

## Literacy Activities

Week Beginning Monday 8th February 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
<b>Activity 1</b> Monday 8th February  <b>Learning Objective:</b> I can compare two versions of the same story. <b>Success Criteria:</b> <ul style="list-style-type: none"><li>• I listen / watch carefully as each story is read.</li><li>• I can talk about the stories.</li></ul>

- I can talk / write about similarities and differences between the two stories.

This will be the final week of our Roald Dahl topic, so we are going to base it on a short story from Roald Dahl's 'Revolting Rhymes'.

The story we have chosen is 'Jack and the Beanstalk'.

First watch the original version of the story;

<https://www.youtube.com/watch?v=W5rxfLRgXRE>

You might want to talk about the fact that this story has been written many times, by many different people, so some of the details might differ from other versions they might have seen or read. You might have seen it on stage as a pantomime or you might have a copy of it in a book at home. There are also lots of other versions on You Tube.

Next, watch and listen to Roald Dahl's version of the story;

<https://www.youtube.com/watch?v=CpAoCUN4toE>

Talk about the similarities and differences between the two stories. You might even want to record them in a table like the one below.

Things that were the SAME	Things that were DIFFERENT
The characters were, Jack, Jack's Mother, the man with the beans, the giant / ogre.	The giant / ogre's wife wasn't in Roald Dahl's version.
Jack and his mother were poor and decided to sell their cow.	Jack's mother was nice in the original version, but very mean in Roald Dahl's version.
The mother was unhappy about Jack bringing home beans.	There were golden leaves in Roald Dahl's version, but coins, a hen that lays golden eggs and a golden harp in the original version.

## Activity 2

Tuesday 9th February

**Learning Objective:** I can write a character description.

**Success Criteria:**

- I can choose my character or characters and the version of the story I want to write.
- I can think of lots of adjectives to describe my character.
- I can use my adjectives to write an interesting character description.

Today we are going to write a description of one of the story characters (or you can write descriptions of more than one character if you wish). Later in the week we will be writing our own versions of the story and your character description(s) can be included in your story. [Read the instructions for ACTIVITY 3 before you start, because it might influence the decisions you make at this stage.](#)

Start by choosing a character. You might choose;

- Jack (or equivalent - see ACTIVITY 3),
- Jack's mother (or equivalent - see ACTIVITY 3),
- The man with the magic beans (or equivalent - see ACTIVITY 3),
- The giant / ogre (or equivalent - see ACTIVITY 3),
- The giant / ogre's wife (or equivalent - see ACTIVITY 3),

Think about which version of the story you would like to write. Jack's mother is quite a different character in Roald Dahl's version compared to the original version. The giant / ogre's wife wasn't even in Roald Dahl's version. So try to decide now which version of the story you want to write later in the week.

Once you have chosen your character, try to think of as many adjectives to describe them as you can. You might want to draw a picture of your character and write your adjectives around the outside of the picture, or you might just want to make a list. We have included some sheets ([character description sheets](#)) which have suggested adjectives for each character, but choose carefully as not all of the adjectives will apply to every character. It would be nice to try to think of some of your own before looking at the sheets too.

Now it is time to write your character description. You will be aiming for a short paragraph, perhaps 4 or 5 sentences. We want to avoid just writing a

list of adjectives though. Below, **in red**, is an example of just listing adjectives, and an example, **in green**, of a much more interesting description;

**Jack's mother was mean, cruel, violent and nasty. Jack's mother was horrible, old and ugly. Jack's mother was smelly and dirty.**

**Jack's mother was lonely because she was a widow. She was also very poor and couldn't afford to buy enough food for Jack and herself. Being lonely and poor had made her grumpy, bad tempered and cruel. When she was feeling cross, she sometimes beat Jack and she could be very violent. She also frowned a lot and that had made her look ugly and wrinkly. She had a loud, angry voice that could be heard for miles around.**

Later in the week, we will write our own version of the story and you will be able to include your character description in your story. **You might want to write it on a separate piece of paper, so you can just glue it in to your story later in the week.** This means that you won't have to write your description twice!

You might want to write a description of two characters, or even all of the characters. This is one of the ways to make your story more interesting for your reader.

### **Activity 3**

Wednesday 10<sup>th</sup> February

**Learning Objective:** I can create a story plan.

**Success Criteria:**

- I can draw a simple story map.
- I can choose one or two elements of the story to change (to make it my own).

Today we are going to make a story plan.

Start by drawing a story map that tells either the original story, or the Roald Dahl version. See picture below;



## Jack and the Beanstalk



Jack and his mother were poor.



Jack went to market to sell the cow.



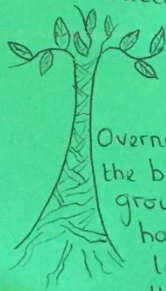
Jack sells the cow to a strange man. The man gives him magic beans.



She throws the beans on the rubbish dump.



Jack's mum beats him with the vacuum cleaner.



Overnight, the beanstalk grows and has golden leaves at the top.



Fee fi fo fum!  
I smell someone!



Jack climbs the beanstalk but the giant/ogre smells him.



Fee fi fo fum!  
I can't smell anyone!



Jack has a bath.

Jack's mother climbs and gets eaten.

Yum!



Jack takes the golden leaves.

The giant/ogre can't smell Jack.

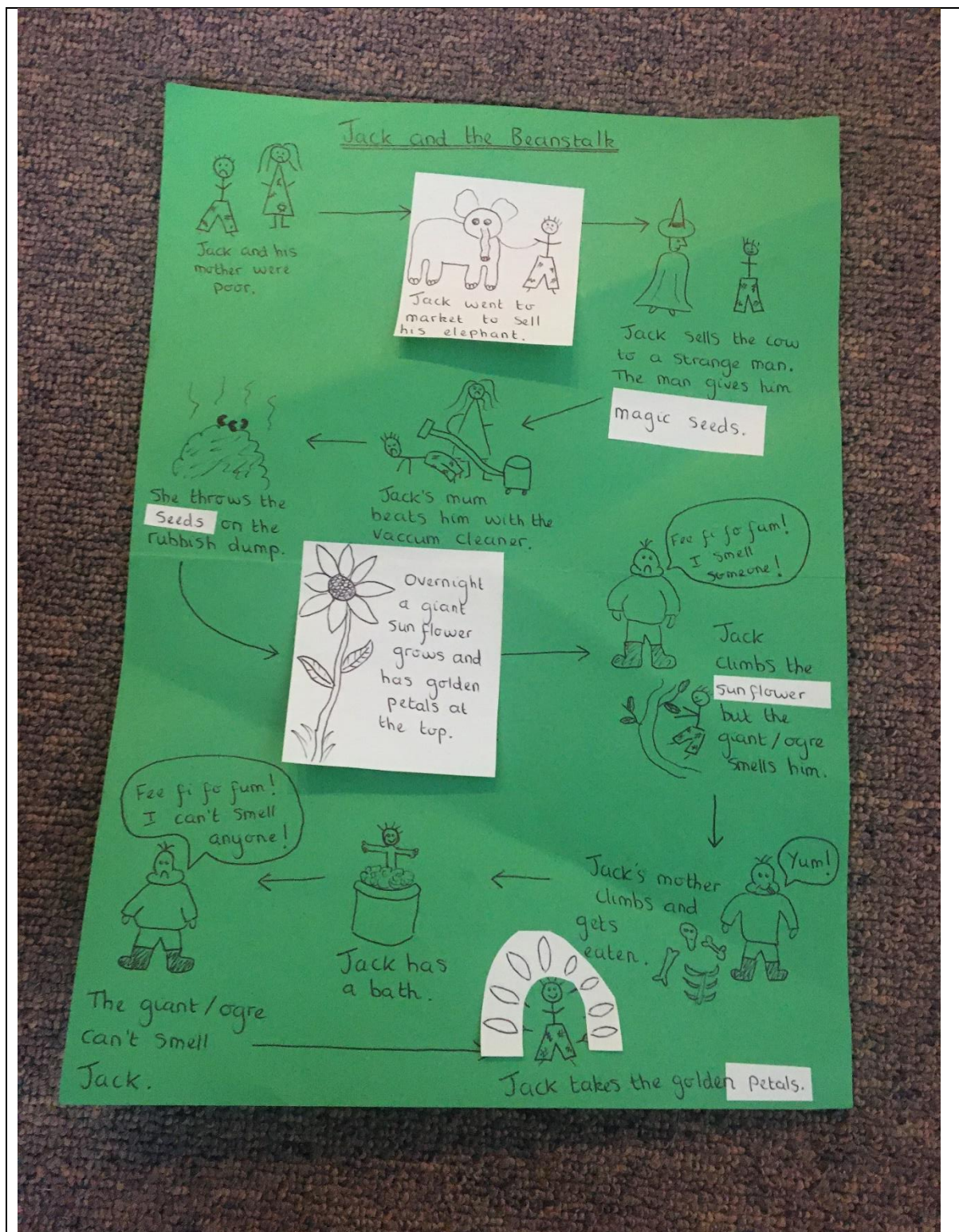
Now, we want our story to have the same structure as this one, but we don't want our story to be *exactly* the same. So we are going to change just one or two elements. Things you might change could be;

- Changing a character or characters. Maybe your main character isn't going to be Jack, maybe it is somebody else? Maybe it is somebody called Bob? Or maybe it is a girl instead of a boy? Maybe you don't have Jack's mum, maybe you have his dad instead? Maybe your giant / ogre is a troll instead?
- Maybe in your story, Jack isn't selling a cow. Maybe it is a horse, or a sheep, or a goat, or even something totally different like a monkey or an elephant?
- Maybe in your story you don't have magic beans and a beanstalk. Maybe you have magic sunflower seeds and a giant sunflower?
- Perhaps Jack's mum doesn't beat him with a vacuum cleaner? Maybe it is a wooden spoon or a broom or anything else that might be nasty?
- Maybe the giant / ogre doesn't smell Jack. Maybe he hears him instead and Jack needs to trick him into wearing earplugs?!

The possibilities are endless!

I have chosen to change a couple of things. I have changed them by sticking a small piece of paper over the top on my story map. Can you do the same? See picture below;





Excellent work!!!! You now have a plan that will help you tomorrow when it comes to writing your story!!!! ☺

## Activity 4 and 5

Thursday 11<sup>th</sup> February and Friday 12<sup>th</sup> February.

We would like to see this piece of work. Please see the instructions at the bottom of this document, as how you do this will depend upon whether, or not, you have already handed in their Remote Learning Book.

**Learning Objective:** I can write a story.

**Success Criteria:**

- I use my story plan to help me remember each story event.
- I include my character description(s).
- I include features of Year 2 Writing, to make my story interesting for the reader.
- I edit and improve my work.

So, over today and tomorrow, you are going to use your story plan to write your own version of the story. You should have all of the usual things handy ([Alphabet Chart](#), [Phase 2 to 5 Tricky Words](#), [Phonics Sound Mat](#)). Your story should be a decent length (half a page to a full page, or perhaps even more).

Use your story plan to write about each event separately and in the correct order. [You can also glue your character description\(s\) in at the appropriate point\(s\) in the story.](#)

You can include some (but not necessarily all) of the following:

- Adjectives to describe people, places, objects or events, e.g. 'The tall and strong plant.'
- Verbs and adverbs to describe things that were happening and how they happened, e.g. beat - violently, climbed - carefully, shouted - loudly.
- Commas when listing things, e.g. 'The leaves were large, golden, shiny and beautiful.'
- Apostrophes for possession, e.g. Jack's mother.
- Apostrophes for contracted forms, e.g. 'couldn't' is short for 'could not'.
- Conjunctions to make your sentences longer and more interesting, e.g. 'and', 'but', 'so', 'because', 'even though'.
- Suffix Words - see [List of Suffix Words](#).
- Different types of sentences, e.g. questions, such as, 'Why did you sell the cow for magic beans?' or exclamations, such as, 'You silly boy!'



Obviously, children are at very different stages with their writing and the above list will not be appropriate for everybody. Some children might stick to very simple sentences and you might feel it is better for them to concentrate on starting sentences with capital letters, ending them with full stops and applying their Phonics to spelling. Other children might be able to include one or two elements from the above list and others might be able to include most or even all of them. It is difficult to differentiate when setting online learning tasks, but do what feels right for your child and encourage them to do what they are able to do.

After writing their story, encourage your child to edit it in the same way that they did last week. Choose a different colour pen or pencil and encourage them to change only things that you feel they **SHOULD KNOW**. So that might be correcting missing capital letters, or it might be using their Tricky Word mat to change the spelling of misspelled tricky words. Like last week, we don't want to pull children's work to pieces and criticize them for every single mistake! Choose only a small number of things to correct.

We would like to see this piece of work. We are aware that you have been asked to hand in your child's [Remote Learning Book](#) and collect a new one. If you have not yet handed the book in, you could do so during the first week back after half term and in that case, this piece of work will be in the book. If you have already handed in the old book and collected your new one, just send a photograph of this piece of work to [Y2@elystjohns.cambs.sch.uk](mailto:Y2@elystjohns.cambs.sch.uk).