Week beginning 4th May 2020

English learning for 2 weeks

Activities to carry out 4th-7th May are on the daily sheets. The instructions for each day are on the first sheet.

Monday 11th May:
Create a narrative poem. Model your poem on the dragon who ate the school but change elements to make it personal to you, what havoc could it cause at Greenway School!!!

I look forward to reading your poems when we are back at school.

Alternatively you can send it to me if you type it out and send it via email with an adults support.
I hope you enjoy creating an interesting narrative poem.
Mr Loczy

English Task 2:

Follow the plan below for our creative writing unit.

Tuesday 12th May:

https://www.youtube.com/watch?v=GwXFVqKuH-w

Watch the film clip called Marshmallows

A boy is camping in the woods (alone for some reason) when a vicious creature creeps up behind him.

Pause the film at 18 secs and ask your child to describe this monster creeping up on the boy. Explain how the music is used to build tension and doesn't show the whole monster. It just gives clues.

Can the children use imagery to make the monster sound vicious?

https://www.youtube.com/watch?v=uoSBVNUO2LU&feature=emb_logo

Use the clip to remind yourself about metaphors and similes and create a list of similes and metaphors.

Wednesday 13th May:

Ask your child to make predictions about what they think will happen next. (Monster chase the boy type answers will probably come out.) Then let your child watch the next section of the film - up to 1m5secs. Is this what they thought would happen? Can they alter their descriptions to make it sound like a friendly monster?

The monster becomes scary again once the Marshmallows run out. He chases the boy.... will he escape? There is a twist at the end! The boy escapes

Tell your child that they are going to become 'Setting Sleuths' and using their sleuthing skills, they need to look for as many details about the setting as possible. Watch the clip for a second time and ask your child to pay attention only to the setting and not the characters or the action.

How many other things do they notice, can they explain where they were? Could they start some sentences with preposition phrases- In the distance, there were mountains. Around the fire, there were stones.

Choose 5 of the sentences below and create an opening paragraph. How can we extend our sentences?

• Say where things are

• Use adjectives before a noun

• Use adjectives after a noun

• Add in extra detail (you might need to use a conjunction)

• Use a simile

Starter Sentences

The moonlight reflected on the ripples of the lake.

There was a fire in the forest.

There were thick trees by the edge of the water.

In the distance, there were mountains.

Around the fire, there were stones.

There were insects chirping in the woods.

Next to the fire, there was a log.

There was rough bark on the tree trunks.

The grass was short.

There was a small tent near the fire.

In front of the tent, there was a sleeping bag and pillow.

Thursday 14th May:

Explain that they are going to write a paragraph tomorrow about the 'physical appearance' of their creature. To do this they need to sound like experts.

Create a mind map of descriptive language, think about:

Skin, eyes, ears, mouth, tail, body, movements, likes/dislikes and sounds.

Friday 15th May:

Use notes from yesterday to create a descriptive paragraph about the creature.

Below is an example of a different creature:

The donriphant is a large land mammal; adult males often weigh up to 3500kg. Its thick, wrinkled skin helps to trap moisture and keeps the animal cool for longer (something which is important in the African heat). Typically, the donriphant walks in an upright stance and uses the large pads on the soles of its feet for stability, though it can run for short bursts on four legs. It has a short green-tipped tail, which is covered in coarse, wiry hairs, and is used for balance. Two arm-like limbs help it to climb trees, and its hands are capable of gripping and utilising tools. Its long neck is useful when gathering vegetation, and strong, flexible muscles allow the creature to extend its neck by a further 8-10 inches, when needed. The donriphant has two long ears which primarily function as cooling devices. As temperatures climb, the donriphant rotates its ears in a circular motion to cool the head and trunk. The donriphant has acute hearing. Many animals have fairly limited vision and so donriphants rely upon their keen sense of hearing to protect themselves from predators. Although the trunk functions mainly for breathing, it is also used for grasping, feeding, smelling,

drinking, making sounds and for protection. It grows an inch for every year of the creature’s life until they reach maturity.