This week we will be reading *Go Fish!* in class.

**This week we will be learning**

- How to make predictions.
- How to link what you read with your own experiences.
- How to retell a story in your own words.
- How to sequence events from a story.
- How to use suffixes.
- How to use verbs.
- How to label pictures.

**Key vocabulary**

- predict
- prediction
- sequence
- suffix
- root word
- verb

**Tricky words**

we are hook scoop float soaking

**i**

A **suffix** is letters that you put at the end of a word to make a new word.

A **root word** is the simplest form of a word, before a suffix (ending) is added to it.

What do you think you will need help with this week? Talk to an adult.
Imagine you are at the pond with Neela and Craig. What can you see, hear and smell? Draw or write your answers in the spaces.

I can see ...
I can hear ...
I can smell ...
Think about Go Fish! and answer the questions.

At the beginning of the story, what did Neela ask Craig?

__________________________________________________________

__________________________________________________________

What did Neela and Craig need?

__________________________________________________________

__________________________________________________________

At the end of the story, did Neela and Craig do any fishing?

__________________________________________________________

__________________________________________________________

__________________________________________________________
Draw what happened next to Neela and Craig in *Go Fish!*. Label your pictures.

This happened next:

Neela and Craig found a piece of wood.

This happened next:

Neela and Craig found a boat.
Add the correct suffixes to each word. Write the new words in the spaces. One has been done for you.

float

- floated

soak

- ing
- est
- er
- ed

cold
A verb is a word that describes an action. Put each verb into the correct sentence.

The ship will _________ tonight.

The children _________ fishing.

I want to _________ to the cinema.

_______ the sand into the bucket.

Practise writing these verbs. Use your neatest handwriting.
Imagine you are fishing. What kind of fish would you like to catch? Draw a picture of it.
This week we will be reading *Go Fish!* and *Chick Gets Lost* in class.

**This week we will be learning**

- How to label a drawing.
- How to make predictions.
- How to link what you read with your own experiences.
- How to work out and describe how characters are feeling.
- How to retell a story from a character’s point of view.

**Key vocabulary**

- singular
- plural
- article
- determiner
- adjective
- predict
- prediction
- sequence
- retell
- infer
- summarise

**Tricky words**

- we are hook scoop float soaking
- they she peck slips bench

**A, an and the are articles.** Articles usually go in front of nouns. For example: a ball, an elephant, the mouse.

To **summarise** is to retell a story or piece of writing using only the main points.

**What do you think you will need help with this week?** Talk to an adult.
Draw a picture of your favourite part of *Go Fish!*. Label your picture.
What happens after the mother hen lays her eggs? Write in the boxes.

First …

The hen lays her eggs.

Then …

Next …

At the end …
Think about *Chick Gets Lost* and answer the questions.

At the beginning, what must the hen do?

What came out of the egg?

What animals did the chick meet?
Match the words to the pictures. Draw the missing picture.

sad

worried

happy

excited
Which is your favourite animal from *Chick Gets Lost*?

My favourite animal is

Draw your favourite animal from *Chick Gets Lost*.
Label the **nouns** in the picture. Think about whether the noun should be singular or plural. One has been done for you.

______ ball ______

______ ______ ______
This week we will be reading *Go Fish!* and *Chick Gets Lost* in class.

**This week we will be learning**

- How to use exclamation marks.
- How to talk about a story, saying what you liked or did not like.
- How to compare two stories.
- How to segment, sound out and blend to spell words.
- How to use adjectives to describe nouns.

**Key vocabulary**

- exclamation mark
- segment
- sound out
- blend
- adjective
- determiner
- article
- noun

**Tricky words**

we are hook scoop float soaking they she peck slips bench

An **exclamation mark** is a punctuation mark. It shows that something is said loudly or with lots of emotion.

An **adjective** is a word that describes a noun.

What do you think you will need help with this week? Talk to an adult.
Match each sentence to the correct punctuation mark.

- Are you my mum: !
- Mum: ?
- The chick runs to the pond: !
- I am a robin: .
Write two things you like about Go Fish!.

I like ...

________________________________________________________________________

________________________________________________________________________

I like ...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Draw your favourite character from *Chick Gets Lost* or *Go Fish!*. Write two words to describe him or her.

My favourite character

I think this character is …

I think this character is …
Find and copy three 4-letter words from Chick Gets Lost. Write one word in each of the spaces.

________________________

________________________

________________________

Write a sentence using one of the words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Copy the picture from page 9 of *Go Fish!*. Label all the nouns in your picture. Use adjectives to describe the nouns.
Which story did you like best: Go Fish! or Chick Gets Lost? What happens in the story? Write or draw in the boxes.

First ...

Then ...

Next ...

At the end ...

Teacher feedback