

Literacy Activities

Week Beginning Monday 11th January 2021

In ALL WRITTEN TASKS;

- Please reinforce with your child the importance of starting EVERY sentence with a capital letter. If children don't know what some capital letters look like, please get them to refer to the [alphabet chart](#) provided.
- Please INSIST that your child ends EVERY sentence with the appropriate punctuation (either a full stop, question mark or exclamation mark).
- Please INSIST on correct spelling of 'tricky words' (children are allowed and should be encouraged to use the word mat provided - [Phase 2 to 5 tricky words](#)).
- Please encourage your child to use Phonics for spelling (see the [Phonics Sound Mat](#) provided).
- In class, we have already worked on conjunctions (and, but, so, because, when, if, so, although, even though). These words make children's sentences longer and more interesting to read. Please encourage your child to include some.
- We have also worked on adjectives. These also make sentences much more interesting. Please encourage your child to include adjectives wherever they can. E.g. instead of just writing 'the box', children could write, 'the big blue box with small shiny handles'.
- Finally, we have worked on verbs and adverbs. Verbs tell us what was happening and adverbs tell us how it was happening. E.g. instead of simply writing, 'the elephant was walking', children could write, 'the elephant was walking slowly and steadily'.

Activities

Monday 11th January

Learning Objective:

I can make predictions and inferences about a character.

Success Criteria:

- I can join in with a discussion about the main character.
- I can write questions (making sure to use a capital letter and a question mark) and my answers.

We are beginning our Roald Dahl Topic.

As part of our topic, we will be looking at the book 'The Magic Finger'.

For today's activity, please do not reveal the book or title to your child. Please only show your child the [Picture of the girl](#).

Children are to discuss the following questions. They could write the questions and their answers in their [Remote Learning Book](#).

- What does the picture remind you of?
- Where do you think the girl is?
- What do you think she is doing?
- What do we know about this girl?
- Would you like to meet her? Why? / Why not?
- What would you like to know about her?
- What do you think she is thinking / feeling? Why do you think that?

Children are expected to answer these questions from **looking at the picture only**. So we don't actually know very much. They might say that she enjoys playing outside. Or that she looks adventurous because she likes climbing trees. They might have spotted the building in the background and they might think that she lives there. They might suggest that it is in the countryside or that she looks like a nice person because she is smiling. They might want to know her name or her age. They might want to know if anybody else is there with her or why a story has been written about her.

When children have finished discussing the questions and writing their answers, you can share the [Letter From The Girl](#) with your child.

Discuss: Do we know anything else now?

Tuesday 12th January

Learning Objective:

I listen carefully as my teacher reads a story.

Success Criteria:

- I listen carefully as the story is being read.
- I talk about what has happened so far and what might happen next.

There is no written task today, however, if children would like to write a short summary of what they have heard and a prediction about what they think might happen next, then they are welcome to do so.

Please watch [the video](#) of Miss Jordan reading the first part of the story.

Wednesday 13th January

Learning Objective:

I am becoming familiar with the features of a letter.

Success Criteria:

- I can discuss the features of a letter with somebody at home.
- I can rearrange sections of a letter into the correct order.

For the activity today, you will need a copy of the [Letter From The Girl](#) that you looked at yesterday.

Spend some time with your child telling them about the features of a letter;

- A letter has the address of the person who is writing it in the TOP RIGHT HAND CORNER. The reason why we write OUR OWN address on a letter is because the person reading it might want to send a reply.
- An address usually has the house number or name, the name of the street or road, followed by the town, and finally the postcode. Sometimes it may be necessary to put the country as well, but not always.
- Under the address is the date because the person reading it might want to know when it was sent.

- After writing the address and date, we start writing ON THE LEFT again. Letters usually start with the word 'Dear', followed by the person's name.
- After writing their name, we start a new line once more and we write all of the things that we want to say to the person.
- When we finish writing the letter, we end by telling the person who it is from. We can do this in lots of different ways, depending on who we are writing to. So we could just put 'from' or 'love from' or even 'yours sincerely' if it is more formal.

After discussing the features of a letter, chop it up into pieces. How you do this is completely up to you. You could chop it into just 4 or 5 large pieces if you want it to be easy, or you could chop it into lots of tiny pieces to make it more difficult. Can your child rearrange the pieces to put the letter back into the correct order (like a jigsaw puzzle)? Once they have ordered the letter correctly, they can stick it into their [Remote Learning Book](#).

Thursday 14th January

Learning Objective:

I can discuss different points of view.

Success Criteria:

- I can listen to new information and discuss different points of view.
- I can record my own opinion and justify it.

The purpose of today's lesson is for children to try to understand the points of view of the different characters in the story. The Gregg family enjoy shooting animals and see it as harmless fun. The Girl, on the other hand, hates hunting and wants the Gregg family to stop. You and your child might have strong views on this subject, but the intention is for children to understand that different people have different opinions and that everyone is entitled to have an opinion.

Have a look at the article about fox hunting. You will need to explain a lot of the words to your child and try to explain the issues in terms that your child will understand. If your child is particularly sensitive, it may not be appropriate to describe exactly how foxes are killed. Use your own discretion!

http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_1717000/1717812.stm

Please note, this web page is very old!

Next, cut up the [Fox Hunting - For and Against Cards](#) and muddle them up. Help your child to sort them into two piles. One pile should be things that hunters might say and the other pile should be things that people against hunting might say.

Your child should then decide what their own view is. Can they write their opinion and give at least three reasons why they think that?

Friday 15th January

Learning Objective: I can learn new words that describe 'anger'.

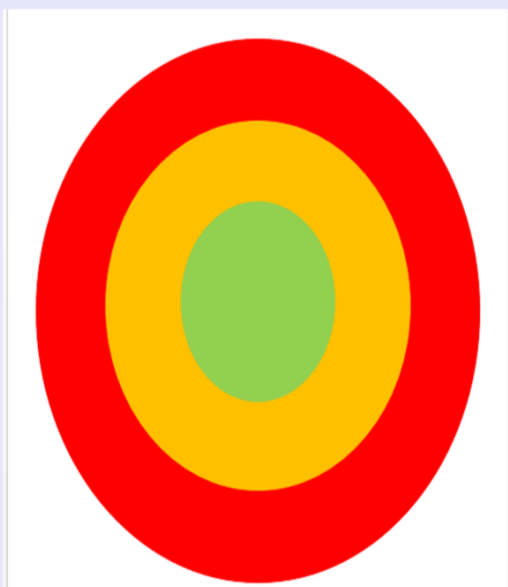
Success Criteria:

- I can think about how I feel when I am angry.
- I can read new words.
- I can sort and choose the strongest words.

The girl in the story feels extremely angry with the Gregg Family. Discuss with your child what it means to 'see red'.

We are going to learn new words to describe anger and sort them. The 'strongest words' might be words like 'furious', whereas 'weaker words' might be things like 'cross'.

incensed	outraged	
hot	displeased	tense
frustrated	cross	livid
fuming	enraged	angry
raging	on fire	furious
sad	irritated	
annoyed		



Above is a target board and lots of words to describe anger. Can you draw your own target board? Write the strongest words in the middle. The strongest words are the ones that mean 'extremely angry'. In the yellow circle you will write words that you think are slightly weaker or mean 'slightly less angry'. In the red circle you write words that are the weakest or that only mean 'a little bit angry'.

When you have sorted the words, can you choose three words that you like the most and write them in sentences, e.g. 'The Girl was absolutely furious with the Gregg family because she didn't like them killing animals'.