
ENGLISH

Session 1 - Close Read

Teacher Notes

The purpose of a close read activity is to gain an understanding of the text by reading it multiple times and making sure we really study what the author is trying to tell us.

(*All close read texts are age appropriate.)*

Close Read Instructions:

1) Read the blurb about the text to see where it it taken from.
2) Look at the vocabulary highlighted. Do you know what the words mean? The vocabulary box will help you.
3) Read the text to yourself and think:
   What did I just read?
   What did it say?
1) Now read the text again with a grown-up.
2) Read the questions and now reread the text again to find the clues for your answer.
3) Answer the questions in writing.

1 Jabbed with the Eiffel Tower

You can't blame me. All I did was jump out of the window. OK, so it was the big window at the vet's surgery. Mrs Vet-Person shouldn't have left it open, should she, and anyhow, what would you do if a vet came at you with a whopping great big needle?

'Just a tiny jab,' Mrs Vet-Person said. Oh yes? I saw the evil grin on her face AND I saw the size of the pointy needle. Big? It looked like the Eiffel Tower! I was off like a streak of lightning.





Vocabulary Box

Eiffel Tower - a tall tower in France shaped like a large needle.

surgery - place where a doctor or a vet examines their patients

streak - fast flash

Blurb

Today's extract is from the book Kidnapped. It's by author Jeremy Strong who writes a lot of funny stories often about animals. This one is all about a dog called Streaker - the worlds fastst dog. We meet him here at the start of the story.

Questions

1. Why has Streaker jumped out of the window?

1. Write down **two** reasons why Streaker blames Mrs Vet-Person.

1. How does Streaker make the needle sound big?

1. How do you know that Streaker got away quickly?



Session 2 - Sentence Writing

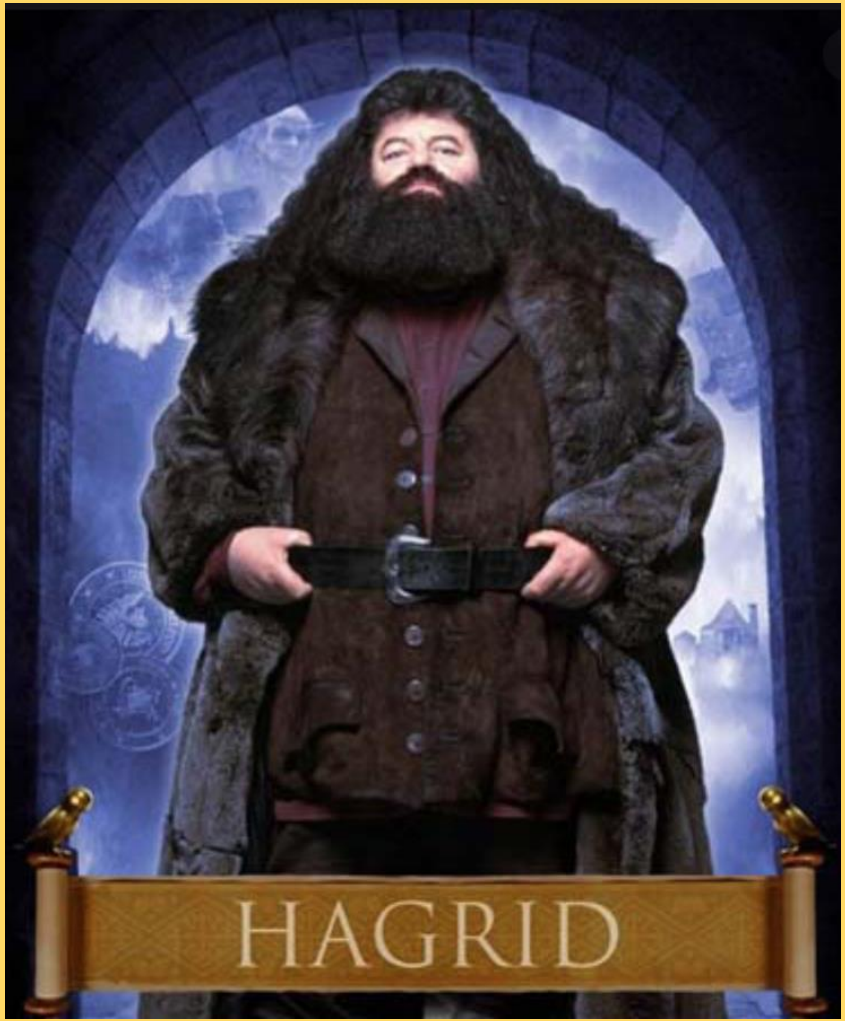
Teacher Notes

The purpose of this session is to practise some precise grammar skills in sentence writing. The skill we are looking at today is to use adjectives (describing words) effectively. The purpose of using adjectives is to make our descriptions clearer and to ‘paint’ a specific picture in the reader’s mind. We suggest that no more than two adjectives are used to describe something (where two are used, a comma may be used to separate them). To use adjectives effectively, they must add something - there is little use in using *tall* to describe a skyscraper or *green* to describe grass.

Can you guess which character from Harry Potter this is describing?

A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair.

Look on the next page to see who it is.


HAGRID

Can you write two adjectives for each labelled part of this character?

_____ , _____

_____ , _____

_____ , _____

_____ , _____

_____ , _____

_____ , _____

_____ , _____



Now write a paragraph about this boy using the adjectives you have collected?

Session 3 - Reading Comprehension

Teacher Notes

Typically reading comprehension extracts are longer than those used for Close Read exercises. The purpose of the reading comprehension is, as the name suggests, to develop and demonstrate an understanding of the text. Your child should be encouraged to read the text twice before attempting to answer the questions. They should refer to the text as they are answering the question using the techniques of ***scanning*** (searching the text for a key-word) and ***skimming*** ('hopping' over the text not reading every word in order to locate the part where the answer may lie).

Close Read Instructions:

1) This text is about a famous explorer - Neil Armstrong - who we will be looking at in History sessions.
2) Read the text.
3) Now read the text again with a grown-up.
4) Read the questions and now reread the text again to find the clues for your answer (look for key-words in the question and use ***scanning*** and ***skimming*** to help you find them in the text.
5) Answer the questions in writing.

Neil Armstrong

Who was Neil Armstrong?



Neil Armstrong was an American astronaut famous for being the first ever man to walk on the moon.

His Early Life

Born in 1930, in the state of Ohio in the United States of America, Neil Armstrong worked hard to achieve his dream. He was only 15 years old when he received his pilot's licence and by the time he had left university, he had flown over 200 different aircraft! In September 1962, he was accepted to NASA's astronaut corps, where he knew he might one day go in to space.

Famous Words

Neil Armstrong died on 25th August 2012 but he will always be remembered for his famous words. As he stepped off his spacecraft, Apollo 11, on to the moon's surface, he was heard to say, "That's one small step for man, one giant leap for mankind."

Walking on the Moon

His first trip into space was aboard spacecraft Gemini 8 but it was in 1968 that he was offered the chance to command the space mission Apollo 11. This would be the first manned landing on the moon. After months of practice and preparation, the Apollo 11 spacecraft launched from the Kennedy Space Centre in Florida on 16th July 1969. Neil Armstrong along with Buzz Aldrin, landed safely on the moon. He became the first man to walk on its surface on 21st July 1969. The astronauts arrived home to Earth on 24th July 1969.

Now look on the next page for the questions...

Questions

1. Who was Neil Armstrong? Tick two.

   - ○ A famous American astronaut
   - ○ The first man to fly in space
   - ○ The first man to walk on the moon.

2. Number the events below to show the order in which they happen.

   - ○ He received his pilot's licence.
   - ○ He flew in spacecraft Gemini 8.
   - ○ He arrived safely home.
   - ○ He was accepted to NASA's astronaut corps.

3. What happened to him in September 1962?

   _____

4. Fill in the missing word.

   This would be the first manned _____ on the moon.

5. Find and copy the words that show he was not alone in landing safely on the moon.

   _____

6. Why do you think he said that landing on the moon was a giant leap for mankind?

   _____

   _____

   _____

Copy out two.

Copy out in the right order.

When you have finished, show your grown up and check your answers with them (on the next page).

Answers

1. Who was Neil Armstrong? Tick two.

   ⊘ A famous American astronaut
   ○ The first man to fly in space
   ⊘ The first man to walk on the moon.

2. Number the events below to show the order in which they happen.

   ① He received his pilot's licence.
   ③ He flew in spacecraft Gemini 8.
   ④ He arrived safely home.
   ② He was accepted to NASA's astronaut corps.

3. What happened to him in September 1962?

   He was accepted to NASA's astronaut corps.

4. Fill in the missing word.

   This would be the first manned **landing** on the moon.

5. Find and copy the words that show he was not alone in landing safely on the moon.

   along with Buzz Aldrin

6. Why do you think he said that landing on the moon was a giant leap for mankind?

   It was a giant leap for mankind because nobody had ever landed on the moon before.

Session 4 - Writing Task

Teacher Notes

This is an open-ended writing task with a picture as the prompt. Hopefully, it provides scope to practise using some great adjectives. The writing need not be a whole story, it could be just part. The initial task just gets the children to discuss the image, to imagine they are actually on the island and what adventure could befall.

Once your child has had a go at writing the story, ask them to proof-read it, this is where they look at any spellings which they think may not look right, check for grammatical errors (capital letters and full stops) and whether the sentences actually make sense. Have fun!

Instructions:

1) On the next page is a picture of a map that we would like you to use to write a story.
2) The first task is to image that you have landed on the island. Explore the picture with your eyes. Where would you go? What adventures could you have? Where might you go? What might you find? Who might you meet?
3) Then have a go at writing part of a story based on the map.
4) When you have finished, go back and check you writing for spellings, CL, FS and sense.

How did you get here?

What will you find?

Where will you explore?

Where will you sleep at night?



How will you escape?

Who left these things?

What are the dangers?

Who might you meet here?

Now here is your chance to write part of the story based on the map.

Here are some key words that might help.

island
cove
forest
palm trees
cliffs
beach
rapids
boulders
swamp
clearing

deserted
empty
forbidding
dark, gloomy
deadly
isolated
dense
abandoned

lonely
courageous
terrified
nervous

explore
hike
trek
clamber
discover
relax



Session 5 - Improving Writing

Teacher Notes

This activity gives your child an opportunity to read an existing piece of writing, to correct and to improve it. There are errors in spelling, punctuation (missing capital letters, question marks) and grammar (tense, singular/plural agreement) and general sense. In addition to this, your child could be encouraged to add improvements or replace weak adjectives (e.g. *nice, big, happy*).

Instructions:

1) Read my version of the story.
2) There are mistakes, can you copy the writing but correcting the mistakes (some of these have been done in a different colour to help you).
3) Can you improve my writing by using better adjectives
4) Challenge: Can start some of the sentences off in more intresting ways?

i found myself woshed up on the beech of a deserted island. None of my ship-mates seemed to have survived the wreck. i was alone. how long had I been asleep on the yellow sand. the sun started to beat down on my bac and i decided that I need to explore. Wear shud i go I pick myself up and stagger towards the tree-line along the edge of the sure. I soon finded myself in a deep, black forist. strange animal noises came from the gloom. I feeled terrified but at last I come two a clearing. I found meself stood in front of for big boulders. On top of the tallest too were what looked like big

straw nests. From within this ne

feathery heads. Were i_____

_____i imagining it, or was these the heads of

long



Key

__ - spelling

wrong tense

adjective

wrong singular/plural

improve my