

Day 1

Day 1: Grammar

Day 2: English
Words of the Week

Day 3: English
Handwriting
Spellings lesson

Day 4: English
World Book Day

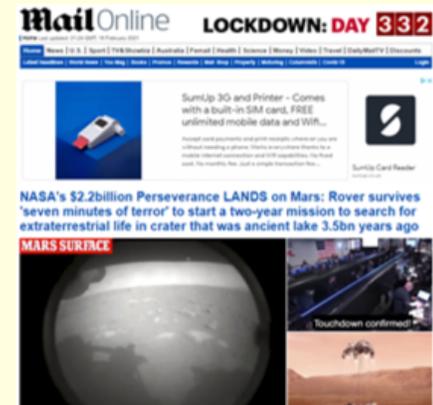
Day 5: English
Spelling test
Weekly Quiz

Day 1

Click on the link and watch the video for this lesson.

<https://youtu.be/BD-Sl5qZgkY>

What are you learning about this half term?



Main features of a newspaper report:

- Written in the past tense
- Written in the third person
- Caption
- Picture/ photo
- Direct speech
- Reported speech
- Facts and evidence
- Headline
- Rhetorical question
- Introductory paragraph
- The 5 Ws :
- Who? What? Where? When? and Why?

Last week we covered the features in red.

Day 1

Newspaper reports use **direct** and reported speech.

You have already learnt about direct speech:

What is direct speech?

The boy whispered, "**Look at that!**"

The actual words spoken are in blue. The rest of the sentence tells you who is speaking.

Sometimes the actual spoken words come first:

"**Look at that,**" whispered the boy.

The rest of the sentence is called a reporting clause - it tells you who is speaking and sometimes how they are speaking.

Remember the actual spoken words go inside the inverted commas: ""

Day 1

Reported speech

Look at these two sentences:

"I'm fine," said Umar.

Umar said that he was fine.

Both sentences give you the same information.

The first sentence is direct speech. We know this because inverted commas have been used.

In the second sentence, what Umar has said is being reported. Now if you think back to writing in the past tense, you will recall that an event that has already happened is written about using the past tense.

Let us look at another example:

"My food is delicious," said Mrs Batool.

Mrs Batool said that her food was delicious.

Day 1

Now it is your turn:

Convert the sentences into reported speech:

"I am eating my pudding," said Nisirin.

"My cookie has been stolen," said Miss Marshall.

"Has anyone seen my cookie?" asked Miss Marshal tearfully.

"Can you type?" he asked.

Now check your answers with mine:

Nisirin said that she was eating her pudding.

Miss Marshall said that her cookie had been stolen.

Tearfully, Miss Marshall asked if anyone had seen her cookie.

He asked if I could type.

Day 1

Now it is your turn.

Go to your group's slide and complete the work in your book.

Day 1

Hagrid: Match the direct speech with the reported. The first one has been done for you.

Write the matched sentences into your book.

"I like crisps," said the girl.

Mum told Ayaat to read her book.

"It is time for bed," said Dad.

The boy said that he would be late.

"Read your book, Ayaat," said Mum.

The children said that they were doing their work.

"We are doing our work," said the children.

The girl said that she liked crisps.

"I will be late," said the boy.

Max remarked that it was snowing.

"It is snowing," remarked Max.

Dad said that it was time for bed.

Further challenge:

Read the sentence:

"I want some chips," said Nisirin.

Now write it as reported speech:

Nisirin said that she wanted _____.

Read the sentence:

"I like the colour red," said Mrs Batool.

Now write it as reported speech:

Mrs Batool said that she liked _____.

Potter and Weasley Speech first

Change the following sentences into reported speech:

"You are very noisy," complained Mrs Batool.

"I've won the match," exclaimed Wania.

"My shoes are too tight," moaned Mum.

"I am baking cookies," announced Miss Marshall.

"I am releasing a new song," announced Lady Gaga.

Further challenge:

Which of the sentences are written in reported speech?

Write them in your book.

Max said that he was feeling sick.

"The cat is sitting on the wall," said Max.

The children said that they were not hungry.

Dad exclaimed that he had won the game.

Hermione and Dumbledore:

Change the following sentences into reported speech:

"You are very noisy," complained Mrs Batool.

"Help me!" yelled the boy.

Miss Marshall enquired, "Where is my cookie?"

Nisirin exclaimed, "I have won the competition!"

"Watch out!" shouted Miss Marshall.

Gabija asked, "What is for tea?"

Further challenge:

Write your own examples of reported speech.

Day 2

Watch the video and then complete the task for your group.

<https://youtu.be/OFF2aXw1eJs>

Today we are going to be looking at the text 'Damian Drooth Ace Detective: the case of the missing daughter.'

Thinking time: What do you think the text will be about? Have a look at the pictures below for guidance.



MISSING



Day 2

Key vocabulary

These words have been taken from the text. What do you think they mean?

Stunt

Unsolved

Impressed

See if you can use a dictionary to find out.

Lets take a look at the answers.....

Stunt-

an action displaying spectacular skill.

The stunt involved jumping out of a hot-air balloon.

Unsolved- not solved.

An unsolved mystery.

Impressed- feeling or showing admiration or respect for someone or something.

Mrs Zahid was impressed with Year 3's learning.

Day 2

Read pages 4-5 carefully. Answer the following questions....

Who is Damian?

What did he want to become and why?

Let's take a look at the answers.....

Who is Damian?

Damian is a young, bored school boy.

What did he want to become and why?

Damian wanted to become a detective and rid the world of crime.

Day 2

Read pages 6-7 carefully. Answer the following questions...

Was he good at what he was doing at first?

How did he improve himself?

Let's take a look at the answers.....

Was he good at what he was doing at first?

Damian was not good at doing detective work at first. He mistook a taxi driver for a thief.

How did he improve himself?

Damian watched lots of detective films to improve himself.

Day 2

Read pages 8-9 carefully. Answer the questions below...

What kind of clothes did Damian like to wear?

Why did he wear them?

Let's take a look at the answers.....

What kind of clothes did Damian like to wear?

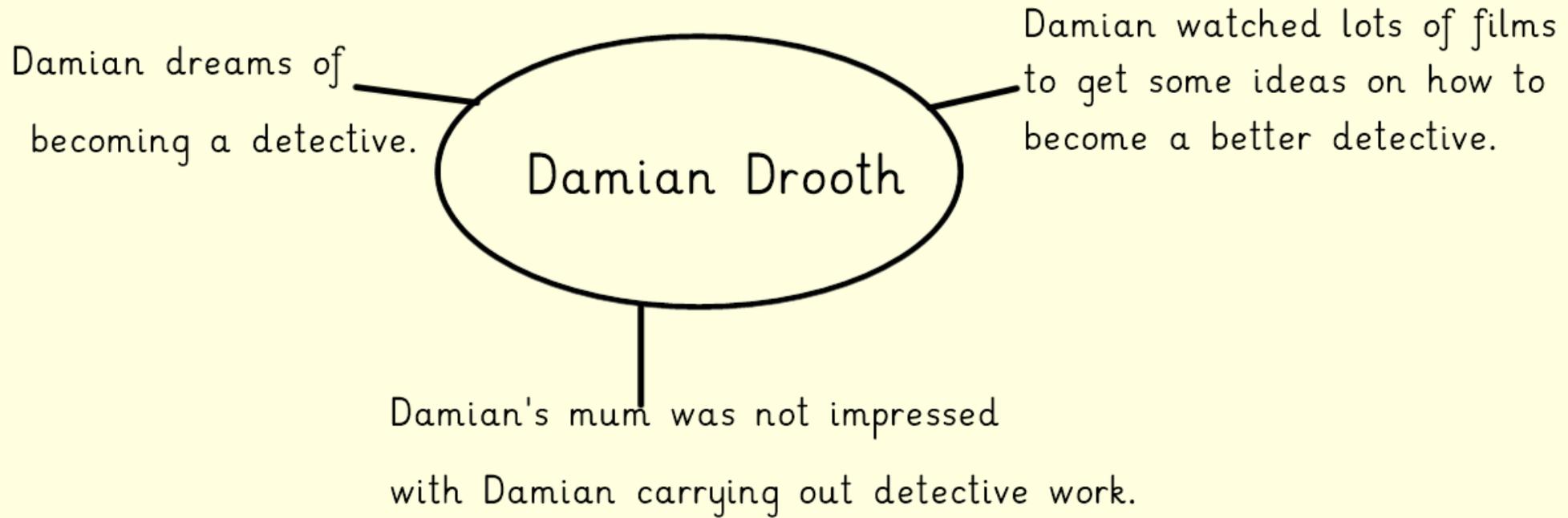
Damian liked to wear a big baggy coat, shades and a cap.

Why did he wear them?

Damian wore this type of clothing so no one would recognise him.

Day 2

Let's start creating a spider diagram of all the things we have learnt about Damian and the plot so far.



Now it's your turn.....

Day 2

Hagrid.

Damian wanted to become a
_____.



Damian made mistakes at
first.

He rang the _____
mistaking the taxi driver
for a thief.

Damian watched lots of
detective _____.

Further Challenge

Use the spider diagram to write sentences about Damian.

For an example:

Damian wanted to become a detective because he wanted to
rid the world of crime.

Day 2

Potter and Weasley

Create a spider diagram. Use the following questions for guidance:

- What did Damian want to become and why?
- How did Damian's mum feel about what Damian wanted to become?
- What did Damian's mum do for a living?

Further Challenge

Use the spider diagram to describe Damian and what he wants to become.

Hermione and Dumbledore

Create a spider diagram about Damian and the plot so far.

Further Challenge

Whose point of view is the story written from? Find examples of sentences from the text.

Day 2

Watch the video and complete the activity.

<https://youtu.be/FlGqqqRqB9M>

Words of the Week

Unsolved

Word Class: adjective

Definition: not solved

Synonyms: not solved, not explained

In context: The case of the missing cookie remains **unsolved**.

The flying saucer is yet an **unsolved** mystery.

Our minds were full of **unsolved** problems. How did the thief get to the cookie when the door was locked? Why did the cameras stop recording when the thief stole the cookie?

Impressed

Word Class: adjective

Definition: feeling or showing admiration or respect for someone or something.

Synonyms: fascinated, dazzled, amazed

In context: I am **impressed** with your recent progress.

Other examples:

I am deeply **impressed** by your honesty.

He **impressed** everyone with his singing skills.

We were **impressed** by the sheer size of the cathedral.

Day 3

Click on this link to watch the video for this lesson:

<https://youtu.be/OGxo5yKFTEg>

[Watch the video to learn about key features of newspaper reports:](https://www.bbc.co.uk/bitesize/articles/zhxdg7h)

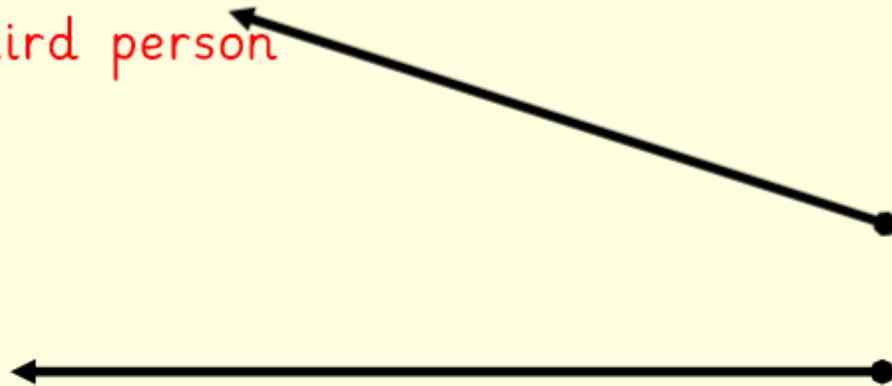
<https://www.bbc.co.uk/bitesize/articles/zhxdg7h>

Day 3

Main features of a newspaper report:

- Written in the past tense
- Written in the third person
- Caption
- Picture/Photo
- Direct Speech
- Reported Speech
- Facts and evidence
- Headline
- Rhetorical question
- Introductory Paragraph
- The 5 W's : Who? What? Where? When? and Why?

We have already looked at
the features in red.



Day 3

Newspaper articles should include facts. You can do this by answering the 5 Ws:

What? So what happened?

When? When did it happen?

Who? Who was involved?

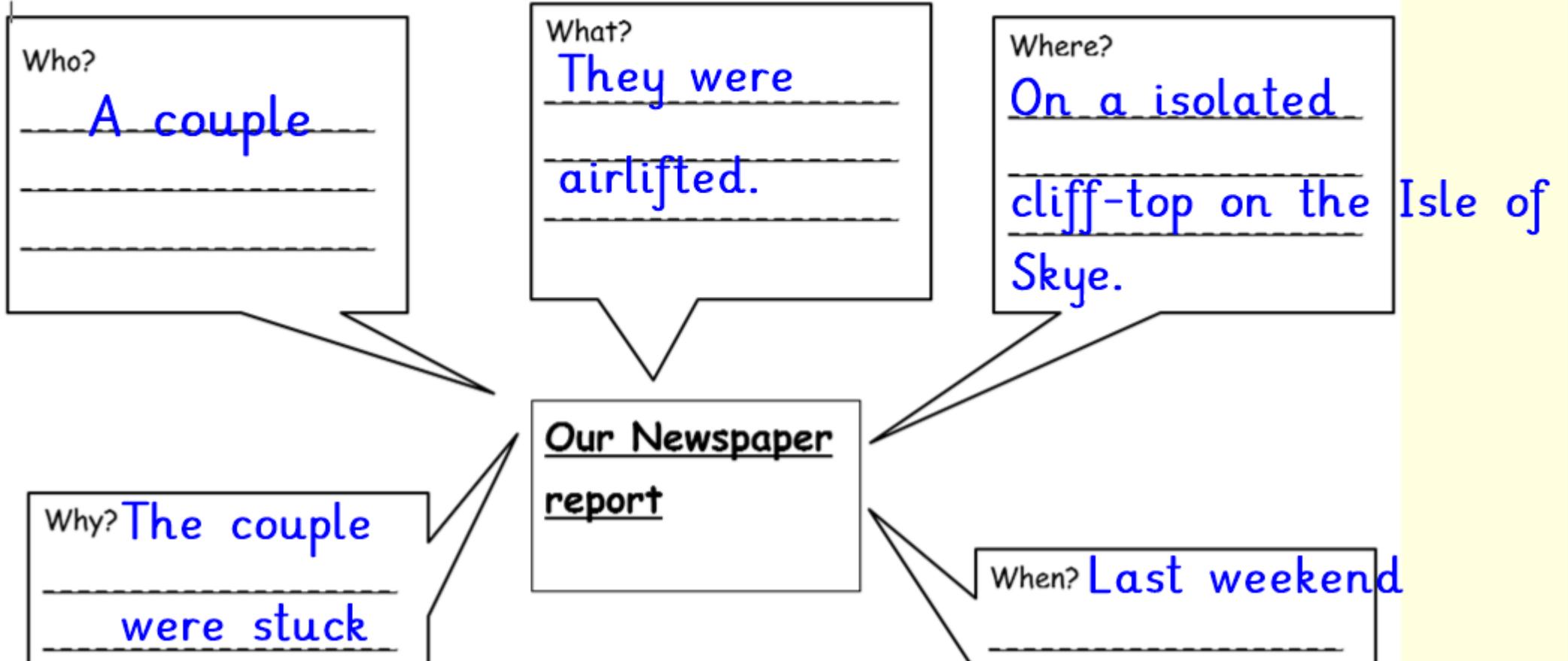
Where? Where did it happen?

Why? Why did it happen?

The 5 Ws are included in the opening paragraph. They are fact based.

Identify the 5 W's from the opening paragraph of a newspaper below.

A couple from Leeds were dramatically airlifted to safety from an isolated cliff top on the Isle of Skye last weekend.



Day 3

The purpose of each feature:

Opening Sentence

Usually only four or five words. It tries to attract the interest of the reader by telling them what the story is about, in a short and interesting way.

Speech

Sometimes articles will include what an eye-witness said or an expert's opinion. These will be in speech marks.

Facts

These are things that have really happened or are true. Newspapers should be based on them.

Opening Paragraph

It will set the scene and summarise the main points of the article: who, what, when and where.

Headline

This helps to grab the reader's attention.

Caption

A sentence explaining the photograph.

Past tense

This is the particular way in which text is written in a news article. Newspapers inform the reader about events which have already happened.

Rhetorical question

This helps to grab the reader's attention.

We have already discussed the 5Ws of this report.

Label the article using these words to fill in the boxes:

• caption • headline • opening • paragraph • quote • photograph • past tense •

<h2>Couple in mountain top drama</h2>		
<p>A couple from Leeds were dramatically airlifted to safety from an isolated cliff top on the Isle of Skye last weekend.</p>		<p>The beautiful mountain where disaster occurred</p>
<p>Shelly Reid, 23, and her boyfriend Max Jackson, 34, were on a walking holiday on the Scottish island when the disaster happened. The couple had decided to take a shortcut through some woods but soon found themselves on the edge of a slippery cliff edge with nightfall fast approaching.</p>	<p>Shelly said, "We felt so frightened and alone up there. I don't know what would have happened if I could not get a signal on my phone."</p>	<p>Undeterred, the couple have decided to continue their walking holiday and are due back next week. Max said, "We'll stick to the main footpaths from now on and would advise anyone else to do the same."</p>
<p>Fortunately Shelly had a weak signal on her mobile phone and managed to alert rescue services. Within several minutes of making the call a helicopter arrived and airlifted the couple to safety.</p>		

Headline

Caption

Photograph

Couple in mountain top drama

A couple from Leeds were dramatically airlifted to safety from an isolated cliff top on the Isle of Skye last weekend.

Shelly Reid, 23, and her boyfriend Max Jackson, 34, were on a walking holiday on the Scottish island when the disaster happened. The couple had decided to take a shortcut through some woods but soon found themselves on the edge of a slippery cliff edge with nightfall fast approaching.

Fortunately Shelly had a weak signal on her mobile phone and managed to alert rescue services. Within several minutes of making the call a helicopter arrived and airlifted the couple to safety.



The beautiful mountain where disaster occurred

Shelly said, "We felt so frightened and alone up there. I don't know what would have happened if I could not get a signal on my phone."

Undeterred, the couple have decided to continue their walking holiday and are due back next week. Max said, "We'll stick to the main footpaths from now on and would advise anyone else to do the same."

Past Tense

Paragraph

Speech

Opening

Day 3

Go to your group's section and complete the set task.

Use this word bank of main features to help you with your main task..

Main features of a newspaper report:

- Written in the past tense
- Written in the third person
- Caption
- Picture/Photo
- Direct Speech
- Reported Speech
- Facts and evidence
- Headline
- Rhetorical question
- Introductory Paragraph
- Main Paragraphs
- The 5 W's : Who? What? Where? When? and Why?

Friday 8th December

Dangerous Pollution in YOUR Area!

Thurrock is one of the most polluted towns in UK and P and G is one of the biggest contributors.

Proctor and Gamble are emitting a million micrograms of air pollution per cubic metre every month. Compare this to the city of Bristol, where only 100 micrograms of air pollution have been measured.

Air pollution has many different effects, on both humans and nature. A study, carried out by Oxford University found that babies born in cities weighed at least 5 grams less than those born in less polluted areas.

In addition, air pollution can also affect our breathing, lungs and people's asthma. Can you imagine not being able to breathe whilst outside? That is the situation for 250, 000 asthmatics who live in our polluted towns and cities.

Also, air pollution can affect plants and animals. If plants take in polluted air, eventually they will die which will mean there is no food for animals and humans.

In the future, we all need to work together to reduce air pollution. You could use your car less, why not take a bike on short journeys?

Most importantly, join the campaign to force Proctor and Gamble to reduce their air polluting emissions.

For more information visit:

www.pandgreduce.co.uk

By Class 16



Proctor and Gamble Polluting the air.

The Tales Times

Newspaper 2

Wolf Gobbles Woman!

A frail old lady was gobbled up by a wolf on Saturday.

Mrs. Pie was in bed in her cottage in Whaddon Woods when she heard a knock at the door.

"I was expecting my granddaughter, Little Red Riding Hood," said Mrs. Pie, "so I just shouted 'Come in!'"

But Mrs Pie had no idea that her visitor was actually the Big Bad Wolf. He barged into her bedroom and gobbled Mrs Pie up, swallowing her whole.

"It was so dark and smelly inside him," said Mrs. Pie. "I didn't think I'd come out alive!"



The hero of the day - Will the Woodcutter

Luckily, Will Wood, a local woodcutter, was passing by and saw the wolf enter Mrs. Pie's cottage. He burst in and cut the wolf open with his axe. Mrs. Pie was scared, but alive.

"I saw the wolf go into the cottage and I knew I had to help," said Will. "I am just glad I could help."

Mrs Pie has put a lock on her door to keep any other unwelcome guests away.

Day 3

Hagrid:

Have a look at newspaper 2. Find the following features:

- Caption- copy it into your book.
- Picture/Photo - what does it show?
- Headline- Copy it into your book.
- Introductory Paragraph- copy the sentence into your book.

Further Challenge:

What do the features show/ tell you?

Hermione and Dumbledore:

Identify the key features in newspaper 1.

Give an example from the newspaper report for each feature.

Further Challenge:

Write the purpose of each feature.

Potter and Weasley:

Identify at least 4 key features in newspaper 1.

Further Challenge:

What is the purpose of each feature?

Day 3

[Click on the link below for today's handwriting lesson.](#)

<https://youtu.be/WKvEr2pBqpw>

Warm- up

Click the link below and exercise your fingers.

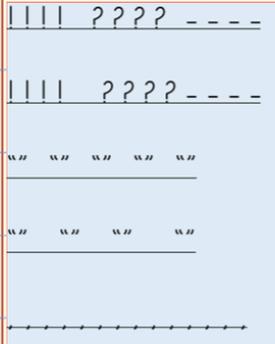
https://www.youtube.com/watch?v=r2tBH_XyeJc

Day 3

Handwriting- Practising with punctuation

Focus

Copy these punctuation marks into your book.



Exclamation marks are the same height as ascenders.

Apostrophes can be used to show:

- **Contraction** - when two words join to form one.

Could + not becomes couldn't. The apostrophe is used to show missing letter or letters.

- **To show what belongs to who:**

The child's hat.

' ' ' ' ' ' ' Write a line of apostrophes.

Day 3

Other punctuation in use:

What an amazing sight!

Where are you going?

A dog- friendly hotel.

"How long will you be gone for?"

I need a bag, a pencil, a ruler, a pen and a hat.

Extra

Copy these words into your book.

Explosive!

Great!

Terrible!

Fantastic!

Super!

Awful!

Nonsense!

Wow!

Miserable!

Day 3

Extension

Choose a word from the above to finish these sentences.

Copy the sentences into your book. Not all of the missing words will need a capital letter.

Anna thought the book about monsters was _____!

Darren said, "My book on football is _____!"

"_____! This book is _____! Have you read it?"

Day 3

[Click on this link for today's spellings lesson](https://youtu.be/Lgl9IF2U4Ck)

<https://youtu.be/Lgl9IF2U4Ck>

What is a suffix?

Where does a suffix go when we add it to a word?

A suffix is a letter or a group of letters.
A suffix is added to the end of a root word.

Here are examples of suffixes:

-ish -er -able -ed -ing

Let us look at examples of words with suffixes:

accomplish

reader

adorable

jumped

amazing

Other examples of words with suffixes:

amazingly

gently

careless

golden

reversible

action

The boy jumped around in the bouncy castle.

You have been careless with your work.

Press your head gently and tilt it forward.

Day 3

Word ending in e that keep the 'e' before adding suffix -ment

achieve +ment = achievement,

advertise +ment =advertisement

amuse +ment= amusement

amaze +ment = amazement

engage +ment = engagement

agree +ment = agreement

encourage +ment = encouragement

replace +ment = replacement

manage +ment = management

excite +ment = excitement

However:

argue + ment = argument

Select some of the words and write your own sentences.

Here are some of my examples:

The **excitement** was proving too much for them.

To his **amazement**, the ball went into the goal post!

Spellings to learn to this week:

achievement,

advertisement

amusement

amazement

engagement

agreement

encouragement

replacement

management

excitement

Learn the spellings.

You will be tested on them next week.

Day 4

[Make sure you watch the video before you complete your task.](https://youtu.be/OUV9VETOUPE)

<https://youtu.be/OUV9VETOUPE>

You are building skills to write a newspaper report of your own.

What are the key features?

Main features of a newspaper report:

- Written in the past tense
- Written in the third person
- Caption
- Picture/ photo
- Direct speech
- Reported speech
- Facts and evidence
- **Headline**
- Rhetorical question
- Introductory paragraph
- The 5 Ws :Who? What? Where? When? and Why?

Today, you will create an eye catching headline.

Newspaper headlines

What is their purpose?

They help to grab the reader's attention.

- They are eye-catching, big, bold and interesting.
- They often use alliteration:

Giant not so jolly jokes Jack

Boastful biscuit beaten

Watery weather washes out Wales!

Alliteration headlines use repetition of the same sounds at the beginning of words.

Adam ate an apple

Beth blew her balloon

Cathy calls her cat Carla

Dean dines with Dan at Dino's



Day 4

Miss Marshall's cookie is missing.

You are a reporter for a local newspaper.

Can you think of a headline for the story?

Look at the following headlines.

Case of Chocolate Chip Cookie

Miss Marshall's cookie has gone missing and we are looking for it.

Miss Marshall's Missing Milk cookie

Can you help find Miss Marshall's cookie? It has gone missing and we can't find it anywhere.

Which headlines are eye catching?

Why?

What about the rest?

Now it is your turn to write an eye catching headline!

This is how you will set out your report.

Headline:
Case of Chocolate Chip Cookie

Opening Statement:
Who?

What happened?

Where?

When?

Paragraph 2 (What happened)

Paragraph 3 (How did end)

Day 4

Now it is your turn to write an eye catching headline!

This is how you will set out your report.

Headline:
Case of Chocolate Chip Cookie

Opening Statement:
Who?

What happened?

Where?

When?

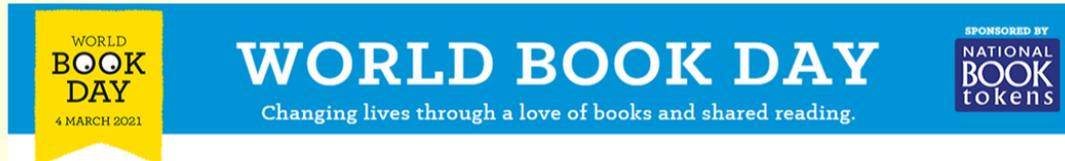
Paragraph 2 (What happened)

Paragraph 3 (How did end)

Check my examples of a good headline. It needs to be eye-catching!

Day 4

Welcome to:



A copy of this letter has been sent to you via Marvellous Me.

Please refer to Marvellous Me for all of the documentation presented here.



A digital token has been sent to you via Marvellous Me.

Name:	Class:	World Book Day competition
We would like you to think of your favourite book character from any book that you have read. Now, what might the features of that character look like if it grew to be very, very, very like Mr. Toff's character? Or, if it grew to be a grumpy man (that with grumpy Dad) for the Heavy Caterpillar? Design your character's features below.		
Character name:	Name of book:	
Description of the man:		

A competition template has been sent to you via Marvellous Me.

Day 4

What is World Book Day?

It is a day set aside each year to celebrate books, authors, and reading!

What are some of your favorite books?

World Book Day is about children exploring the amazing world of books and reading!

Celebrations are held around the world.

In the UK, we always celebrate World Book Day on the first Thursday in March.

World Book Day Beginnings

World Book Day began with a decree by UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The first World Book Day was held in April 1995 - over 20 years ago!

The idea for World Book Day came from the Spanish celebration of "The Rose Day." It was a day where people gave each other a rose to show their love (very similar to Valentine's Day).

Day 4

World Book Day Celebrations

Here are just a few ways the world celebrates its love of books:

Children dress up as their favorite book characters.

In the U.K. and Ireland, children are given a token and can “buy” a book.

Authors visit schools and share their love of reading.

Six Reasons to Celebrate World Book Day!

- Books make you smarter!
- Books are magical and you can visit other worlds and times.
- New authors that spark your imagination.
- Books are relaxing to read after a long day at school.
- You can raise money for charity!
- Find a special book and have a “friend” for life.

Day 4

Competition

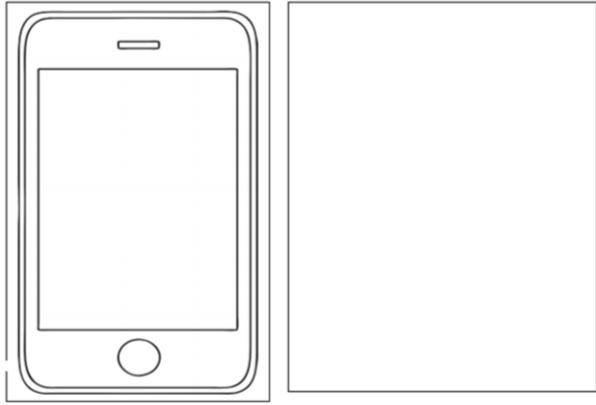
Think of your book character. Draw what you think their bedroom might look like.

Email your entries to your class teacher before **Monday 8th March 2021** for a chance to win a prize.

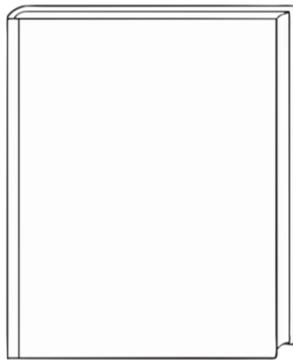
Name:	Class:	World Book day competition
We would like you to think of your favourite book character from any book that you like! Now, what might the bedroom of that character look like? Is it going to be messy and smelly like Mr Twit's bedroom? Or, is it going to be a grassy room filled with yummy food for the Hungry Caterpillar? Design your character's bedroom below.		
		
Character name: Name of book:		
Description of the room:		

Day 4

Other things for you to try!



Imagine taking a selfie with your favourite character.
Draw your chosen character and draw yourself with them.
Now write about the selfie.
Who is your favourite character?
What do you most like about them?



Design a new cover for your favourite book.

For World Book Day I dressed up as.....

I chose this character because.....

A picture of me in my World Book Day costume.

For more information about World Book Day and ideas on sharing books at home, visit: www.worldbookday.com

If you would like to learn more about 'Book Aid International' then please visit www.bookaid.org.

Day 5

[Please watch the video and then complete your task.](https://youtu.be/cBuoAUcHc6U)

<https://youtu.be/cBuoAUcHc6U>

Let us recap the main features of a newspaper report.

Main features of a newspaper report:

- Written in the past tense
- Written in the third person
- **Caption**
- **Picture/ photo**
- Direct speech
- Reported speech
- Facts and evidence
- Headline
- Rhetorical question
- Introductory paragraph
- The 5 Ws :Who? What? Where? When? and Why?

Today you will have a go at drawing a picture of the missing cookie and writing a caption for it.

Day 5



So what do you learn by looking the photo?

What else would you like to know?



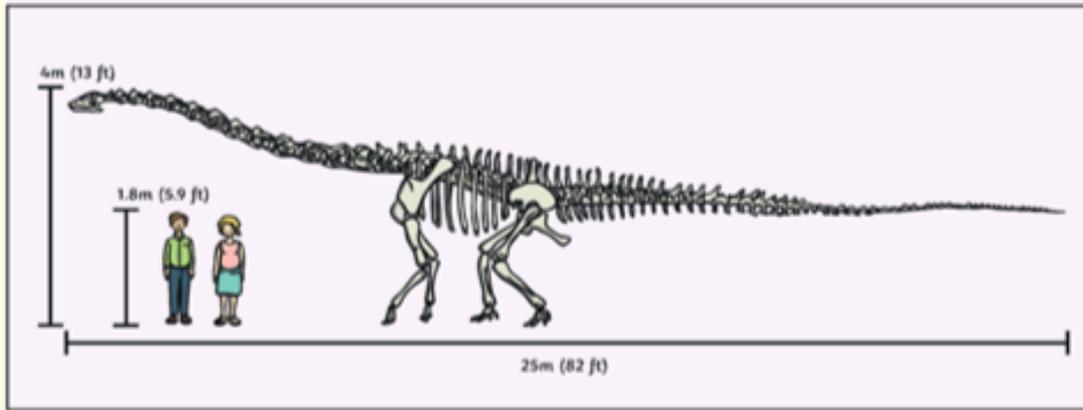
Dippy the Dino has stood proudly in the hall of the Natural History Museum since 1905.

What have you learned by reading the caption?

The caption gives you more information about the photograph/ illustration/ diagram or picture.

We know where Dippy is on display and if we wanted to, we could go and visit the museum ourselves.

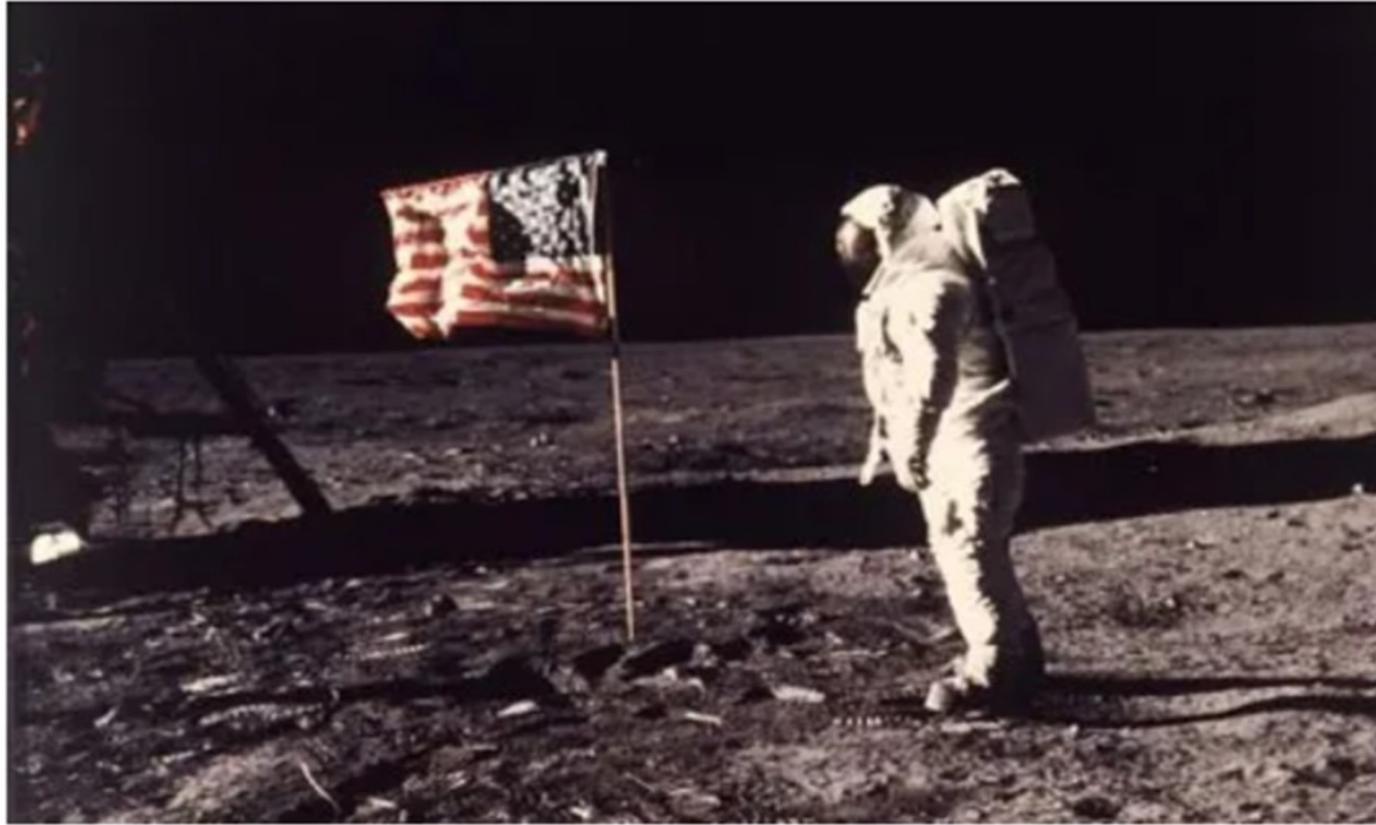
Day 5



This shows how big a Diplodocus is.

What do you learn by looking at the diagram and reading the caption?

Day 5



What information can you get by looking at the photograph?
What else would you like to know?

A caption would be useful don't you think?

Day 5



▲ Astronaut Edwin E Aldrin poses for a photograph beside the U.S. flag deployed on the Moon during the Apollo 11 mission on July 20, 1969. Photograph: NEIL ARMSTRONG/AP

Now we have the caption too. We have enough information to know where the picture was taken and when. If we wanted to know more, we could research using the internet.

Day 5

Let us move onto Miss Marshall's missing cookie!

What does Miss Marshall's missing cookie look like?

Remember Miss Marshall eats only the finest cookies!



Look at these pictures of different cookies. Which one do you like? Why?
Which one of these cookies do you think Miss Marshall would buy?
Use these pictures to draw Miss Marshall's missing cookie.
Remember, the picture is going to be inserted in the local newspaper.

Day 5

Headline:
Case of chocolate chip cookie

Opening Statement:
Who?

What happened?

Where?

When?

Why?

Paragraph 1 (How did it begin)

Paragraph 2 (What happened)

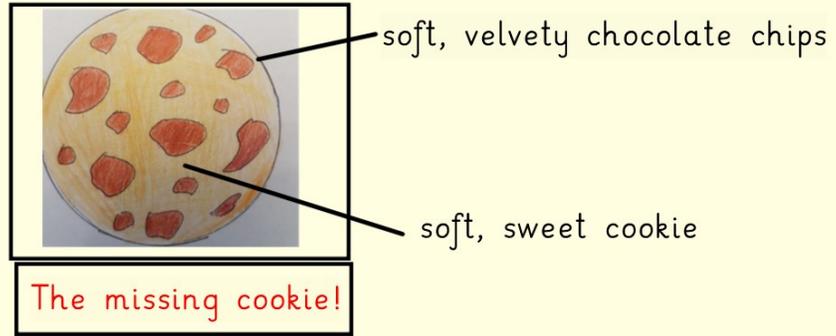
Paragraph 3 (How did end)

The picture of the missing cookie and caption will go here.

This is a plan of how you will set out your newspaper report.

Day 5

Here is my drawing of a cookie and a caption to go with it.



Task 1

Hagrid

Draw and label the cookie.

Potter and Weasley

Draw and label the cookie and then write expanded-noun phrases.

Is it soft and crumbly?

What does it smell of?

Hermione and Dumbledore:

- Draw the cookie
- Write descriptive sentences for the cookie.

Task 2

Write a caption for your cookie.

Day 5

Spelling Test

Refer to the video, click the link below:

<https://youtu.be/YpOICpMOwLY>

Spelling test

1. I am _____ to feel sleepy.
2. There is nothing _____ you from finishing your work.
3. The trip has been _____.
4. She is taking _____ lessons.
5. Have you _____ the documents?
6. They _____ out in the garden.
7. We _____ in a cottage.
8. They _____ no one would notice the broken window.
9. _____ keeps you fit.
10. Have you been _____ here all that time?

Only go onto the next slide when you have completed the test!

Day 5

1. I am **beginning** to feel sleepy.
2. There is nothing **stopping** you from finishing your work.
3. The trip has been **cancelled**.
4. She is taking **swimming** lessons.
5. Have you **shredded** the documents?
6. They **played** out in the garden.
7. We **stayed** in a cottage.
8. They **prayed** no one would notice the broken window.
9. **Running** keeps you fit.
10. Have you been **sitting** here all that time?

If you got all of the spellings correct, write sentences using a few of the spellings.

If you have got some of the spellings wrong, copy out the correct spelling, for each word, three times.

Day 5

Complete your Quiz by clicking the link below:

https://forms.office.com/Pages/ResponsePage.aspx?id=jp2v5jm_FEyFW3PuNqNMc-Fat_Pt_7NNmyaceBRckilUOVVPTk4wTDBQQzhVMTkxMzVZSVJYU1ZZWi4u