



Spelling Learning



misunderstand

misbelief

misbehave

misplace

disappear

disobey

dishonest

disagree

This week we are focusing on the prefixes
'mis' and 'dis'.

These prefixes change the root word to a
negative meaning.

<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/z9hjwx>

(Prefixes BBC Bitesize)

https://www.spellzone.com/word_lists/games-4633.htm (games)

Please practise these words using the spelling strategies that we have shown you.

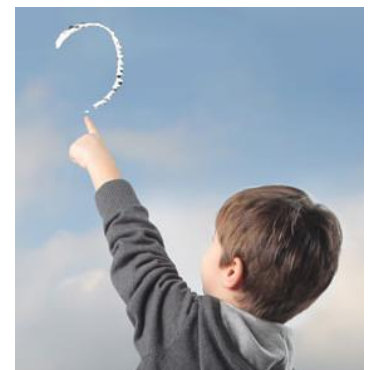
Draw the blocks

g l a d i a t o r

Rainbow writing

s o l d i e r

Air writing



Pyramid writing

R

R o

R o m

R o m a

R o m a n

Spelling Flashcards

Make a set of flashcards to practice your spelling words. When you look at your flashcard, read the word and then spell it out loud.

*Example- there t-h-e-r-e.

Blue Vowels!

Write each of your spelling words.

You will need a blue coloured pencil.
Trace over the vowels in each word with your blue coloured pencil.

Vowels = a e i o u

WALT spell words with the prefixes mis and dis

Tips

Prefixes are added to the beginning of words. Adding 'dis' and 'mis' changes the words to a negative meaning.



Think about how adding the prefix changes the meaning of the word.

Write the root word for each word below.

disobey _____

dishonest _____

misbelief _____

mislead _____

Check

Circle the word with the correct prefix.

disappear
misappear

disobey
misobey

disbehave
misbehave

disagree
misagree

dispell
misspell

dislike
mislike

disown
misown

disprint
misprint

Place each word into the correct sentence.

disappoint dishonest disqualify mislead misunderstood misplaced

Moira did not want to _____ her teacher.

If you lie, you are being _____.

"Where is my purse?" asked mum. She had _____ it.

Teddy _____ the task and his answers were all incorrect.

You must play fairly, or they might _____ you.

The information is incorrect and could _____ everyone.

Change

Read each sentence and change the underlined word or phrase for a synonym which begins with the prefix 'mis' or 'dis'.

The toddlers would not behave when visiting the supermarket.

The magician put a rabbit in a hat and it then vanished!

Vik's parents asked him not to go to the park but he did not obey them.

Some experts do not agree on how the universe was created.

Jamilla could not spell the word necessary but used a dictionary to correct it.

Peter did not like the curry and would not eat it.

APPLY - Now Choose 4 words beginning with 'mis' or 'dis' and put them each in a sentence using a conjunction below.

Include these subordinating conjunctions in your sentences.

because after as before when while if

Dinosaur Cove – Plan your own story

1) **Draw pictures** of your ideas in the story planning mountain or in your home learning book.

Opening – Tom and Jamie need to meet up again at the beach and go to the cave to get to the Jurassic world again.

Build up – What happens when they get to the Jurassic world? Is Wanna there to meet them? Do they see different dinosaurs this time? What little problem could they face?

Climax – Think of a big problem! What danger do they face? It could be scary dinosaur, a herd of charging dinosaurs, an injury, they could split up or something could happen to Wanna. Make it exciting!

Resolution – How do they escape the danger? Does Wanna help them? How do they use the Fossil Finder?

Ending – How do they get back to the cave? How do they get home?

2) **Label the pictures** to help you when writing your story.

- **Adjectives and ENPs to add description (colours, size, texture, materials, feelings, sounds).**
- **Exciting verbs to add drama (stomped, screamed, froze, pounded, leapt, tiptoed, roared).**
- **Preposition to describe where things are happening (behind the tree, at the back of the cave, under the rock).**
- **Time phrases to explain when things happened (the next morning, a few hours later, after that, eventually, suddenly, finally).**
- **Adverbs to explain how things happened (carefully, slowly, timidly, bravely, rapidly, frantically).**
- **short snappy sentences for climax.**

Write a list of **conjunctions** that you could use to join ideas together.

3) **Write your story.** Remember to include the **adjectives, verbs, prepositions, time phrases, adverbs** and **short, snappy sentences**.

Also include;

- **Conjunctions (because, but, so, as, when, before, until, after, however, if, although)**
- **Speech marks (inverted commas “ ”) to show when someone has spoken, including who said it and how they spoke (whispered, shouted, asked, replied, joked, cried).**
- **Other punctuation - ! (drama) , (lists) ? (questions) and capital letters for names.**
- **Paragraphs to show the different events in the story.**

Don't forget to edit and **purple polish** your stories to improve punctuation, spellings and tense - remember it should all be in the **past tense**.

This task may continue into the summer holidays especially if you copy it into best and add pictures just like we did with your Omnibombulator style stories. It would be lovely to share these when you are back at school.

Story Planning Mountain

Climax: What is the big problem?

Build up: What little problems do they face?

Resolution: How do they escape?

Opening: How do they get back to the Jurassic world?

Ending: How do they get home?

