

Literacy Activities

Week Beginning Monday 18th 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
<p>Monday 18th January</p> <p>Learning Objective: I can understand how a character is feeling at a certain point in the story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can listen to the story.• I can imagine myself as a character from the story.

- I can write speech bubbles.

Last week, Miss Jordan read you the very beginning of the story (The Magic Finger). We had just read about Mr Gregg and his sons, William and Philip, coming out of the woods, carrying a young deer that they had shot. The Girl was so angry about it that she started shouting at them.

When The Girl gets angry, she can put The Magic Finger on people. Watch the video of Miss Jordan, reading the next part of the story. [Video for Lesson 1 \(part 1\)](#). You will find out how The Magic Finger works.

Now you need to watch the next videos, where Miss Jordan will explain what happened to The Gregg Family. [Video for Lesson 1 \(part 2\)](#) and [Video for Lesson 1 \(part 3\)](#).

There are [5 different sheets](#) that show pictures of the family as they wake up and realise what has happened to them.

- 1 - Mr Gregg waking up and realising that his arms don't seem to be working.
- 2 - Mr Gregg jumping out of bed and Mrs Gregg still in the bed.
- 3 - Mrs Gregg looking in the mirror.
- 4 - William and Philip flying in.
- 5 - The whole family, out and flying together.

You can either print the sheets out and write on them, or you can draw your own versions of the pictures. Can you add speech or thought bubbles to show what the characters might be saying to each other or what they might be thinking?

Try to make your speech bubbles interesting. Each picture could have several speech bubbles, for example, the first picture where Mr Gregg is waking up, could say:

- Why won't my arm come out from under the covers?
- Hmmmm! My other arm isn't working either!
- I wonder what time it is?
- Am I the first person to wake up?
- Those ducks were creepy last night!

Make sure that writing inside your speech bubbles starts with a capital letter. Make sure that your sentences end with the correct punctuation (full stop, question mark or even exclamation mark). It is still a sentence, even though it is inside a speech bubble!

Tuesday 19th January

Learning Objective: I can write questions and statements.

Success Criteria:

- My questions are about the story.
- I start all of my sentences with capital letters.
- I use question marks at the end of questions and full stops at the end of statements.

Watch and listen to Miss Jordan reading the next part of the story (video).

[Video for Lesson 2 \(part 1\)](#) and [Video for Lesson 2 \(part 2\)](#). When the Gregg family first found out that they had wings, Mr and Mrs Gregg were shocked and they didn't seem to like it very much. William and Philip, on the other hand, were very excited and happy because they found that they could fly. At the end of that section, the whole family had become excited about flying and they were enjoying it very much. Even Mrs Gregg, who said her wings were not tired and she felt as though she could go on forever.

However, in this next section, we find out that being a bird isn't always fun. The Gregg's face the fact that they have nowhere warm and safe to live and sleep. They also wonder what they are going to be able to eat.

For your activity today, imagine that you can talk to William and Philip. Imagine that you could ask them questions about what happened to them, like a news reporter who is interviewing somebody. What might you ask them and what might their answers be? Write down your questions (making sure to use a capital letter at the start and a question mark at the end). Can you write down what their answers might be as well? This would be a great opportunity to use some conjunctions, adjectives or maybe even some verbs and adverbs.

Here are some examples of what you might write;

Q - How did you feel when you first realised that you could fly?

A - We were very excited! It feels wonderful when you are gliding through the air so gracefully! You might think that it is hard work, but it isn't. Our wings weren't tired at all.

Q - What did you think when your dad first suggested building a nest?

A - We thought he was crazy at first. We had never built a nest before and we didn't think that we would be able to do it. We pointed out that we wouldn't be able to carry the sticks because we didn't have arms and hands anymore, but we soon discovered that we could carry them quite easily in our mouths. By the time the nest was finished, it was strong and very warm and cozy because we filled it with leaves and feathers. We were very proud of our dad in the end.

You could ask all sorts of questions! You could ask about eating apples without any arms or hands. You could ask about how they felt when they looked through the window and saw what the ducks were doing. You could ask what their first thoughts were when they woke up.

This is a piece of work that we would really like to see. If you are able, please take a photograph of it and e-mail it to the Year 2 e-mail address. Miss Jordan and Mr Killick can't wait to see what you've written and will provide feedback. Please make clear who you are and which class you are in, we can usually figure these things out, but it isn't always obvious!

Y2@elystjohns.cambs.sch.uk

Wednesday 20th January

Learning Objective: I can imagine what it might be like to be outside all night in a storm.

Success Criteria:

- I can draw a picture of a storm.
- I can write sentences (with adjectives, verbs and adverbs) to describe a storm.

Begin by watching and listening to Miss Jordan reading the next little section of the story. [Video for Lesson 3](#). At this point, the Gregg family have realised that they will have to spend the night in the nest that they have built at the top of a tall tree. They may be safe from predators, but they soon

discover how terrible it is to be outside in a storm all night, up in a high branch and being blown around in the freezing wind.

This is an opportunity for children to understand what that might be like and to empathise with the characters.

Ask your child to listen to the following piece of music on You Tube;

<https://www.youtube.com/watch?v=2X7JDvTarqQ>

If your child is happy to do so, ask them to close their eyes as they listen (some children do not like to close their eyes, and that is OK if they don't want to). Ask how did it make you feel? Did it remind you of anything? See if your child can come up with any descriptive words or phrases and jot these down (they may come in handy for a piece of writing later on).

You may also like to watch some video footage of storms. It is probably a good idea to watch these first before showing them to your child, as some children may find the videos worrying. You might want to explain to your child that storms this bad, rarely, if ever, happen in the UK. Please also use the links I have provided, rather than simply searching for 'storm footage', as I have found when searching that some videos contain bad language!

<https://www.youtube.com/watch?v=EyyuBvbla8k>

<https://www.youtube.com/watch?v=wSXvcveNSTQ&t=81s>

<https://www.youtube.com/watch?v=gOG48rcTG8I>

After listening to the storm music and watching the videos (if appropriate), the task is for children to draw their own storm picture. They might choose to use pencil only, or to use only dark colours. They could draw in pencil, felt tip, chalk or even charcoal (if you are able to get any). They might choose to paint, rather than draw. How can they show things like wind and rain in their picture? Perhaps by drawing trees being blown to the side or using diagonal or horizontal lines to show the direction of the wind and rain. Be as creative as you like. The idea is to show how unpleasant, uncomfortable or even frightening it would be.

Around the outside of the picture or on a separate piece of paper, ask your child to write words and phrases to describe the storm (a good opportunity to use adjectives, verbs and adverbs). You might write things like;

- The wind was howling loudly as it bent the huge trees.
- The lightening flashed constantly and the thunder rumbled deeply.

- The storm was angry and frightening.

Be as creative as possible!

Thursday 21st January

Learning Objective: I can draw a story map to retell the story.

Success Criteria:

- I include all of the main story events.
- I include words and phrases to describe story events and to show how the different characters are feeling.

For today's session, you will need to watch the videos of Miss Jordan reading to the end of the book. [Video for Lesson 4 \(part 1\)](#), [Video for Lesson 4 \(part 2\)](#), [Video for Lesson 4 \(part 3\)](#). You might want to watch the previous videos too.

Draw a story map to show what happened. Your story map doesn't need to be too detailed, just little stick figures will do. You should draw small pictures to show all of the things that happened and use arrows between one picture and the next to show the order that things happen. Or you could present it like a cartoon strip. You could add words and phrases to express what was happening and how the different characters were feeling at different points. You might also like to include speech or thought bubbles. You should include the following events;

- The Gregg family out hunting and the Girl being angry with them.
- The fact that the Girl has a magic finger and what happens when she gets angry (you might want to include the bit about Mrs Winter and what happened to her).
- The Greggs waking up and being rather alarmed at what has happened to them.
- The Greggs enjoying being able to fly.
- The ducks taking over the Greggs family home.
- Nest building and eating apples.
- The storm.
- The ducks talking to the Greggs.
- The Greggs learning a lesson and changing their behavior.

Friday 22nd January

Learning Objective: I can reflect on the story and summarise it.

Success Criteria:

- I can think about the story as a whole.
- I can answer questions and write down my thoughts.

Think about the whole story and answer the following questions;

- How did the Gregg family feel about hunting at the beginning of the story?
- How did the Girl feel about hunting?
- How did the Greggs feel about hunting at the end of the story?
- Why did they change their minds? Do you think they learned a lesson?
- Who are the Cooper family? What do you think will happen to the Cooper family?