

## The Alchemist

### Lesson 1a – Improving our vocabulary.

What does the word 'alchemist' mean? Use the word card below to help you to understand the meaning of the word.

Parent note: you can either print the word card or your child can use a ruler to draw the word card into their 'Learning at Home' books.

#### Word card:

<p>Write the definition:</p>	<p>Use the word correctly in a sentence:</p>
<p>Give an example, or write more details:</p>	<p>Draw a picture:</p>

**alchemist**

## Lesson 1b - Responding to the text.

Look carefully at the image...

### What do you notice?

Consider what is unusual about the content of each bottle. Discuss with another person what you see in the jars.

Collect words and phrases to describe the different settings (a setting is a place) in each bottle. Remember to use **expanded noun phrases** to describe. You may even want to use a thesaurus to improve your word choices – Miss Roe and Miss Thornton know you are becoming experts at improving word choices. 😊



*Parent note: Below is an example of the words and phrases your child may think of...*

Tropical,  
green palm  
trees



A jagged,  
rocky volcano

The deep,  
cold ocean

## Lesson 2 – Text Marking.

### Read Aloud, Think Aloud.



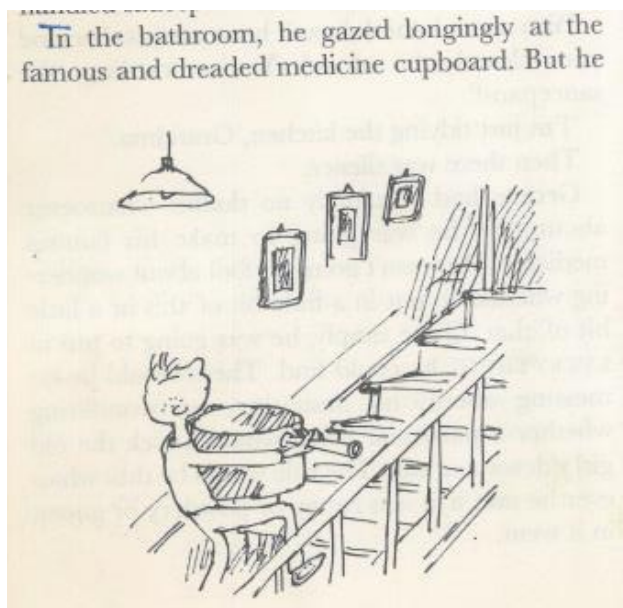
Read and enjoy the extract from George's Marvellous Medicine. Complete a 'read aloud, think aloud', marking and highlighting key features of the text.

*Parent note: If you don't have access to a printer, make a list in your 'learning at home' book.*

Capital letters for ingredients and repetition have already been highlighted as examples.

Look out for:

- **verb choices** e.g. scooped
- **adjectives** (describing words)
- similes (saying something is **like** something else)
- **nouns** (objects)



didn't go near it. It was the only thing in the entire house he was forbidden to touch. He had made solemn promises to his parents about this and he wasn't going to break them. There were things in there, they had told him, that could actually kill a person, and although he was out to give Grandma a pretty fiery mouthful, he didn't really want a dead body on his hands. George put the saucepan on the floor and went to work.

Number one was a bottle labelled GOLDEN GLOSS HAIR SHAMPOO. He emptied it into the pan. 'That ought to wash her tummy nice and clean,' he said.



"In the bathroom, he gazed longingly at the famous and dreaded medicine cupboard. But he didn't go near it. It was the only thing in the entire house he was forbidden to touch. He had made solemn promises to his parents about this and he wasn't going to break them. There were things in there, they had told him, that could actually kill a person, and although he was out to give Grandma a pretty fiery mouthful, he didn't really want a dead body on his hands. George put the saucepan on the floor and went to work.

Number one was a bottle labelled GOLDEN GLOSS HAIR SHAMPOO. He emptied it into the pan. 'That ought to wash her tummy nice and clean,' he said.

He took a full tube of TOOTHPASTE and squeezed out the whole lot of it in one long worm. 'Maybe that will brighten up those horrid brown teeth of hers,' he said.

There was an aerosol can of SUPERFOAM SHAVING SOAP belonging to his father. George loved playing with aerosols. He pressed the button and kept his finger on it until there was nothing left. A wonderful mountain of white foam built up in the giant saucepan.

With his fingers, he scooped out the contents of a jar of VITAMIN ENRICHED FACE CREAM.

In went a small bottle of scarlet NAIL VARNISH. 'If the toothpaste doesn't clean her teeth,' George said, 'then this will paint them as red as roses.'

He found another jar of creamy stuff labelled HAIR REMOVER. SMEAR IT ON YOUR LEGS, it said, AND ALLOW TO REMAIN FOR FIVE MINUTES. George tipped it all into the saucepan.

There was a bottle with yellow stuff inside it called DISHWORTH'S FAMOUS DANDRUFF CURE. In it went.

There was something called BRILLIDENT FOR CLEANING FALSE TEETH. It was a white powder. In that went, too.

He found another aerosol can, NEVERMORE PONKING DEODORANT SPRAY, GUARANTEED, it said, TO KEEP AWAY UNPLEASANT BODY SMELLS FOR A WHOLE DAY. 'She could use plenty of that,' George said as he sprayed the entire canful into the saucepan. "

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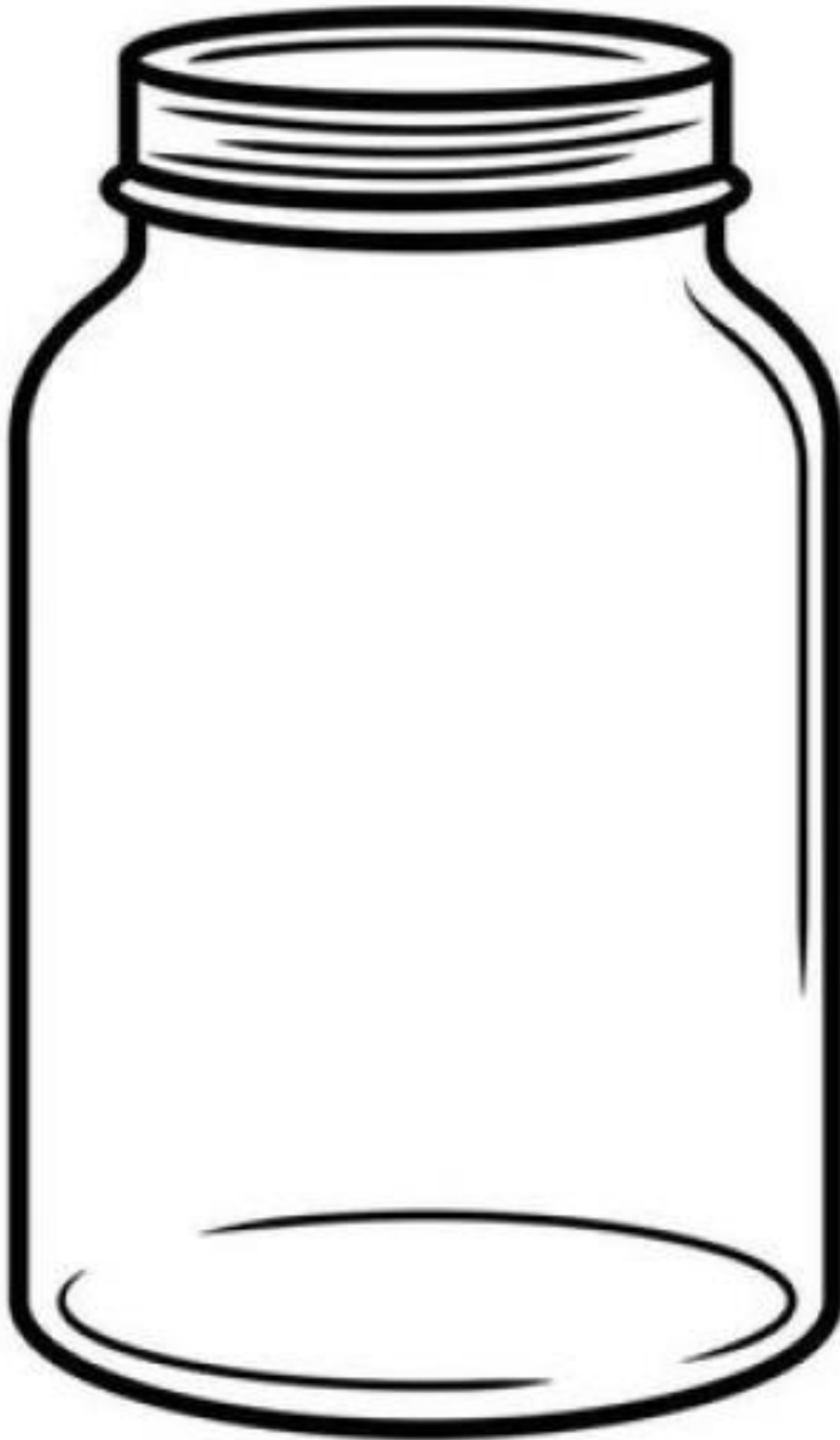
LIQUID PARAFFIN, the next one was called. It was a big bottle. He hadn't the faintest idea what it did to you, but he poured it in anyway.

That, he thought, looking around him, was about all from the bathroom.

On his mother's dressing-table in the bedroom, George found yet another lovely aerosol can. It was called HELGA'S HAIRSET. HOLD TWELVE INCHES AWAY FROM THE HAIR AND SPRAY LIGHTLY. He squirted the whole lot into the saucepan. He *did* enjoy squirting these aerosols.

### Lesson 3 - Build Descriptive Vocabulary.

Create your own dream place in a jar. This could be somewhere you have visited or somewhere you would like to visit. It may even be a make believe place! You need to draw the place using as much detail as possible.



Once you have created your dream place, complete the table with words that you could use in your writing.


*Parent note: This is an example of what your child's learning could look like. Encourage them to use interesting word choices to include in their description.*

snow-topped mountains			
	endless crystal blue sky		sheer rock faces

## Lesson 4 – Write sentences using prepositions.

Using the picture or jar you created -talk about the setting.

### What does it look like?

Write sentences using prepositions to show where something is.

The crystal blue sky stretched high above the mountain tops.


The small, white flowers clung precariously to the sheer rocky faces.

Top tip: Underline the prepositions that you have used in your sentences in a green pencil. Use the **prepositions word mat** below to help you.


*Parent note: Prepositions are linking words in a sentence that tell us where something is and/or when something is happening.*

### Prepositions Word Mat

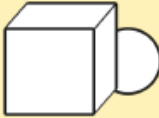
## Prepositions



beside




in front



behind

down



between

around


by

into

at

beyond


onto



in

across

beside



on

inside

off

beneath


near

outside

over

to


opposite



next to

round

up



below

toward

upon


above

under

underneath

through

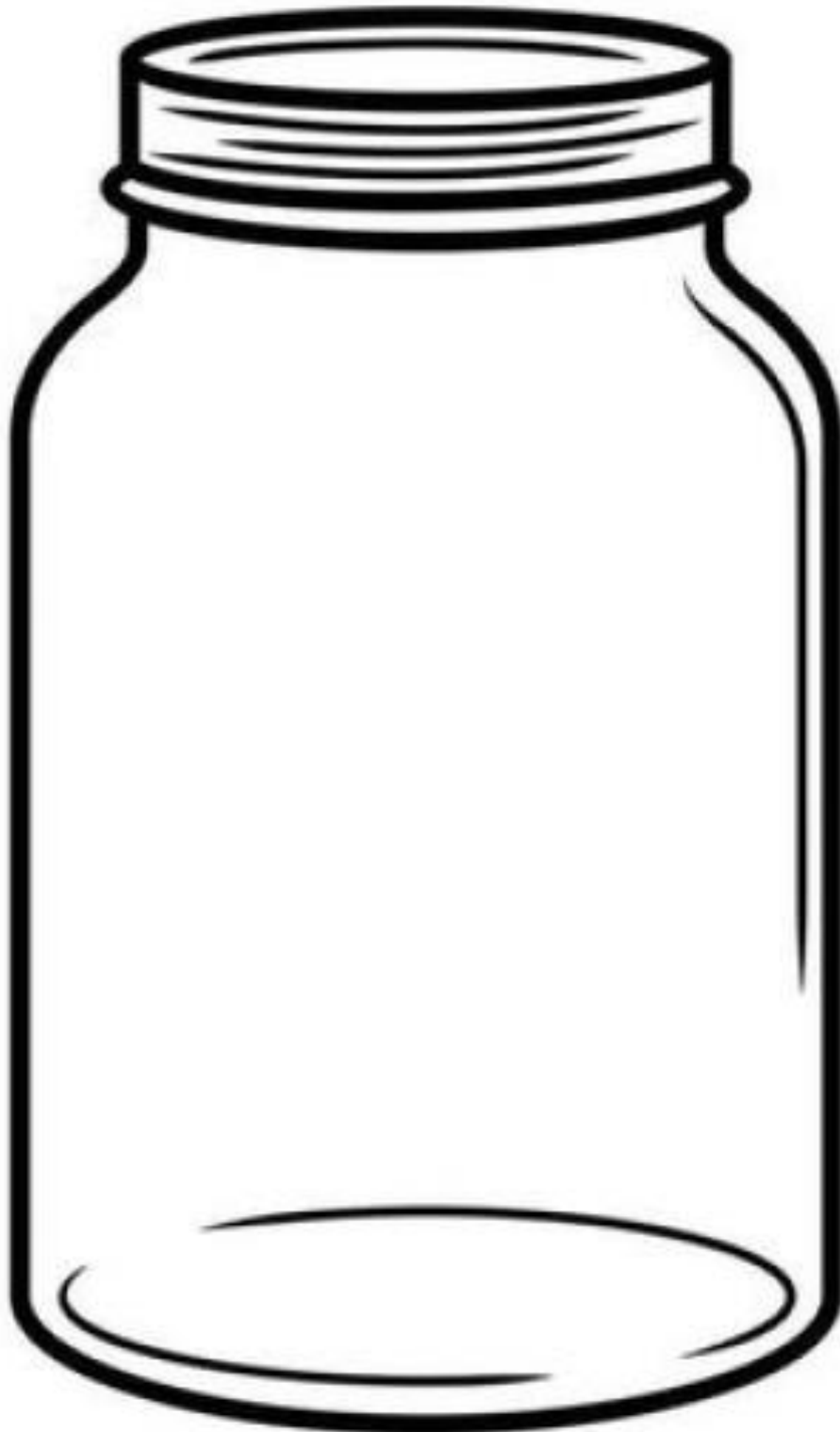
towards



## Lesson 5 –Writing Challenges!

Using what you have learnt so far, choose from one of the following two challenges:

- 1) Re-read the extract from George's Marvellous Medicine. Enjoy and discuss, taking note of what he puts in the saucepan. Next, order the things you would need to create your own dream place in a dream jar. Then, write a set of instructions explaining how to create this dream place.
- 2) Draw and label the created dream jar using the template. Explain, using **descriptive language** and **prepositions**, what is in your dream jar. Feel free to actually make it and photograph! 😊





## Writing Help Desk

Remember to check that your sentences make sense. Do not leave your proof reading to the end - regularly check your writing as you go along. 😊


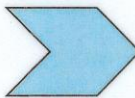
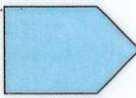
Don't forget to include:

- Fronted adverbials (underline in a grey writing pencil)
- Subordinating conjunctions (underline in light blue pencil and circle the comma)

You may wish to use the help cards at the end of the document to support your writing.

- Expanded Noun phrases (underline in pink pencil)
- Prepositions (underline in green pencil)
- A range of punctuation to punctate your sentences (circle in green pencil)
- Apostrophe for possession (circle in green pencil)

**Parent note:** If your child has chosen to present their writing on the computer, then they need to highlight or change the colour of the font to the suggested colours above. Instead of circling the punctuation they can highlight/change the colour of the font instead.

<u>Conjunction Help Card:</u>		
Coordinating Conjunctions	Subordinating Conjunctions (in the middle of a sentence)	Subordinating Conjunctions (to begin a sentence)
 <p><b>and but or so</b></p>	 <p><b>if since as when although while after before until because that</b></p>	 <p><b>If Since As When Although While After Before Until Because That</b></p>
James bought a bat <u>and</u> ball. Kylie is young <u>but</u> she can kick the ball hard.	I like to look out of the window <u>when</u> it is <u>raining</u> .	<u>When</u> it is raining, I like to look out of the window.

<u>Fronted Adverbials</u>			
are words or phrases at the beginning of a sentence which are used to describe the action that follows.			
When	How often	How	Where
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here