
ENGLISH

Session 1 - Close Read

Teacher Notes

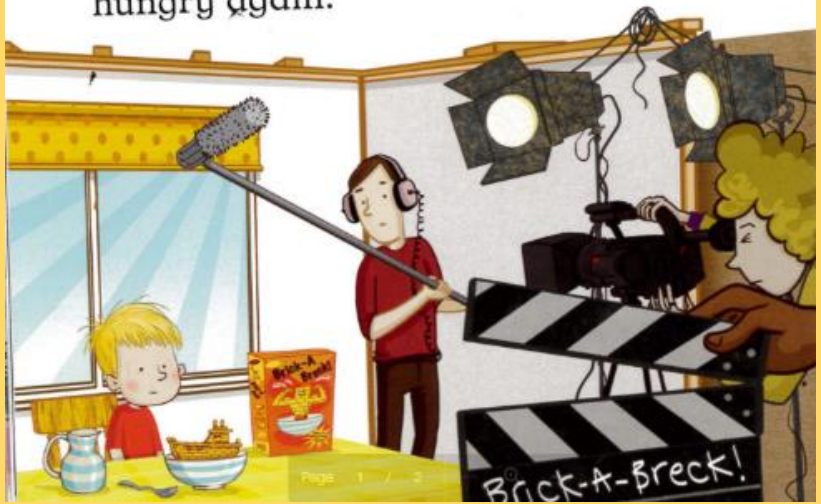
The purpose of a close read activity is to gain an understanding of the text by reading it multiple times and making sure we really study what the author is trying to tell us.

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

Close Read Instructions:

1) 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?
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.

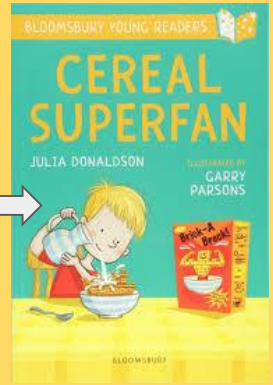
There was a lot of bustle in the television studio. Some people were scurrying around arranging things on the table, while others fiddled about with the big bright lamps.
Stephen was getting fidgety. This was taking ages. Even though he had eaten a fair bit of Brick-a-Breck during the rehearsal, he was beginning to feel hungry again.



Vocab Box

bustle - moving in a busy way
scurrying - moving around in a hurry
rehearsal - practise for a play or program

Today's extract comes from this book. Stephen, the main character, has invented a new kind of cereal and has been asked to star in it's TV advert.



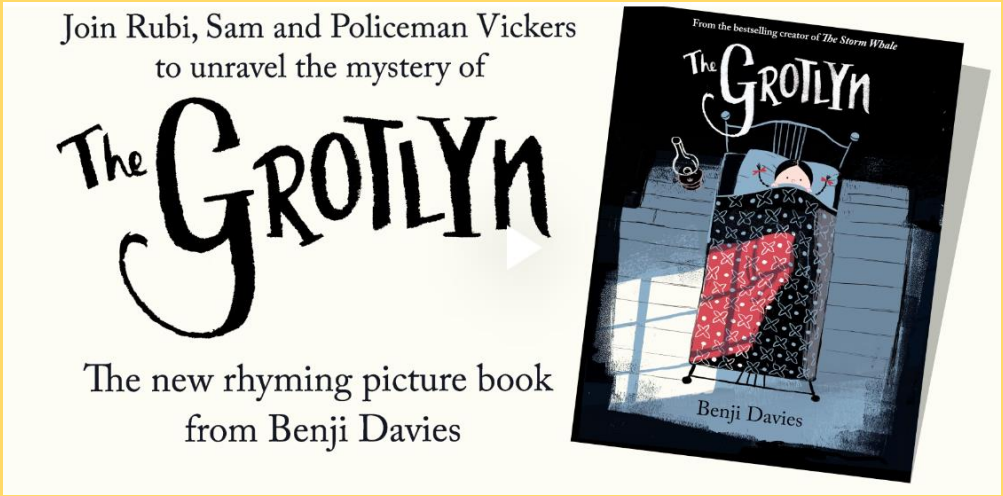
Questions

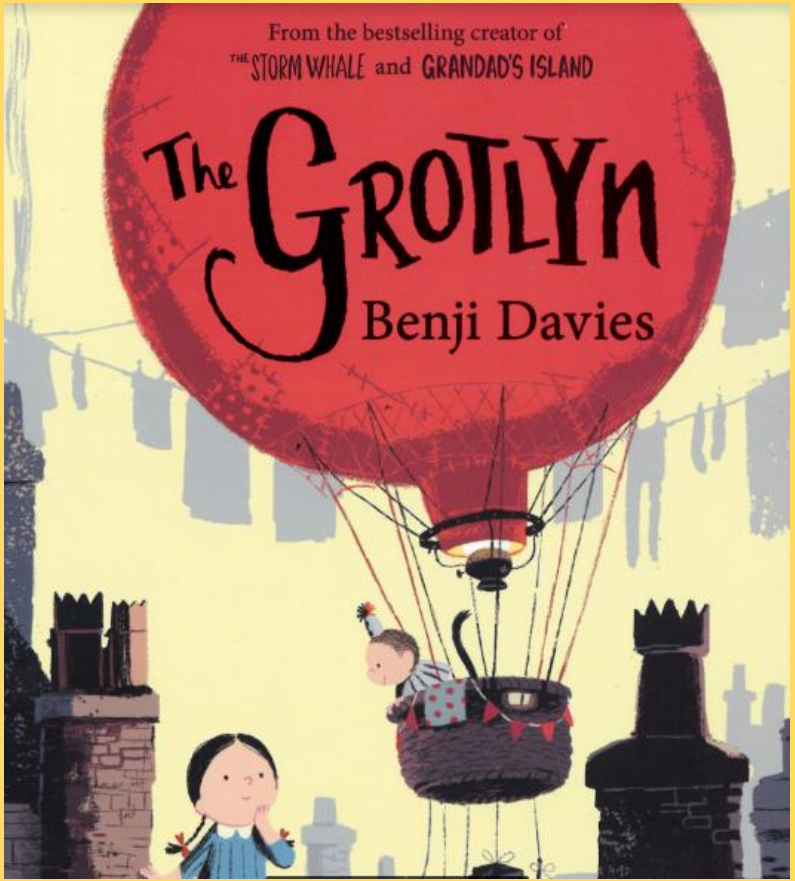
(1) Write down two things that the people in the studio are doing.
(2) What are the words that tell us that the people in the studio are busy?
(3) How do you know Stephen is getting bored (explain using words from the text)?

Sessions 2- 5

For the remainder of this week, we will be basing our English work around the book - The Grotlyn by Benji Davies.

Click on the image below to get a sneak preview!





Session 2

Here is the first picture of the book with some of the characters. Look at each one carefully and describe them.

E.g.

Sam is a cheeky looking little boy who wears a cloth cap and loves pigeons.

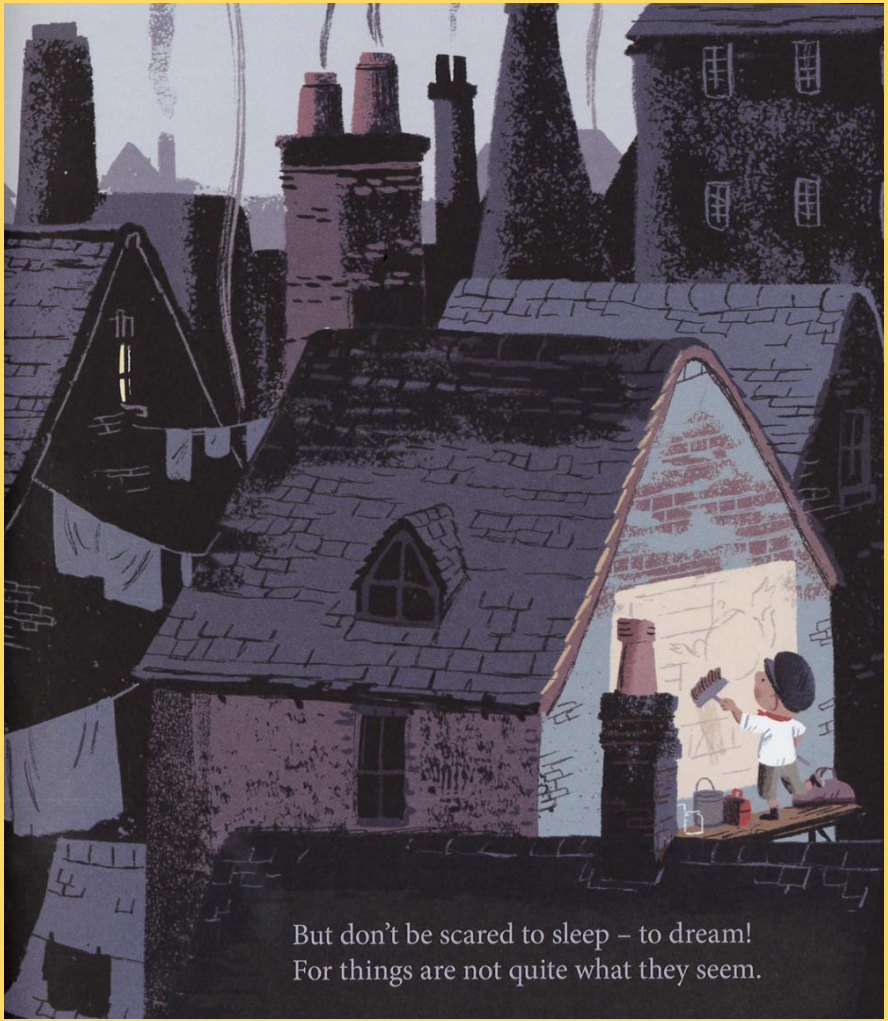


One night as Rubi climbed to bed
An organ's tune whirled in her head.

She heard it in the street that day,
And now it would not go away –

I know when the Grotlyn's been
Slipping through your house unseen …
But what at first we think to be,
The eye does blindly make us see.







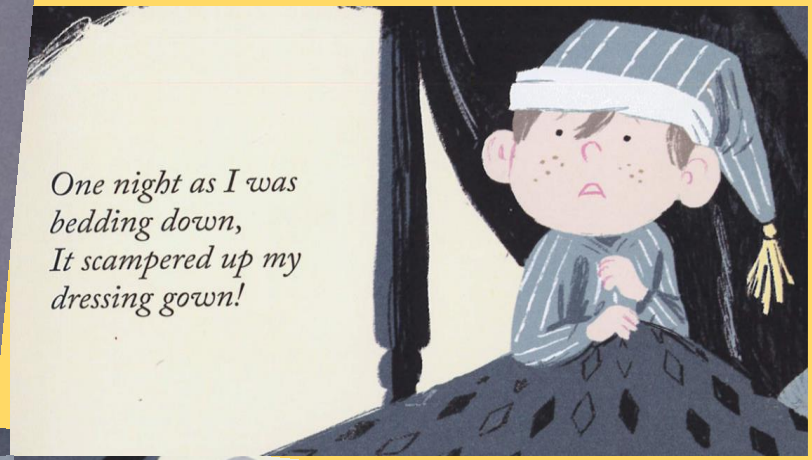
"Gawd 'elp us, what on earth was that?!"
He hoped that it was just a cat.

Session 3

These are some people who have seen or felt the creature called the Grotlyn. **Draw** your own character and **write two sentences** to say how you think they might have **seen** or **felt** the Grotlyn.

Challenge: Could you make your sentences **rhyme**?





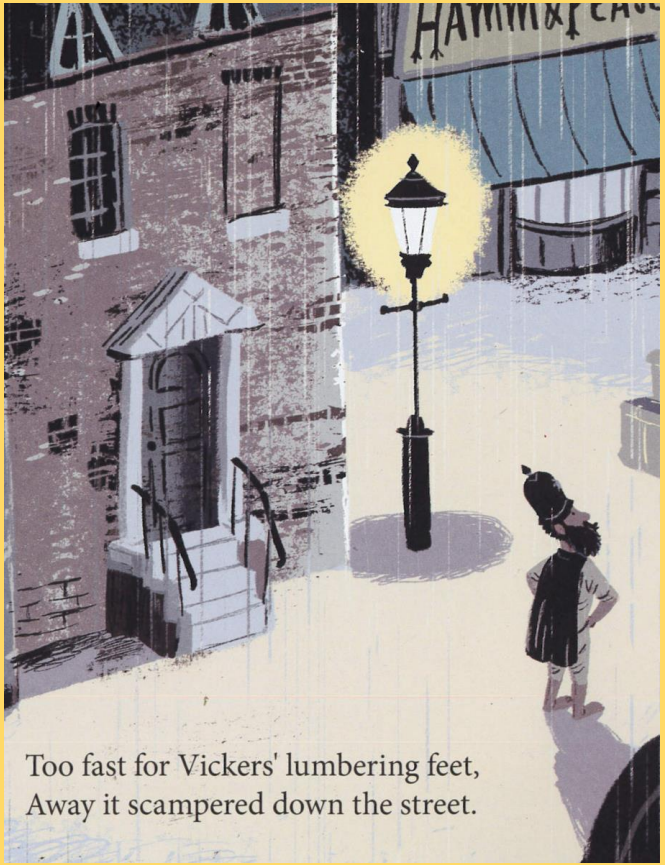




Halfway across town,
Policeman Vickers,
Hung out to dry
his vest and knickers ...



But - *oh!* Look out! The Grotlyn's here!
"Stop, thief!" he cried without a fear.



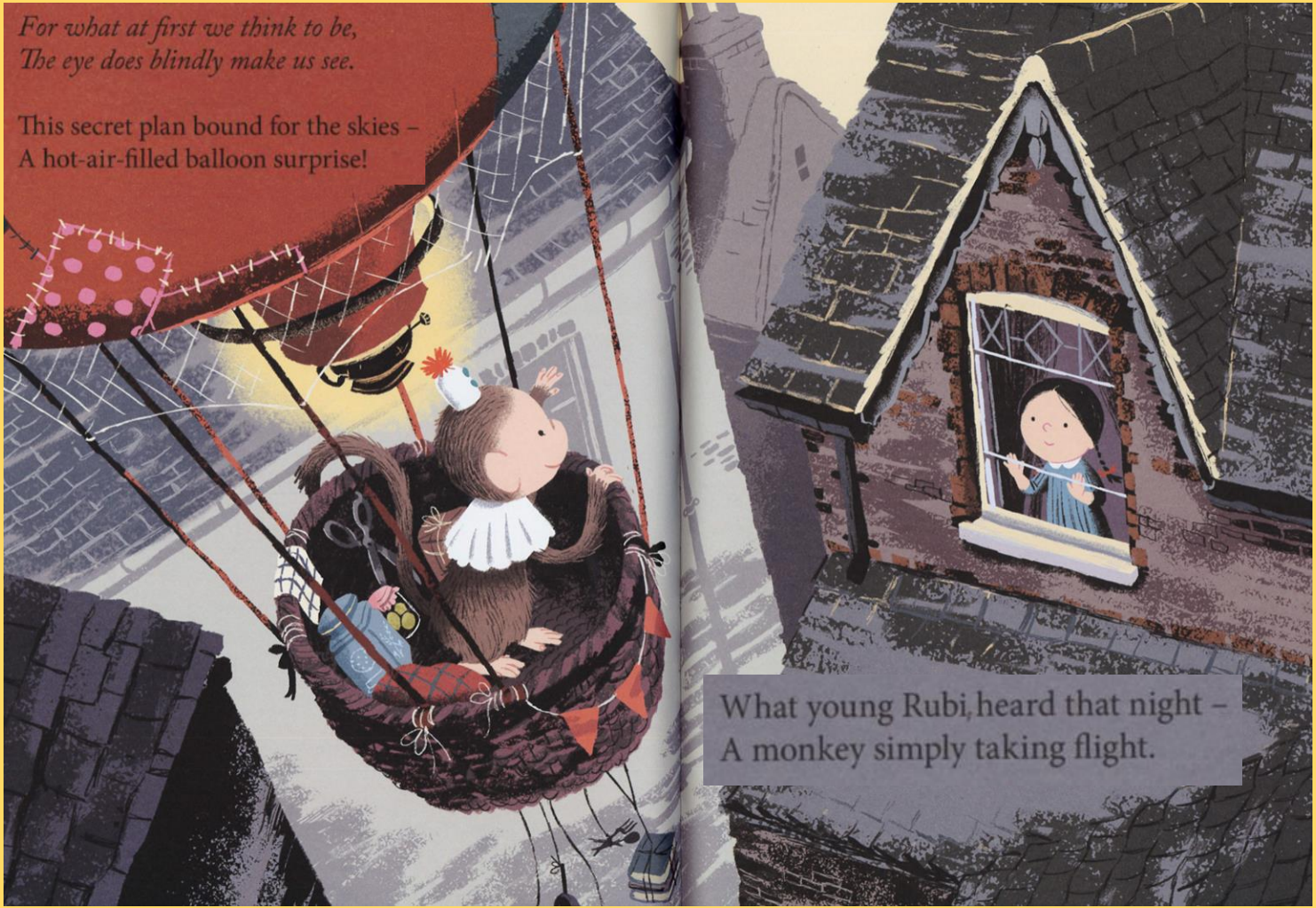
Too fast for Vickers' lumbering feet,
Away it scampered down the street.

Session 4

These are some of the things that the Grotlyn stole.

Write a list of **five** more things that you think it might have taken and use an **adjective** (describing word) to say a little bit more about each one.




For what at first we think to be,
The eye does blindly make us see.
This secret plan bound for the skies –
A hot-air-filled balloon surprise!
What young Rubi heard that night –
A monkey simply taking flight.

Session 5

So the Grotlyn was just the Organ Grinder's monkey! The things he stole were just to make a balloon to help him escape back to the jungle.

Imagine you are the Grotlyn safely back in the jungle. **Write** a **sorry letter** to the characters we met in the story and **explain** why you took their things.

