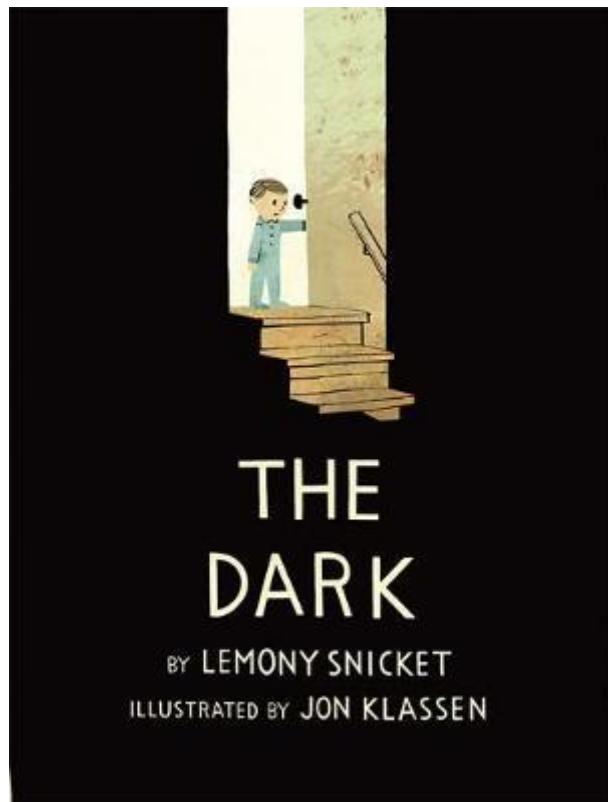


ENGLISH

WEEK 2



Please remember to keep your handwriting neat, tidy and joined.

Day 1

LO: To plan a story.

Watch the story of 'The Dark' https://www.youtube.com/watch?v=LZoM_r_mlco

Think/ discuss/ write:

Retell the story of 'The Dark' in your own words. Can you retell it in 6 sentences?

Think about the questions below:

What happened at the beginning?

Where was the story set?

What was the problem?

How was it solved (resolution)/ what happened at the end?

Using a similar idea from 'The Dark', create an outline for your own story.

Questions to think about: What fear would your story be about?

What could happen?

How will they overcome their fear?

e.g. What fear would your story be about? Sharks in the sea

What could happen? On holiday they are in the sea and there is a shark.

How will they overcome their fear? It is a vegetarian shark and the shark only comes close to be friendly.

Use the story plans on the next pages to help you. You might find it helpful to do one or both.

Copy and draw one of them into your book.

Character:

Setting:

Beginning:

Problem:

Resolution:

Setting:

First:

Next:

Then:

An example of a story map for another story, using pictures.

After:



Then:

Finally:

Day 2 and 3

LO: To write a story with a beginning, middle and end.

Here is a sentence however it is very boring.

Laszlo went downstairs to the basement.

We can make it more exciting with **adjectives** (describing words) more exciting **verbs** (doing words) and **adverbs** (-ly words to describe the verb).

e.g.

*Laszlo **crept** downstairs **nervously** to the **dark**, **cold** basement.*

Up level these sentences.

Laszlo opened the draw.

The dark said to come closer.

Laszlo went to bed.

What great things would we want to see to make your story fantastic?

In your distance learning books

Make your own tick list of things that make your writing exciting.

Check my list and add to yours.

Capital letters

Full stops

?

Exclamatory sentences (how or what sentences using !)

Subordinating conjunctions (because, when, if, that)

Expanded noun phrases/adjectives

Sentences openers- e.g.



Time	Order	Where
One day	At first	In the middle of the...
One morning	First	Under the bridge...
One evening	Second	Over the bridge...
After that	Third	In the distance...
After a while	Then	Far away...
Before long	Last	In a far off land...
Afterwards	Finally	Inside of...
As soon as	Next	At the end of...
At last		On top of the...
A moment later		Next to the...
In the meantime		Nearby...
Later on		Opposite the...
Meanwhile		
Soon		
During		
Now		
Next week		
All of a sudden		




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Have a go in your distance learning books, writing your own story.

Once you have had a go can you get a coloured pencil and see if you can add any more adjectives? (You may need to check your capital letters too)

Day 4

You might be afraid of the dark, but the dark is not afraid of you. That's why the dark is always close by.

The dark peeks around the corner and waits behind the door, and you can see the dark up in the sky almost every night, gazing down at you as you gaze up at the stars.

Without a creaky roof, the rain would fall on your bed, and without a smooth, cold window, you could never see outside, and without a set of stairs, you could never go into the basement, where the dark spends its time.

Without a closet, you would have nowhere to put your shoes, and without a shower curtain, you would splash water all over the bathroom, and without the dark, everything would be light, and you would never know if you needed a lightbulb.

Read the poem by Carol Ann Duffy

If you think of the dark
as a black park
and the moon as a bounced ball,
then there's nothing to be frightened of
at all.

(Except for aliens...)

Think: Why is the dark useful?

Answer the questions and statements below in your *distance learning books*

Think of some dark places
and why they are helpful

If there was no dark, what
could we not do?

If there was no dark, what
would we miss?

If there was no dark, what
inventions would be
useless?

Without the dark, we would not see stars.

We can make that sentence even better by describing the stars.

Fill in the gaps for these sentences.

Without the dark, we would not see _____ stars.

Even better by saying what the stars do and how they do it.

Without the dark, we would not see _____ stars that _____
_____.

Use the structure below to help you make a non-rhyming poem. See if you can add your adjectives and adverbs.

If there was no dark:

There would be no _____

And _____

There would be no _____

Fairy lights _____

There would be no _____

I could not dance _____

And my _____

There would be nowhere _____

No fun could be had _____

It would be harder to _____

If there was no dark.

Challenge: Could you make one yourself without the structure above?

Day 5

LO: To perform a poem.

Here is a poem about what the wind gets up to.

Read it through a couple of times so that you are familiar with all the words.

You are going to perform the poem.

What words could you use an action for?



If you would like someone at home to help you read or join in encourage them to!

Take a video of your performance and send it to me!

The Wind – a rhyming poem

I toss the kites into the sky,
And make the litter swirl and fly.
I blow around your ears and face,
The washing on the line I chase.

I push and shove the trees around,
And make their leaves fall to the ground.
You cannot see me when I'm here,
Tickling cheeks and biting ears.

I can be strong, I can be cold,
I can be gentle, I can be bold.
I cool your cheeks on summer days.
Or chase the clouds when they are grey.