



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) Look at the vocabulary highlighted. Do you know what the words mean? The vocabulary box will help you.
- 2) Read the text to yourself and think:
What did I just read?
What did it say?
- 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.
- 5) Answer the questions in writing.

It wasn't a **sin** to steal if you only took forgotten things.

Leander had been watching the ugly **mutton** pie in the bakery window for hours. It was **lopsided** and slightly squashed. All day customers had ignored it **in favour of** plump loaves, golden apple pies and sugar-sprinkled shortbread. The pie was left alone, unwanted and forgotten.

Leander knew how that felt.

Vocab Box

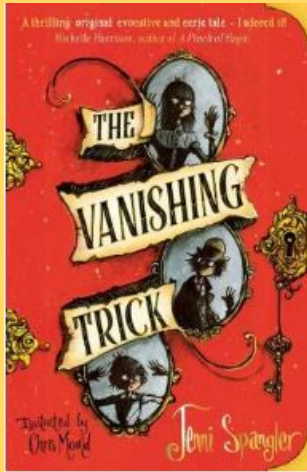
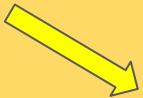
mutton - cheap, meat (from sheep)

sin- something that's wrong to do

lopsided - leaning to one side

in favour of - choosing something better

Today's extract comes from this book.



Questions

- (1) Why do you think no-one wanted the mutton pie?
- (2) How does the author make the loaves, apple pies and shortbread sound nice?
- (3) What do you think Leander is going to do?

Sessions 2,3,4 and 5



Click here!

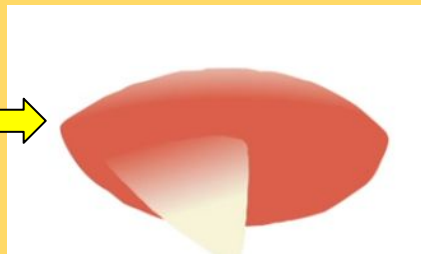
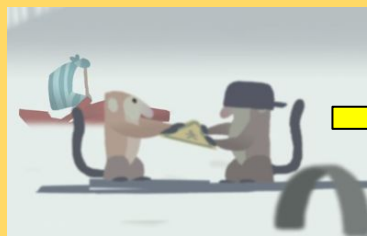
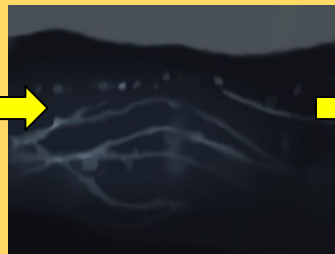
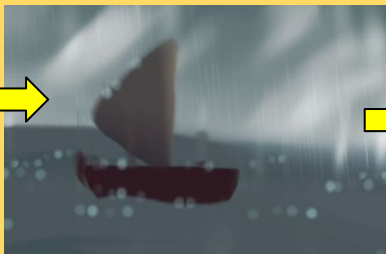


<https://vimeo.com/22894261>

This week, we are looking at a video story called Little Boat. It's about a little boat who suffers some terrible things but then the kindness of people and animals help him to recover.

We will be writing our own words to go with the video. Don't worry if you haven't got an iPad, tablet or laptop to watch the video, the pictures are shown on the next page.

To watch it, please click on the link on the left.

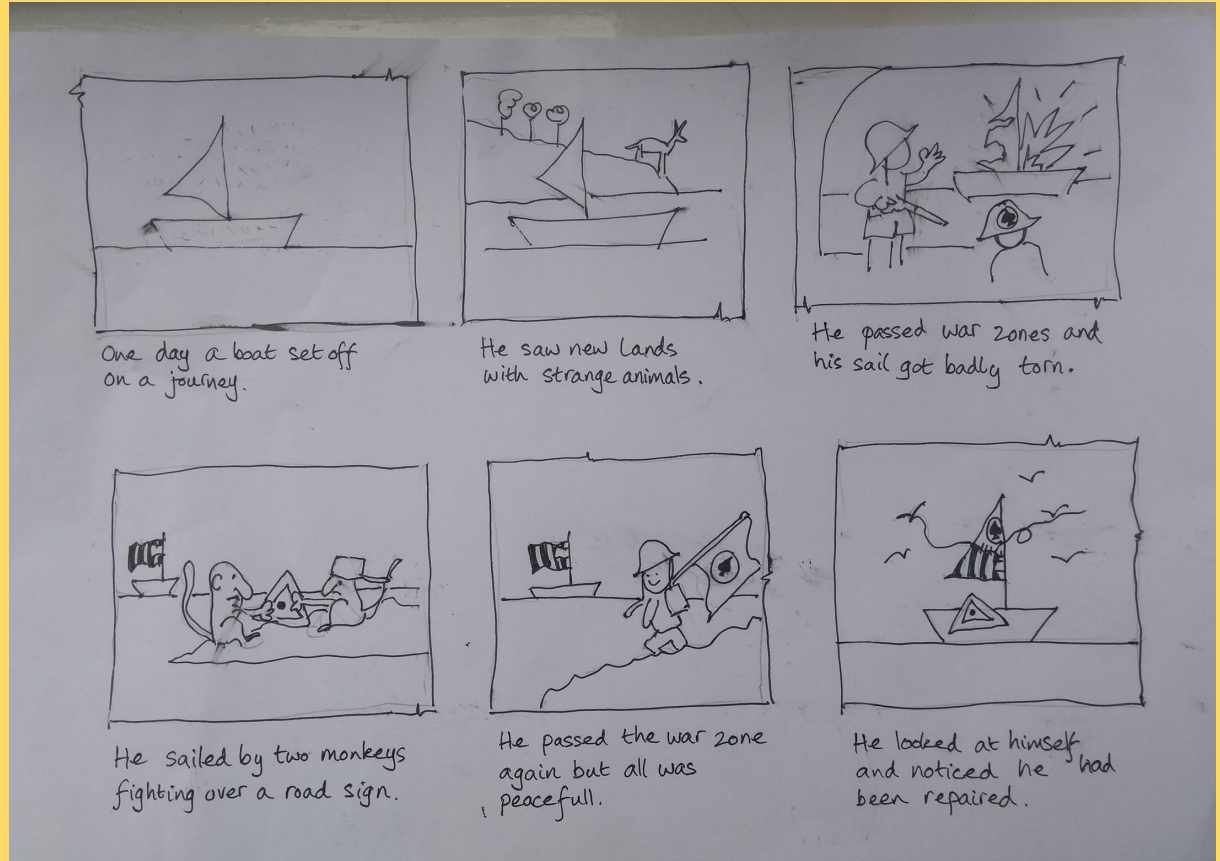


Task 2 - story plan.

The video had no words so you are going to write the story to go with it.
Today, we are just going to plan our story.

Make a story board like mine.
Draw 6 pictures that you think would help you tell the story. Make sure they are in the right order. Write a short sentence underneath each one.

We are going to use our plan to help write our story later in the week.



Session 3 - Time Connectives

Time connectives are used to move a story along in time. They are words like *after, next, then, eventually*. We will need to use them in our story tomorrow, so we are going to practise using them today.

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Here are some time connectives.

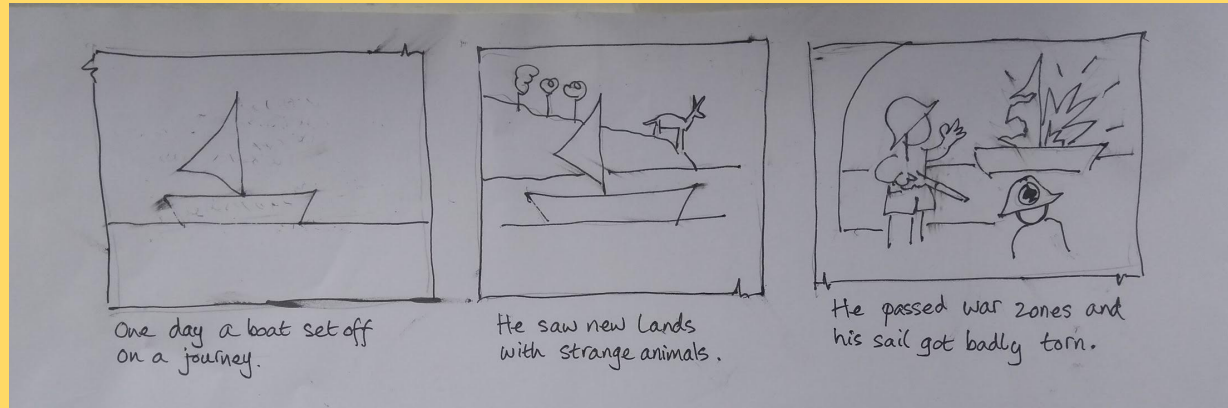
Task 3 - time connectives.

Copy these sentences and choose time connectives on the previous page to fill in the gaps.

1. It had been a long day but _____ it was time for a bath.
2. _____ I was watching TV my brother climbed up the tree.
3. _____ the monster jumped out from behind the bush
4. _____ I could have more steak, I had to eat all of my peas.
5. Mrs Ben took the dog for a walk _____ she gave him some water.
6. _____ Tess picked some beautiful flowers.



Session 4



Today we are going to start writing the first half of our story! We are going to use the first 3 pictures of our plan. So far, we have only written a sentence for each picture. Today we are going to write more and add more detail. Have a look at my story so far.

**Time
connectives**

One *cold, blustery* day, a *little* boat set off on a journey all by himself. *Before long*, the wind began to blow and the boat soon picked up speed. *Eventually*, it found itself on the *huge, wide* ocean. *After many days*, it passed a *strange, dark* island covered in trees. A *curious* deer crept down to the shore to take a look.

Adjectives

Go to the next page ready to start!

Task 4 - writing the first part of our story.

Ok, here are the time connectives you could use.
You can use my first sentence to get you started if you want
(just fill in the gaps)!

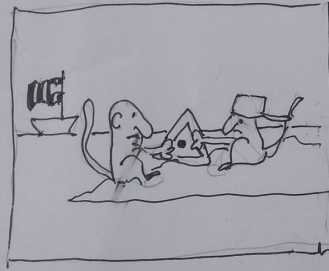
*One _____ day, a _____ boat set off on a journey all
by himself.*

Other useful words:

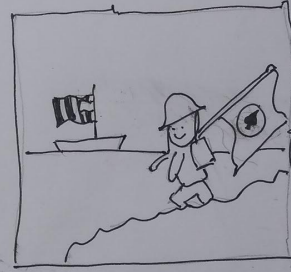
ocean	island	strange	war
soldiers	monkeys	washing	explosion
tore	storm	passed	

before	earlier
in the beginning	in the end
later	meanwhile
suddenly	while
second	after that
after	as soon as possible
eventually	finally
just at that moment	just then
next	several months later
first	without warning

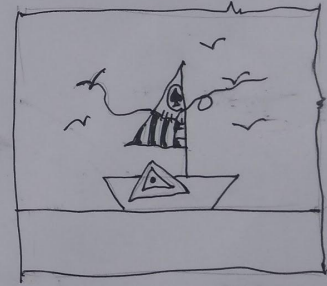
Session 5



He sailed by two monkeys fighting over a road sign.



He passed the war zone again but all was peaceful.



He looked at himself and noticed he had been repaired.

Today we are going to finish writing the last half of our story! We are going to use the last 3 pictures of our plan. Remember to try and add plenty of detail about what the little boar saw and use **time connectives** to move your story along. Have a look at my story so far.

Time connectives

Several months later, the *little* boat drifted passed a very strange sight. Two monkeys were fighting over an *old*, *battered* road sign. *Suddenly*, they look up and saw the little boat. They felt sorry for it when they saw it's *broken* wood and *immediately* helped to fix it using the road.

Adjectives

Go to the next page ready to continue!

Task 5 - writing the last part of our story.

Ok, here are the time connectives you could use.
Don't forget to include some adjectives to describe the little boat and the things it sees!



Other useful words:

ocean	island	strange	peaceful
soldiers	monkeys	sewed	birds
flew	storm	passed	exhausted

before	earlier
in the beginning	in the end
later	meanwhile
suddenly	while
second	after that
after	as soon as possible
eventually	finally
just at that moment	just then
next	several months later
first	without warning