

# Willow & Spruce Isolation Learning



1 week pack

## Reading

- The Invention of Hugot Cabret.



## PE

Baseline multi skills.



## Science

### Materials

**Light-** Learn about how it travels and how we see because of it



## English

**Writing:** Figurative and recount writing with a focus on sentence structure.

**SPaG:** Sentence structure; compound and complex sentences.



# Willow and Spruce class

## Geography

The Water Cycle.



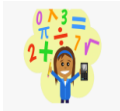
## History

Victorians: Dark Age or Golden Age?



## Maths

- Place value, addition, subtraction, multiplication and division.
- Dedicate extra time to curriculum recovery in the topics of **fractions** and decimals.



## Music

Listen and appraise Pop/Motown songs - **Happy Pharell Williams.**



## Art/DT

•Identify characteristics of surrealism. Study artists: Maurits Cornelis Escher and Salvador Dali.  
•Cookery- Can you make one of Mrs Knight's recipes with an adult?



## RE

Islam



## Computing


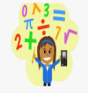






E-Safety and keeping safe online.



## Spanish



**Presenting Myself** - Take part in short conversations using sentences and familiar vocabulary.

Time	Lesson/Activity
9-9.20 or 20 minutes	<b>Reading</b> Read something from your house. It can be a book, a magazine, something on your tablet. 
9.20-9.30 or 10 minutes	Tell somebody about what you have read. You could tell a family member or facetime a friend. 
9.30-10 or 30 minutes	<b>Maths Activity</b> Pick an activity to complete. If you finish quickly make up some sums for yourself or test yourself on what you have learnt. 
10-10.15 or 15 minutes	<b>Common Exception Words</b> Pick 5 to 10 words and try and memorise them words. You could write them down to try and help you remember them or get someone to test you on them afterwards. 
10.15-10.45 or 30 minutes	<b>Break</b> Have a break and move around. Go outside do some exercise. Have some snack and a rest.
10.45-11.15 or 30 minutes	<b>Spelling Activity</b> Choose 5 or 10 spellings. Try to learn them. Look, Cover, Write, Check. Put them into a spoken sentence. Put them into a written sentence. 
11.15-11.30 or 15 minutes	<b>Arithmetic activity</b> Try and have a go at some of your time tables or numberbonds. You could also play on TTRS or some maths games on your tablet/phone or laptop. 
11.30-11.45	<b>Movement break. Put on go noodle and have a dance. Run around your garden or do some exercises.</b>
11.45-12 or 15 minutes	<b>Handwriting Activity</b> Practise some of the letters and words from your handwriting sheet. 
12-1 or 1 hour	<b>Lunch</b> Have your lunch. Go outside and get some fresh air or watch some TV and relax. 
1-1.30 or 30 minutes	<b>Comprehension</b> Complete one of the comprehension activities and answer the questions. 
1.30-2 or 30 minutes	<b>PE</b> Have a go at some of the PE links. Go in your garden and do some exercise. Play football or make an obstacle course. 
2-2.30 or 30 minutes	<b>English</b> Write in your isolation diary. Think about what you have done today and write about it. You may want to add more later on when the day has nearly finished. 
2.30-2.50 or 20 minutes	<b>Choosing Time</b> Play on your computer and tablet and can you challenge your friends to a TTRS battle?

Y1		Autumn	
English	Reading	The Invention of Hugot Cabret. <a href="https://www.youtube.com/watch?v=4EGsuYIHf1Y">https://www.youtube.com/watch?v=4EGsuYIHf1Y</a>	
	Writing	Figurative and recount writing with a focus on sentence structure.  <a href="https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6">https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6</a>	<b>SPaG:</b> Sentence structure; compound and complex sentences;  <a href="https://classroom.thenational.academy/units/t1-sentence-level-objectives-1343">https://classroom.thenational.academy/units/t1-sentence-level-objectives-1343</a>
Maths	Arithmetic	<b>Number:</b> place value, addition, subtraction, multiplication and division. <a href="https://www.bbc.co.uk/bitesize/articles/z6q4vwx">https://www.bbc.co.uk/bitesize/articles/z6q4vwx</a> <a href="https://www.bbc.co.uk/bitesize/articles/z2wrf82">https://www.bbc.co.uk/bitesize/articles/z2wrf82</a> <a href="https://www.bbc.co.uk/bitesize/articles/z9rnm39">https://www.bbc.co.uk/bitesize/articles/z9rnm39</a> <a href="https://classroom.thenational.academy/units/multiplication-and-division-69f6">https://classroom.thenational.academy/units/multiplication-and-division-69f6</a>	
	Maths	Dedicate extra time to curriculum recovery in the topics of <b>fractions</b> and decimals. <a href="https://classroom.thenational.academy/units/fractions-120c">https://classroom.thenational.academy/units/fractions-120c</a> <a href="https://classroom.thenational.academy/units/decimals-and-measures-435d">https://classroom.thenational.academy/units/decimals-and-measures-435d</a> <a href="https://www.bbc.co.uk/bitesize/topics/zhdwxnb">https://www.bbc.co.uk/bitesize/topics/zhdwxnb</a>	

<b>Science</b>	Units	<b>Light-</b> Learn about how it travels and how we see because of it	<a href="https://www.bbc.co.uk/bitesize/articles/zb27kty">https://www.bbc.co.uk/bitesize/articles/zb27kty</a> <a href="https://classroom.thenational.academy/units/light-6f3a">https://classroom.thenational.academy/units/light-6f3a</a>
<b>Computing</b>		Learning to be E-Safe	
<b>History</b>		<b>Victorians: Dark Age or Golden Age?</b> <a href="https://www.bbc.co.uk/bitesize/topics/zcixhyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zcixhyc/resources/1</a>	
<b>Geography</b>		<b>The Water Cycle</b> <a href="https://www.bbc.co.uk/bitesize/articles/znykg7h">https://www.bbc.co.uk/bitesize/articles/znykg7h</a>	<a href="https://www.bbc.co.uk/bitesize/clips/z8qtf8">https://www.bbc.co.uk/bitesize/clips/z8qtf8</a>
<b>RE</b>		Islam <a href="https://classroom.thenational.academy/units/islam-f461">https://classroom.thenational.academy/units/islam-f461</a> <a href="https://www.bbc.co.uk/bitesize/articles/zkvgcqt">https://www.bbc.co.uk/bitesize/articles/zkvgcqt</a>	
<b>Music</b>		<p style="text-align: center;">Click to add text</p> Listen and appraise Pop/Motown songs. <b>Happy Pharell Williams</b>  <a href="https://charanga.com/site/log-in/">https://charanga.com/site/log-in/</a> E-mail for student login <a href="https://www.youtube.com/watch?v=ZbZSe6N_BXs">https://www.youtube.com/watch?v=ZbZSe6N_BXs</a> <a href="https://diggleprimary.co.uk/wp-content/uploads/2018/02/Happy-Lyrics.pdf">https://diggleprimary.co.uk/wp-content/uploads/2018/02/Happy-Lyrics.pdf</a>	
<b>Art</b>		<b>Identify characteristics of surrealism</b> . Study artists: Maurits Cornelis Escher and Salvador Dali.	
<b>Design and Technology</b>		<b>Cookery- Can you make one of Mrs Knight's recipes with an adult?</b>  <a href="https://www.youtube.com/channel/UCa930FvbSzAYnJhnAj0Lf5Q">https://www.youtube.com/channel/UCa930FvbSzAYnJhnAj0Lf5Q</a>	
<b>MFL</b>		<b>Presenting Myself-</b> Take part in short conversations using sentences and familiar vocabulary <a href="https://www.languageangels.com/homeschool/">https://www.languageangels.com/homeschool/</a>	
<b>PE</b>		<b>Baseline multi skills</b> <a href="https://www.thepeshed.com/video-channel">https://www.thepeshed.com/video-channel</a>	



# Words to practice reading.



## Year 6 High Frequency Words

accommodate	accompany	according	achieve	aggressive
appreciate	attached	awkward	category	committee
competition	conscious	controversy	correspond	criticise (critic+ise)
definite	disastrous	embarrass	especially	exaggerate
frequently	guarantee	harass	identity	immediately immediate(ly)
interrupt	marvellous	mischievous	necessary	opportunity
parliament	prejudice	privilege	profession	pronunciation
recommend	relevant	restaurant	sacrifice	signature
sincere sincere(ly)	sufficient	suggest	symbol	system
thorough	variety	vehicle	yacht	

# Words to practise spelling.

## Words ending in 'tious'

ambitious  
cautious  
nutritious  
fictitious

## Words ending in 'cious'

conscious  
precious  
suspicious  
delicious

## Words ending in 'cial'

special  
official  
crucial  
beneficial

## Words ending in 'ance' or 'ancy'

relevance    relevancy  
brilliance    vacancy  
nuisance    abundance  
hindrance    hesitancy

## Words ending in 'ence' or 'ency'

convenience  
existence  
frequency  
transparency

## Words ending in 'ible' or 'ibly'

horrible    horribly  
possible    possibly  
incredible    incredibly  
terrible    terribly

## Words ending in 'able' when the root word ends in 'ge' or 'ce'

changeable  
noticeable  
knowledgeable  
irreplaceable

## Adding suffix to words ending in 'fer' - doubling the r

referring  
preferred  
transferring  
conferring

## Adding suffix to words ending in 'fer' - without doubling the r

reference  
preference  
transference  
inference

## Words spelled with 'ie' after 'c'

ancient  
conscience  
sufficient  
species

## Words with the 'ee' sound spelled with 'ei' after 'c'

perceive  
receive  
perceive  
conceive

## Words with the 'aw' sound spelled 'ough'

bought  
thought  
brought  
sought

## Homophones/near homophones

advice    licence    isle    father    herd    passed  
advise    license    aisle    farther    heard    past  
devise    practice    allowed    guessed    morning    serial  
device    practise    aloud    guest    mourning    cereal

## Words with short 'i' sound spelled with 'y'

physical  
rhythm  
system  
mystery

## Words with 'o' sound spelled 'ow' or 'ou'

shoulder  
neighbour  
thrown  
window

## Words beginning with 'acc'

according  
accommodate  
accompany  
accent

## Soft 'c' sound spelled 'ce'

cemetery  
hindrance  
excellent  
necessary

## Words ending in 'tial'

confidential  
partial  
essential  
confidential

## Words ending in 'ant' or 'ent'

relevant    ancient  
brilliant    apparent  
elegant    excellent  
distant    sufficient

## Words with the 'ow' or 'oa' sound spelled 'ough'

though  
although  
rough  
plough

## Verbs with prefix 'over'

overbalance  
overturn  
overreact  
overlooked

## Words ending in 'able' or 'ably'

available    considerably  
vegetable    adorably  
comfortable    comfortably  
dependable    dependably

## Language of possibility

frequently  
immediately  
definitely  
possibly

## Words with long 'i' sound spelled with 'y'

rhyme  
occupy  
supply  
multiply

## Words ending in 'er' 'or' 'ar'

shoulder    superior    familiar  
soldier    interior    popular  
computer    radiator    particular  
customer    calendar

## Silent letters at the start of words

knight  
knowledge  
wreath  
writer

## Silent letters

doubt  
bruise  
receipt  
muscle

## Prefix 'dis', 'un', 'over' and 'im'

disappoint  
unnecessary  
overreact  
impatient

## Words with sound 'f' spelled 'ph'


physical  
photograph  
alphabet  
elephant



# Handwriting



## Silent Letters



Some words have letters that you don't pronounce.  
Copy out these words with silent letters three times.



sign

wreck

guess

whistle

doubt

should

listen

crumb

science

island

knight

autumn





# Handwriting



Now, write out each of these phrases once.  
Can you spot all the silent letters?



fluffy white lamb

bruised right knee

sharp scissors

beautiful hymn

foreign language

Now, have a go at copying these sentences onto the lines underneath.

I'm halfway through my plumbing course.

I knew the creature was a humpback whale.

The gnat flew around the whole day.





# Times tables/Number bonds.



## 7 Times Table Practice

1. Choose the right path for the bird to get to its nest using only multiples of 7.

2. Complete the number sentences using the numbers on the roof of each house. One sentence in each set has been done for you.

42  
6      7

$\square \times \square = \square$   
 $7 \times 6 = 42$   
 $\square \div \square = \square$   
 $\square \div \square = \square$

63  
7      9

$\square \times \square = \square$   
 $\square \times \square = \square$   
 $63 \div 7 = 9$   
 $\square \div \square = \square$

21  
3      7

$\square \times \square = \square$   
 $\square \times \square = \square$   
 $\square \div \square = \square$   
 $21 \div 3 = 7$

3. Match each calculation to the correct answer.



- |                 |    |
|-----------------|----|
| $7 \times 5 =$  | 28 |
| $9 \times 7 =$  | 77 |
| $2 \times 7 =$  | 35 |
| $7 \times 4 =$  | 14 |
| $11 \times 7 =$ | 63 |



# Times tables/Number bonds.



## Beat the clock

How many questions can you answer correctly in one minute?

$3 \times 3 =$	$0 \times 8 =$
$6 \times 4 =$	$6 \times 8 =$
$11 \times 8 =$	$12 \times 3 =$
$8 \times 3 =$	$8 \times 4 =$
$0 \times 4 =$	$9 \times 8 =$
$5 \times 8 =$	$3 \times 4 =$
$10 \times 8 =$	$9 \times 3 =$
$2 \times 3 =$	$5 \times 3 =$
$7 \times 4 =$	$4 \times 8 =$
$12 \times 4 =$	$1 \times 3 =$
$8 \times 8 =$	$7 \times 3 =$
$3 \times 8 =$	$11 \times 4 =$

Day 1**Place Value Arithmetic Workout**

Q1.

$469 - 100 =$

1 mark

Q2.

$\boxed{\phantom{00000}} = 6,000 + 90$

1 mark

Q3.

$826 = 800 + \boxed{\phantom{000}} + 6$

1 mark

Q4.

$3,050,020 = 3,000,000 + \boxed{\phantom{000000}} + 20$

1 mark

Q5.

$30 \times 40 =$

1 mark

Q6.

$987 + 100 =$

1 mark

Q7.

$2,345 \times 1,000 =$

1 mark

Q8.

$50 \times 70 =$

1 mark

Q9.

$0.9 \div 10 =$

1 mark

Q10.

$1,320 \div 12 =$

1 mark

Day 2

Q11.  
 $50,000 - 500 =$

1 mark

Q12.  
 $2.6 \times 10 =$

1 mark

Q13.  
 $630 \div 9 =$

1 mark

Q14.  
 $4.6 \times 100 =$

1 mark

Q15.  
 $6.7 \div 100 =$

1 mark

Q16.  
 $507 - 10 =$

1 mark

Q17.  
 $979 + 100 =$

1 mark

Q18.  
 $23.8 \div 1,000 =$

1 mark

Q19.  
 $0.04 \div 10 =$

1 mark

1 2 3  
4 5 6  
7 8 9

# Maths

1 2 3  
4 5 6  
7 8 9

Day 3

1	$234+237=$	11	$1/3$ of 330=
4	$198-126$	14	$1/5$ of 455=
3	$1,209+ 108=$	13	10% of 450
4	$1,298-340=$	14	20% of 450
5	$23,978 + 1009=$	15	$0.978+0.2=$
6	$45,506- 230=$	16	$0.457+0.78=$
7	$238 \times 2=$	17	$923.4+0.5=$
8	$1,465 \times 5=$	18	$867-0.78=$
9	$1,284 \div 4 =$	19	$0.98 \times 4=$
10	$1845 \div 9=$	40	$1.23 \times 5=$

Day 4Addition Arithmetic Workout

Q1.

$$\boxed{\phantom{00000}} = 6,000 + 90$$

1 mark

Q2.

$$\boxed{\phantom{00000}} = 8,275 + 82$$

1 mark

Q3.

$$826 = 800 + \boxed{\phantom{000}} + 6$$

1 mark

Q4.

$$\boxed{\phantom{00000}} + 5 = 341$$

1 mark

Q5.

$$3,050,020 = 3,000,000 + \boxed{\phantom{000000}} + 20$$

1 mark

Q6.

$$56.38 + 24.7 =$$

1 mark

Q7.

$$6^2 + 10 =$$

1 mark

Q8.

$$5.87 + 3.123 =$$

1 mark

## Day 5

Subtraction Arithmetic Workout

Q1.

$$\boxed{\phantom{0000}} = 5,776 - 855$$

1 mark

Q2.

$$\boxed{\phantom{000}} = 87 - 65$$

1 mark

Q3.

$$4,912 - 824 =$$

1 mark

Q4.

$$345 - 60 =$$

1 mark

Q5.

$$7,064 - 502 =$$

1 mark

Q6.

$$10 - 5.4 =$$

1 mark

Q7.

$$\boxed{\phantom{0000}} - 10 = 298$$

1 mark

Q8.

$$6 - 5.738 =$$

1 mark

Q9.

$$602 - \boxed{\phantom{000}} = 594$$

1 mark

Q10.

$$60 \div (30 - 24) =$$

1 mark

Q11.

$$9 - 1.9 =$$





## She's A Witch!

People have believed in witches for a long time. There are mentions of witches in Bible tales as far back as 800 BC. Witches have been seen as evil for much of history. There were even messages in the Bible to "not suffer a witch to live."

Witchcraft wasn't a common crime until the 1400s. Hysteria really took over Europe around 1450. Suddenly, lots of people were being accused of witchcraft. Many people think that a book published in Germany called *Malleus Maleficarum* (The Hammer of Witches) was to blame. The book told people how to identify witches.

Over 200,000 people were tortured or executed between 1484 and 1750 for witchcraft. Most of them were women. It was very hard to prove you were innocent. This meant that lots of people were accused of witchcraft for very little. You could be accused of being a witch if you were a single woman. Lots of people thought widows were witches. Acting a bit odd was definitely a sign of a witch. Many women were accused because somebody thought they looked like one. If they had a long nose, warts, a snaggle-tooth or sunken cheeks, they were often considered to be witches.

Many people thought they were doing a good thing. Lots of witches confessed to their crimes. Unfortunately, they normally confessed after lots of torture with thumbscrews or red-hot leg irons.

In 1645 a man called Matthew Hopkins arrived in Norfolk. He claimed to be a 'Witchfinder General'. He persuaded the people that he could get rid of all of their witches. The average daily wage at that time was 2p. Hopkins charged the towns between £6 and £23 to clear all of their witches in one day. He became a very rich man. He had 68 people executed for witchcraft in just one day in one day. He became a very rich man. He had 68 people executed for witchcraft in just one day in Bury St. Edmunds.

Hopkins knew that he needed to find witches to get paid. He claimed to be able to spot a witch by a Devil's Mark. He believed a person was a witch if a wart or mole didn't feel any pain when he poked it with a needle. Hopkins was very cunning. He had a special needle that retracted into the

handle when he pushed it against the wart or mole. This meant that it never pricked the person and they didn't feel any pain. By using this devious device, he knew he was guaranteed to find lots of witches.

Most laws against witchcraft were removed in 1736, but witch hunts still went on for a long time. The last woman to be arrested for witchcraft was Helen Duncan in 1944. She was arrested because she was claiming to be a witch and stealing people's money. At least she wasn't arrested for having a crooked nose or lots of warts!





# English - Comprehension



## RETRIEVAL FOCUS

1. How far back was the first mention of witches?
2. When did people really begin to accuse witches?
3. What does Malleus Maleficarum mean?
4. What physical features might mean somebody was a witch?
5. How much did the average worker get paid per day in 1645?

## VIPERS QUESTIONS

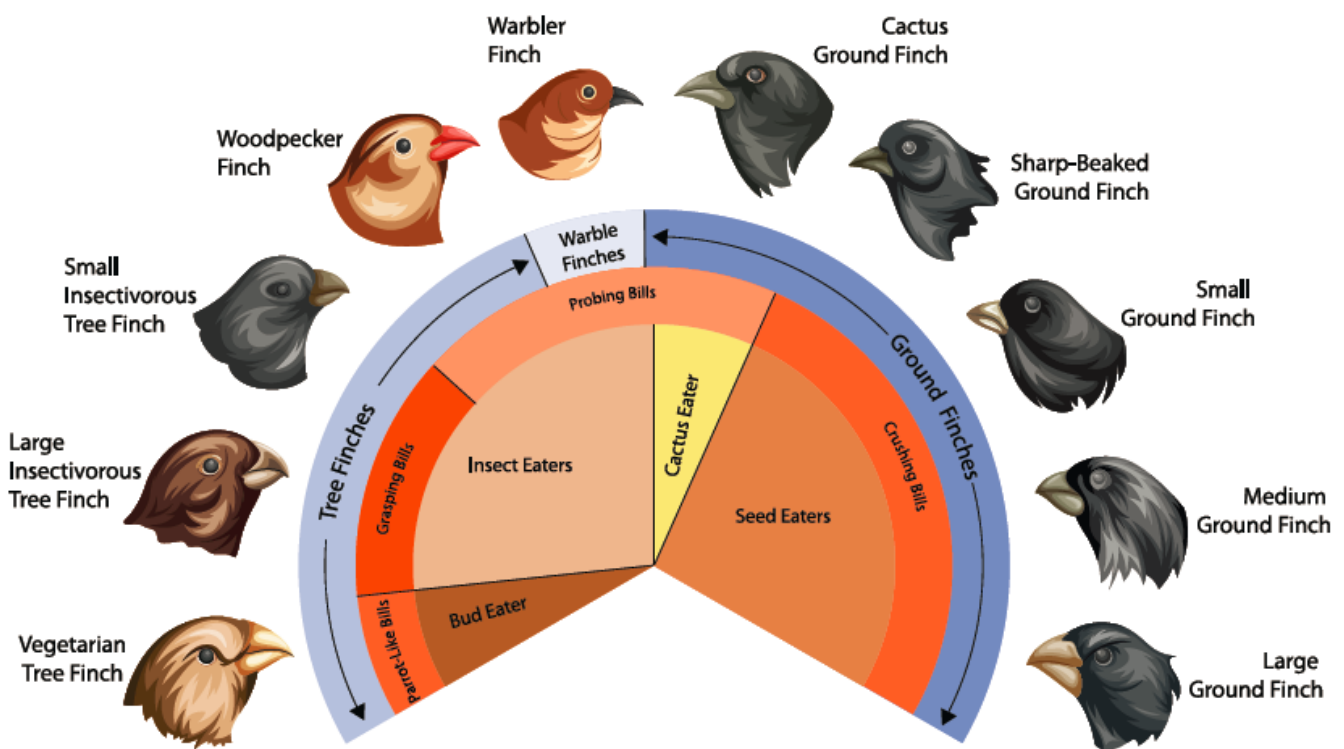
- E** Why has the author included “not suffer a witch to live” in inverted commas?
- V** Which word tells you that people were acting with lots of emotion?
- I** Why did people start to accuse witches more once Malleus Maleficarum came out?
- I** Why did Matthew Hopkins have to trick people into finding witches?
- E** Why has the author included the final sentence?

## A Finch Solution

When Darwin returned from his journey on HMS Beagle, he had an abundance of information to work through. Some of this was in the form of sketches; some were samples of animals and plants. Unfortunately, his note keeping was less than perfect and it took many years to sort out all of the mess.

One of the things he had made notes on was the variety of small birds, called finches, found on different islands. He didn't take notes on which island they were found on, and this took even longer to sort out.

When the information was finally sorted out, Darwin's friend (John Gould) recognised at once that each of the different finches had a beak designed for a different purpose.



It was this that led Darwin towards the realisation that some species of animals had developed differently, depending on the challenges they faced.

Eventually, Darwin wrote a 230-page explanation of his findings. For an unknown reason, he then put this away and started work on a years-long investigation into barnacles. In the end, he declared, "I hate a barnacle as no man ever did before."

When Darwin eventually published his theory, the different designs of the beaks was a key element. It proved that different birds had developed different shaped beaks to tackle different food sources. Some had broad beaks suitable for eating seeds whilst others had beaks more suited to grasping insects.



# English - Comprehension



## INFERENCE FOCUS

1. How do you think Darwin's feelings towards barnacles changed during his life? Why?
2. List two finches that you think would be best suited for eating insects.
3. How does the author feel about Darwin's organisation? How do you know this?
4. What do you think makes a medium ground finch a suitable seed eater?
5. What impact did the discovery of the finches' beaks have on Darwin's theory?

## VIPERS QUESTIONS

- R** How many types of ground finch are listed?
- V** Find a word or phrase that tells you Darwin collected a lot of information.
- S** Why did it take a long time to work through Darwin's collection?
- E** Why has the author included the quote from Darwin about barnacles?
- S** What did Darwin do after he finished writing his explanation?









# Online links to learning



Timestables Rockstars- Can you get in the top ten Primary performers announced on Twitter?

<https://trockstars.com/>

**PE-** Have a go at some of the activities:

<https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move>

Head over to **Grammarsaurus'** YouTube channel and learn some new grammar songs or revise the AWHITEBUS song!

They have a new co-ordinating conjunctions song, expanded noun phrase and abstract noun song on there. Can you learn them?

Why not create a video of you performing it and send it in!!!???

<https://www.youtube.com/channel/UCMhWKrdwzFr994ZhwqG4nIA>

## Statement Snap

Do you know the properties of numbers? Test your skills here:

<https://nrich.maths.org/13349>

Revise key skills using **Top Marks** interactive games

<https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths>

## Multiply by 10, 100 and 1000

[https://m.youtube.com/watch?fbclid=IwAR3bspH8rkXAXV\\_aCAOOuHGZqbDHIK3cM13kbzwZcOBAZnaMr4wviUkKJo&v=dT2Icillrx4&feature=youtu.be](https://m.youtube.com/watch?fbclid=IwAR3bspH8rkXAXV_aCAOOuHGZqbDHIK3cM13kbzwZcOBAZnaMr4wviUkKJo&v=dT2Icillrx4&feature=youtu.be)

## Year 6 compare and order numbers

[https://www.youtube.com/watch?v=uvwPhP\\_SAMw&list=PLrrPYDDGPV7eEhEvHTdoXUiMQhQjTv5yW](https://www.youtube.com/watch?v=uvwPhP_SAMw&list=PLrrPYDDGPV7eEhEvHTdoXUiMQhQjTv5yW)

Hegarty Maths

<https://hegartymaths.com/login/learner>

History activities

<https://mrcarterrocks.wixsite.com/historyrocks/home-learning>

National Geographic– Learn about the world of Science

<https://www.nationalgeographic.com/>

Search on Youtube for your favourite authors-

Andy Stanton

Axel Scheffler

Jarrett J. Krosoczka

Jarrett Lerner

Kate Messner

Leah Henderson

Mercer Mayer

Michael Rosen

Oliver Jeffers

Thelma Godin

<https://www.youtube.com>

Take part in science, Spanish, history, music, computing, geography, RE, English and maths lessons here:

<https://classroom.thenational.academy/archived-lessons>

Take part in writing activities here: <https://litfilmfest.com/home-learning/>

Practise your writing skills here: <https://www.pobble365.com/>





# Word of the Week Recap



## Word of the Week

M T A L Z R Z K E C E A L O N  
 N B F P Z Y L B H N T S Q Z G  
 Z C A A P N I M I X I P N T C  
 E X P L O R A T I O N I D J G  
 K U Q N C J E R W G I R I Q E  
 G F L S H F N C E D F E S U L  
 Z O E F I G L O I T E I A P N  
 P D Y M W Q G Q W A D H S E O  
 E T P U R R E T N I T W T Q I  
 S F F R A C T I O N P E R W P  
 G N F P Y F Z N J S J Z O L H  
 O X H E O S C F A J O V U P R  
 P Y E D C M H V L E N N S J M  
 V H I Y K T B V L J B L B G E  
 T E W T E T C M Z W L N U R I

Can you find these words in the grid?

- ASPIRE
- DISASTROUS
- FRACTION
- DEFINITE
- GEOGRAPHY
- APPRECIATE
- DESCRIBE
- EXPORATION
- INTERRUPT

These are all Words of the Week from last year. Can you correctly use each one in a sentence?

---



---



---



---



---



---



---



---



---



---