

IAL: to use apostrophes to show possession

Choose from A, B or C. If you want to complete more than one, you can!

Follow these links to learn about possessive apostrophes.

Apostrophes for possession

<https://www.bbc.co.uk/bitesize/articles/zmt2mfr><https://www.youtube.com/watch?v=6Qmy42V1ujo>**A** Complete the table. The first one has been done for you.

Singular noun	Singular possessive	Plural noun	Plural possessive
eagle	eagle's	eagles	eagles'
sausage	sausage's	sausages	sausages'
child	child's	children	children's
spaceship	spaceship's	spaceships	spaceships'

Choose from the **possessive nouns** in the table to write your own sentences.

E.g.:

The eagle's eggs were safe in the nest.

The sausages' skins were burnt.

The children's classroom was full of learning.

The spaceship's laser beam lifted the man off the ground.

B Choose the correct noun to complete the sentences.

- George bounded over the pirate _____ gangplank.
ships' ships **ship's**
- The _____ made a Ring of Fire around the Pacific Ocean.
volcano's **volcanoes** volcanoes'
- Never tickle sleeping _____ noses!
dragon's dragons **dragons'**
- Where is _____ purple pen?
Mrs Bevis's Mrs Bevises' Mrs Bevi's

C

Explain the mistakes in these sentences.

1) Cat's can't catch coconuts.

The 'cats' in this sentences don't own anything so it doesn't need an apostrophe.
Cats can't catch coconuts.

2) The elephants' umbrella is pink and green.

There is only one elephant so it should be elephant's.
The elephant's umbrella is pink and green.

3) Bob put the fishe's food in the dogs bowl.

The plural of fish is fishes (or fish is acceptable) so should be made possessive by just adding an apostrophe after s. 'Dogs' also needs an apostrophe.
Bob put the fishes' food (fish's food also acceptable) in the dog's bowl.

Write sentences about this sentence that have **possessive nouns** in them.



Many answers possible. E.g. The children's bikes, Amelia's camera, Gabriel's sandwich, the flowers' petals... in sentences.

Lily and Tim were at the fairground, waiting to get on the Ghost Train. Suddenly, it rattled out of the dark tunnel and screeched to a halt right in front of them.

"I'm not sure," began Tim, as he stared at the ghosts painted on the side of the train. "I don't know if I'll like it."

"Don't be such a baby," said Lily. "There aren't real ghosts in there. There are only pretend ones."

"I know that but I'm not sure if I'll like it, Lily," said Tim.

"We're only allowed one more ride and I want to go on the Ghost Train. Are you coming, or not?" Lily asked.

"I suppose so," said Tim, slowly.

He looked back towards the plastic tables and chairs outside the tea van. He waved feebly at their mum. She was sipping a drink from a white plastic cup and waved back at him.

"Come on, then," said Lily. She shoved her brother towards the nearest carriage.

They climbed onto the train and the attendant pushed down the safety bar.

"That will be a pound each," he said, putting his hand out for the money. Tim thought he looked weird. This strands of limp, grey hair hung loosely over his pale face. His sunken eyes stared straight ahead. Lily put the money into his bony hand but he did not say "thank you".

"It's all the late nights," explained Lily. "He probably only gets to sleep during the day."

"So did Dracula," said Tim. He was still unhappy. He just wanted the ride to begin, so that it would soon be over.

Nothing happened for a few minutes. The attendant walked up and down. A few more people climbed onto the train and he took their money. Tim and Lily peered into the dark tunnel ahead of them. When they looked around again, the attendant had disappeared.

"Strange," muttered Tim. "He was there a few seconds ago."

Just then, the carriage jerked forwards, towards the black opening of the tunnel.

"Can't change your mind now, can you?" said Lily. She grinned at her young brother. Tim really wanted to get off the train, but it was too late.

The carriage began to move quickly into the darkness. Tim took a deep breath and gripped the safety bar tightly. It was pitch black within seconds. At once, there were squeals and screams from the carriages behind. Lily joined in with a screech of excitement that made Tim jump.

A sudden flash lit the darkness and Tim caught sight of a green, grinning skull. Something dropped from the tunnel roof and brushed against his face. It felt like a giant cobweb. The carriage slowed with a jerk. There was another flash of lightning and a drumroll of thunder. A coffin sprang forward from the wall and Tim could see a mummy wrapped in white bandages.

Lily screamed and grabbed hold of her brother's arm.

The Ghost Train began to move more quickly now. A cackle of witch-like laughter echoed in the tunnel.

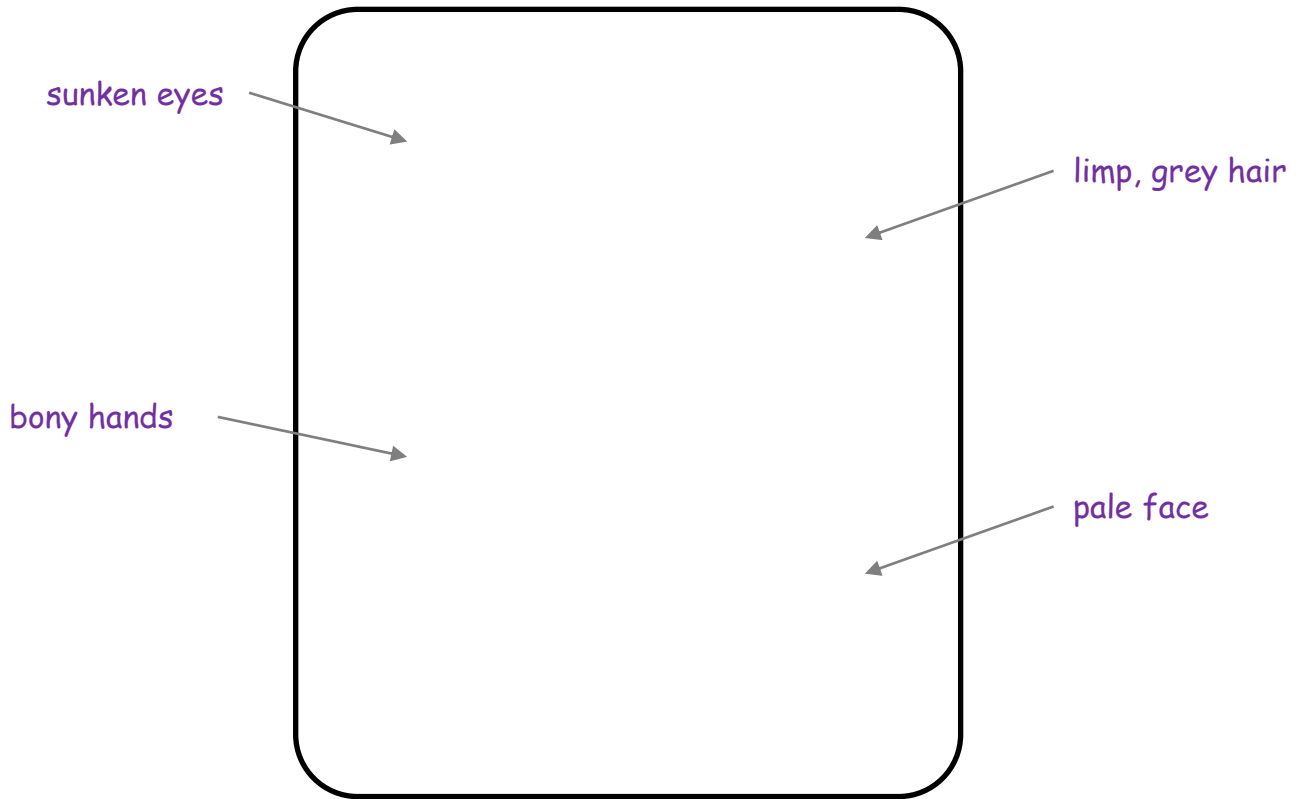
"When will it stop? I want to get out!" yelled Lily, clinging to her brother.

As soon as she said this, the train suddenly stuttered and then shuddered to a halt. There wasn't a sound. The squeals and the screams had stopped, and the silence was somehow more frightening.



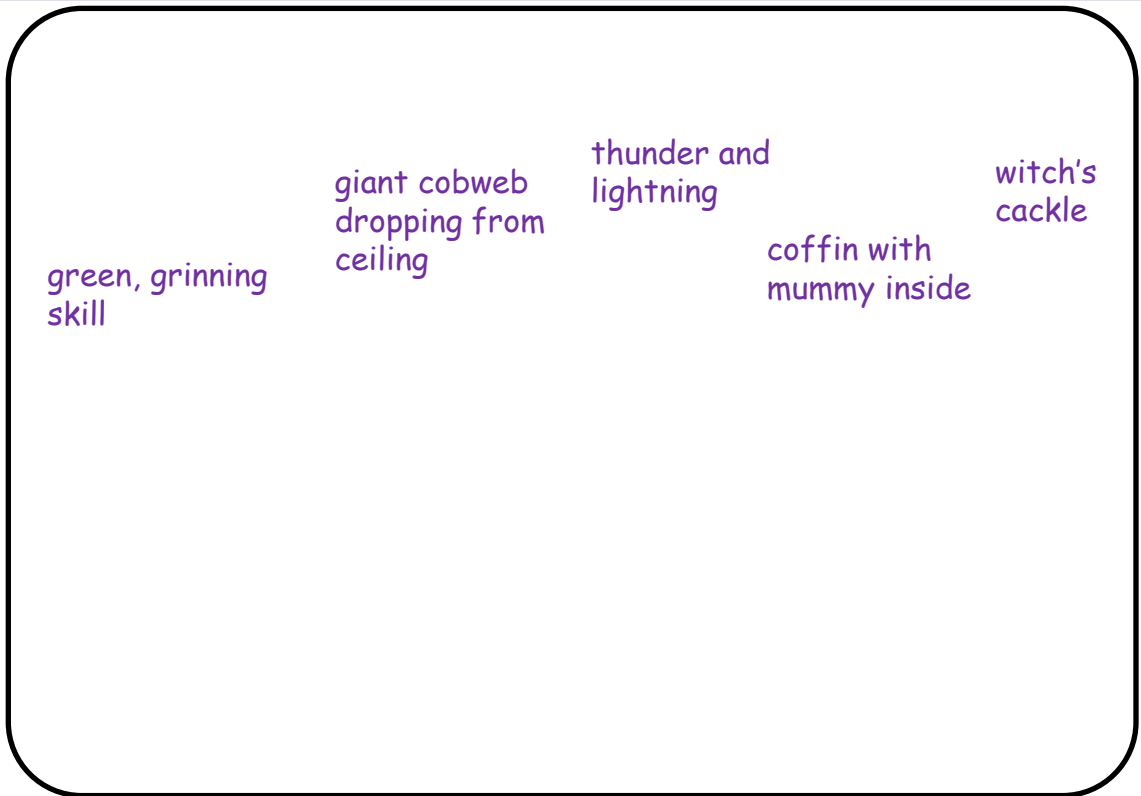
IAL: visualise my understanding of the text.

Draw a picture of the attendant. Use the description in the story. Annotate your drawing with evidence from the text.



The attendant

Now draw a diagram of the Ghost Train ride. What did they see on the ride and in what order. Annotate this drawing too.



The Ghost Train Ride

What do you think would have happened in the ride, if the ride had continued? What scary things would they have seen? Add it to your drawing. Use your imagination!

IAL: to apply my writing skills.

Read this prompt and write a response to it.



You've just gained a new superpower! What is it? Why do you think you got this superpower? How will it change your life? What are you going to do with your new-found superpower?

This week's spelling words have ch that sounds like /sh/ because they come from French!

chef	chalet	machine	brochure	champagne
parachute	chute	ricochet	chandelier	quiche

Follow this link for spelling activities:

https://www.spellzone.com/word_lists/list-105.htm