
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.

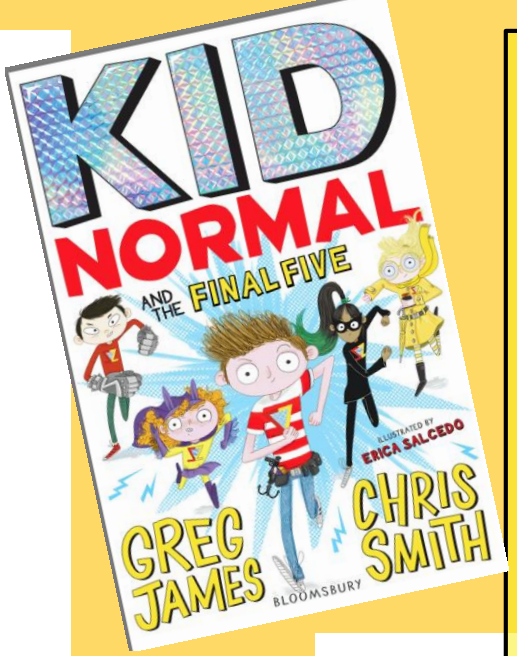
(*All close read texts are age appropriate.)*

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.

It's not difficult to control people's minds, thought Nicholas Knox to himself. **You just have to give them something to be afraid of.**

He reached up and swatted a patch of ash from the shoulder of his dark, expensive-looking suit. He knew the speech he was about to give would be replayed again and again, and he meant to look his best. The lenses of the news cameras arranged in a semicircle in front of him yawned like hungry, open mouths. For a moment a trick of the light made Knox's shadow, trailing behind him across the rubble of the ruined power station, loom like some monstrous bird preparing to feed its young.



Vocabulary Box

swatted - fast slap or brush off

ash - powder left after burning wood

lenses - glass at the front of a camera

trick of the light - the way the light can make you imagine something that's not really there

monstrous - huge and sometimes scary

Blurb

Today's extract is from the book Kid Normal and the Final Five. Murph Cooper and his friends are normal boys. However, they are also secret superheroes .

Questions

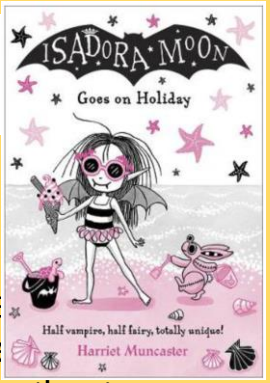
1. How do you know that Nicholas Knox is an important man?

1. What does the author say the camera lenses are like?

1. What sort of a person do you think Nicholas Knox is?
   Explain using the clues in the text.



Session 2 - Reading Comprehension



Teacher Notes

Typically reading comprehension extracts are longer than those used for Close Read exercise purpose of the reading comprehension is, as the name suggests, to develop and demonstrate 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).

Reading Comprehension Instructions:

1) This text is taken from an extract of a book called *Isadora Moon Goes on Holiday* (Isadora is half-vampire, half-fairy).
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.

Chapter ONE

'What on earth are those?' asked Dad, pointing at my breakfast bowl one grey and gloomy morning. 'They look completely disgusting!' My dad is a vampire and he only likes food if it is red.

'They're Rainbow Loopy Loops.' I told him. 'Everyone in my class is eating them. They're yummy!'

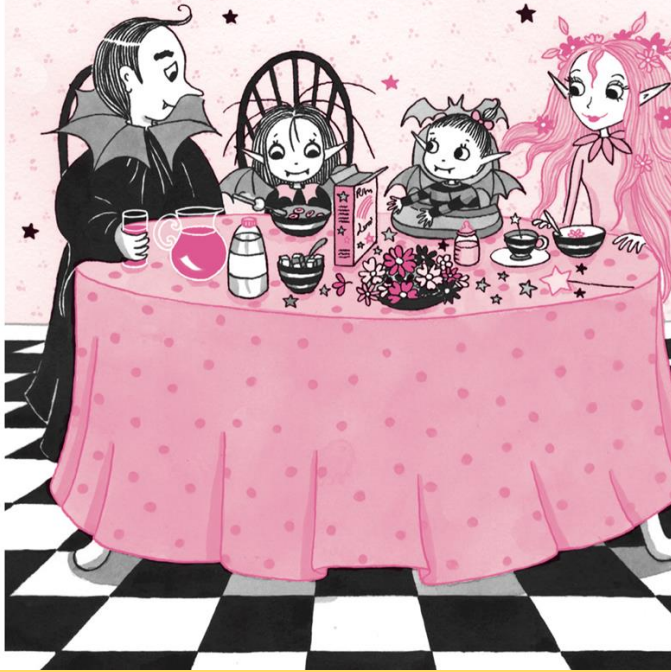
'Hmm,' said Mum, spooning some flower nectar yoghurt into her own bowl. 'They might be yummy but they don't look very . . . natural.' My mum is a fairy and loves eating fresh fruit and flowers.

'Well you said I could have them,' I pointed out. 'Yesterday in the human supermarket you said I could have them because I tidied my room.'

'I know,' said Mum. 'But I didn't think you'd actually like them.'

'Mine!' shouted my baby sister Honeyblossom from her highchair, and reached out her hand for a Rainbow Loopy Loop. Honeyblossom is a vampire fairy just like me but she's not old enough for Loopy

Loops. I moved the box in front of my bowl so that she couldn't see them any more.



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

Questions

1. **Find** and **copy <u>two</u> words** which describe what type of morning it was.

2. What was the name of the cerial in the breakfast bowl?

3. What sort of food does dad like?

4. In this sentence, 'Hmm,' said Mum, spooning some flower nectar yoghurt into her own bowl.

what does ***spooning*** mean?

(a) spilling (b) cutting

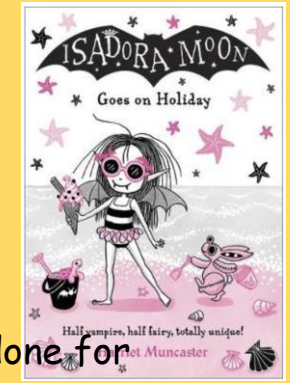
(c) scooping (d) mixing

5. Name two things that mum likes eating.

6. Why was Isadora (the person telling the story) allowed Rainbow Loopy Loops?

7. Who else wanted to try some Rainbow Loopy Loops?

8. How were they hidden from her?



9. Copy each of the names down and write next to them what sort of creature they are (the first has been done for you)

Isadora *half vampire, half fairy*
Dad _____
Mum _____
Honeyblossom _____

10. Complete the sentences:
    a. Dad doesn't like Rainbow Loopy Loops because _____
    b. Mum doesn't like them because _____.

Answers on the next page (DON'T peep!)

Answers

1. **Find** and **copy** **two** **words** which describe what type of morning it was.

grey gloomy

2. What was the name of the cerial in the breakfast bowl?

Rainbow Loopy Loops

3. What sort of food does dad like?

He only likes red food.

4. In this sentence,

'Hmm,' said Mum, spooning some flower nectar yoghurt into her own bowl.

what does ***spooning*** mean?

(a) spilling (b) cutting

(c) scooping (d) mixing

5. Name two things that mum likes eating.

fresh fruit flowers

6. Why was Isadora (the person telling the story) allowed Rainbow Loopy Loops?

She had tidied her room

7. Who else wanted to try some Rainbow Loopy Loops?

Honeyblossom her baby sister

8. How were they hidden from her?

The cerial box was moved in front of the bowl

9. Copy each of the names down and write next to them what sort of creature they are (the first has been done for you)



Isadora	*half vampire, half fairy*
Dad	vampire
Mum	fairy
Honeyblossom	*half vampire, half fairy (baby)*

10. Complete the sentences:
    a. Dad doesn't like Rainbow Loopy Loops because they look completely disgusting.
    b. Mum doesn't like them because they don't look very natural.

Session 3 - Writing Task

Teacher Notes

This activity is split over the following two sessions. Basically, I would like your child to write a short story based on a character. First of all, I have included a link to an author giving story writing hints. Using her ideas, I would like your child to devise a character and give them a problem that needs soving. This will be the first part of the story writing activity. The second session will be to work out a way for the character to resolve the problem and thereby complete the story. Encourage your child to think as freely as they like. If they want to illustrate the story that would be lovely too. IT NEED ONLY BE SHORT STORY. Have fun!

Instructions:

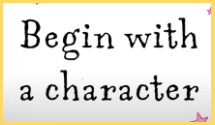
1) On the next page is a link to a video of the author Harriet Muncaster (who wrote the reading comprehension text). Please watch it
2) You need to create your character and give them a problem.
3) Write the first part of a story about them (we will finish it tomorrow).
4) When you have finished, go back and check you writing for spellings, CL, FS and sense.



Here is Harriet Muncaster, the author of Isadora Moon (half fairy, half vampire).

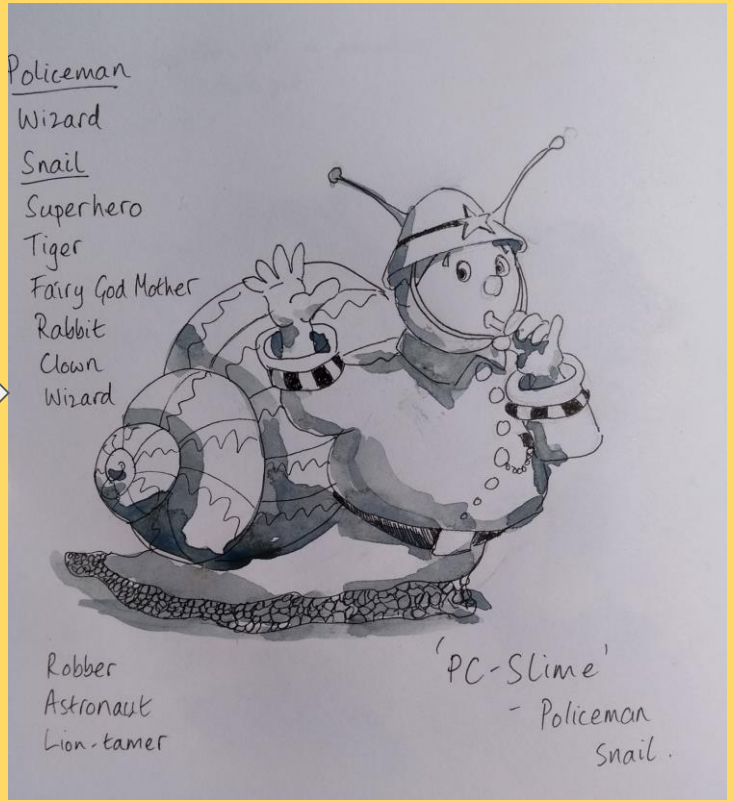
Click on the image to follow the link to her video giving tips on writing a story
(or follow this link: https://www.youtube.com/watch?v=pXjk5F-XIbs&list=PLB5TN0ac12P_jnWlNgyDq530oB3GYmrMw)

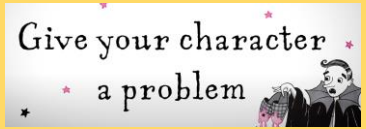




(1) First come up with your character by writing a list then 'smush' 2 of them together.

Here's mine





(1) Think of a problem for them.

Mine - PC

Slime is always too slow to catch the criminals!

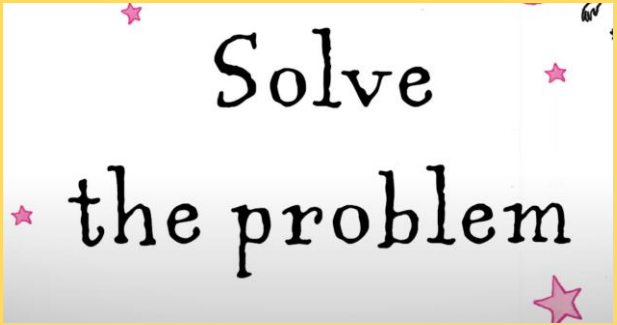
Session 4 - Writing Task

Teacher Notes

This is the second part of the task started yesterday. Your child will hopefully have created their character and thought of a problem they may have. Today your child needs to think of how the character will get over their problem to give a satisfying conclusion to their story. Having written their ending, they will need to go over their work and check for spellings, punctuation and whether the sentences make sense.

Instructions:

1) You have designed your character. You will have started your story and your character will have had a problem. Today you will need to think about what they will do to get over their problem.
2) When you've thought, write this part of the story.
3) Check your work for spelling, CL and full-stops and make sure it makes sense! Good luck!



Find a way of your character solving their problem.

In my story, PC Slime can never catch the criminals because he is way too slow. By the time he gets to the scene of the crime they are long gone.
However, when he discovers they are going to rob the local bank, he decides to set a trap for the pesky crims! He covers the steps of the bank in his thick, oozy slime. You can guess what happens when the robbers try to make a quick get-away!

When you have finished your story, don't forget to check for:

- spelling
- CL and FS
- sense