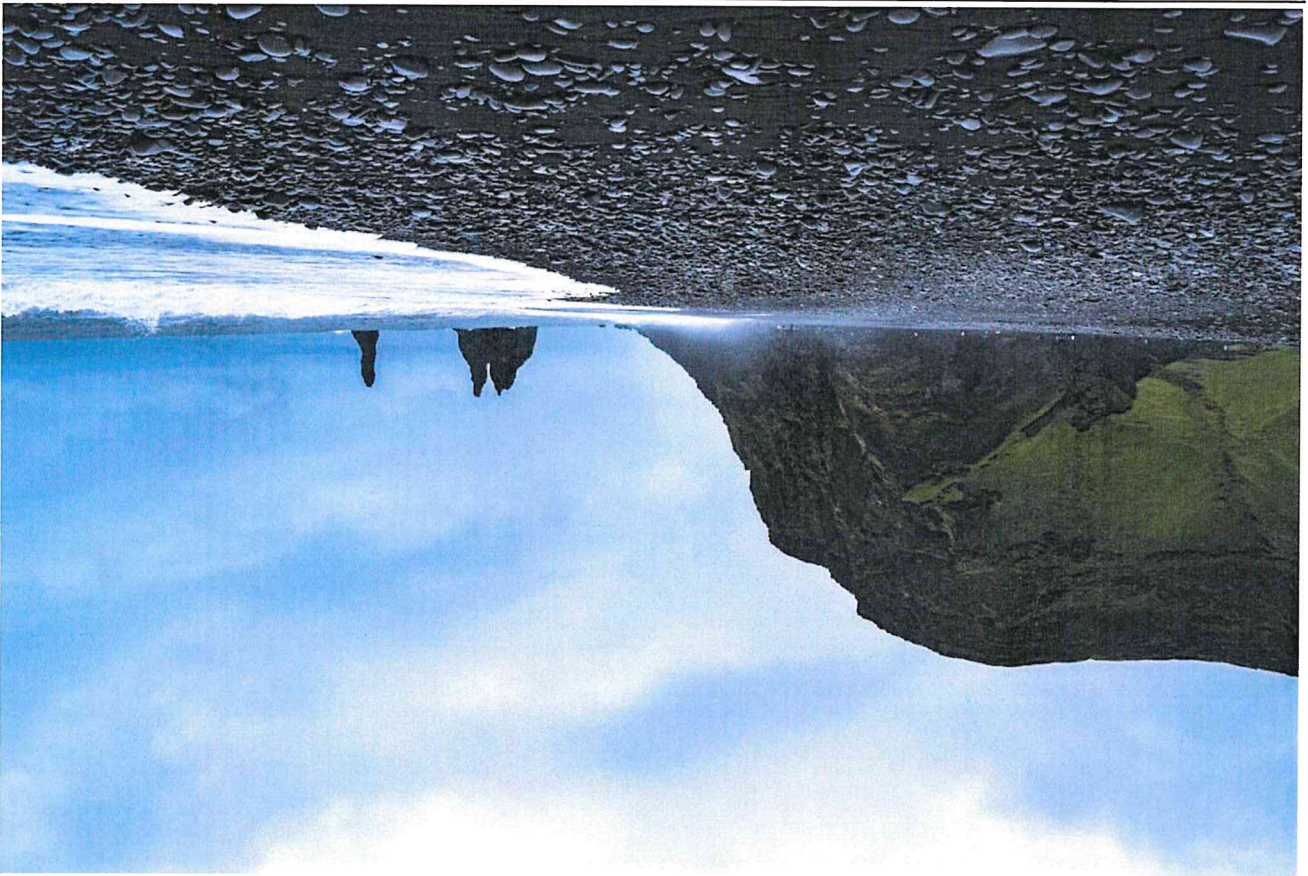
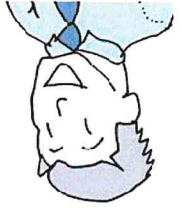


Photo by Rostyslav Savchyn on Unsplash

The rocks in the distance are actually **basalt sea stacks**.

Glossary

basalt: volcanic rock. Here it is very dark in colour.



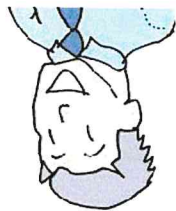
sea stacks: pillars of rock, formed by the wind and the waves. These were once thought to have been arches of rock attached to the nearby cliffs.


These rocks or sea stacks have real Icelandic names:

Skess in the story is actually called **Skessudrangur** in Icelandic. **Landra** in the story is actually called **Landdrangur** in Icelandic.

What do the words mean?

- ★ Re-read *The Stone Trolls* story. All of the words below are in bold in the story. See if you can work out what they mean and jot down your ideas here.
- ★ If you are stuck, there is a list of similar words below to help you. If you are still stuck, you could ask someone else in your home or use a dictionary or the internet.



Target Word	Definition that fits with the information text
cover of darkness	
venture	
mischievous	
ebony beach	
hoard	
pitching	
wade	
stricken	
hefty	
clambered	
shielded	

Similar Words Help Box

naughty protected heavy plunged climbed wrecked at night-time
 risk or dare black catch or supply paddle heavy plunged climbed wrecked at night-time

answer these

?

to stone.

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go and rescue

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ne sun rose

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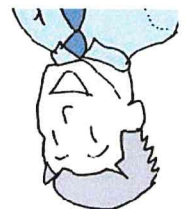
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★ Let's investigate some of the words and phrases that help you to write interesting stories.

The Odd-One-Out Game

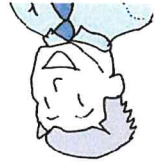
Words in sentences do different jobs.

Read the paragraph below again. Some words have been underlined. They all do the same job except for one word that is the 'odd one out'.

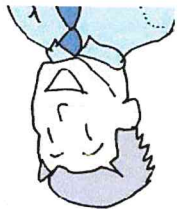
One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach.

- Which one word do you think is the odd one out? Why?

- What do think is the job of the other underlined words in these sentences?



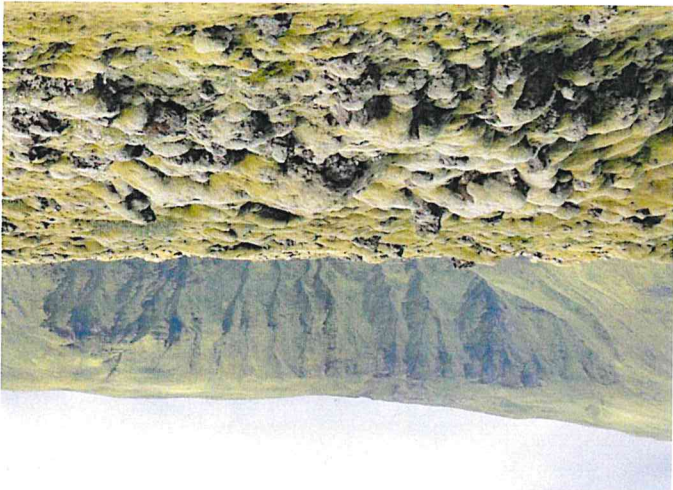
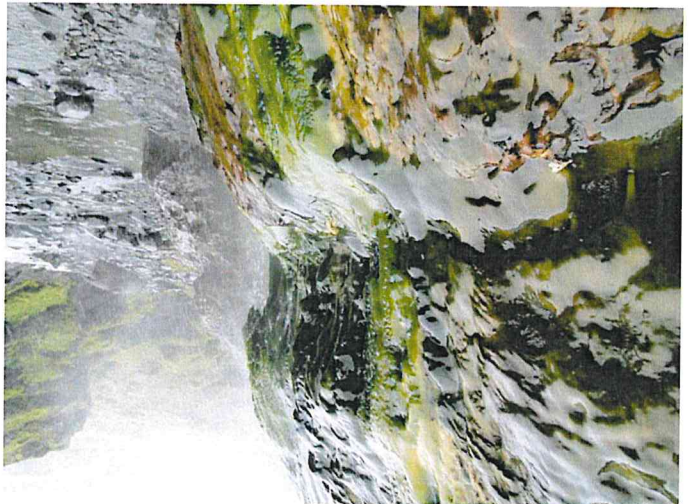
Now check the end of this booklet to see if you worked out the Odd One Out and the job of the underlined words.



The Adjective Game

Adjectives are used to describe nouns.

Let's make a list of all the things (nouns) you can see in these pictures of Iceland. For example, I can see **rocks** and **clouds** ... what else can you see? Add your ideas to the table on the next page.



Now try and think of some interesting **adjectives** to describe the things in the pictures of Iceland.
Remember you can always magpie some of the words in the story to get started!

Writing Tip – try and think about:



- What is the colour?
- What is the size?
- What is the mood (for example, a calm sea or lonely clouds or a terrifying crater)



Now think about using some of the other senses:

- What might it feel like?
- What might it smell like?
- What might it sound like?

For example:

Nouns	Adjectives
1. rocks	grey tall craggy sharp rounded lifeless slimy
2. clouds	white grey wispy thin silver soft
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
15.	

Challenge 1: Now use the **adjectives** you have thought of and have a look in a thesaurus or just type *alternative word for xxxxx* (insert your word here) online to find some other words that are similar. These are called synonyms.

For example: *Rocks could be described as tall.*

When I looked in my thesaurus (a book that gives you alternative words), I found some more alternative words (synonyms) that I could use to describe the rocks.

The rocks could also be described as:

towering soaring giant colossal

Remember to make sure the new words make sense. The trouble is the thesaurus also said another word for **tall** is **lanky**. **Lanky** cannot be used to describe the rocks because **lanky** is only used to describe someone or some creature that is very thin and has long legs!



Now use some of your best adjectives to fill in the gaps to describe the setting. Read your sentence out loud. Does it work? Does it sound right?

The _____ rocks stood and stared down on

the _____ canyon.

The _____ rocks steamed above the

_____ valley.

Challenge 2: Now try using 2 adjectives with a **comma** to describe the nouns – make sure both adjectives work, and they are not just saying the same thing!

The _____, _____ iceberg shimmered

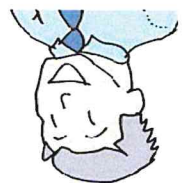
in the _____ lake.

I stared towards the _____, _____

crater across rocks carpeted in _____ moss.

Challenge 3: Now try writing your own sentences to describe the setting using your best adjectives. Remember to read your sentence out loud first. Also use a capital letter, a full stop and, if you use 2 adjectives, remember the comma!

The Preposition Game



Prepositions are words that tell the reader where things are.

They are really useful to help you describe a good setting in your story. For example, in the story:

Below, the sea bubbled and foamed. **Above**, the full moon glared down. Imagine you are Skess and Landra, sitting, looking and listening.

- What can you see **above** or **below** you?
- What might you hear **above** or **below** you?

Remember you can use the pictures in this workbook to help you.

Now let's try writing some new sentences using your ideas.

Start each of your sentences with the preposition **Below** or **Above**. Remember to use a comma when you start your sentence with a preposition (or a prepositional phrase like, **Above** the beach,). Also finish your sentence with a full stop.

Writing Tip

Try and describe the things you see or hear using some adjectives. For example:

Below, the rolling waves crashed over the rocky beach.

Below,

Above,

Below the cliffs,



For example:

In the distance, In front, Behind,

In the distance, they could hear the low rumble of the other trolls, feasting on their hoard of freshly caught fish.

