
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.

Milly glanced over at the picture of Mrs Minty and her daughter sitting on the wooden story chair when it was brand new.

Mrs Minty looked quite different now.

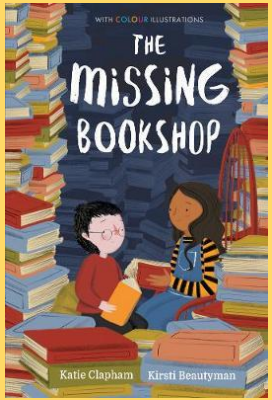
In the picture, Mrs Minty didn't have her little reading glasses and her long silver hair was as red as an apple.

"Time to go, Milly," her mum called.

Vocab Box

glanced - take a quick look at something

Today's extract comes from this book.



Questions

(1) What are the clues that tell you that the picture was taken a long time ago?
(2) Who do you think Mrs Minty is?
(3) Use the text to draw what you think was in the picture.

Sessions 2- 5

We are going to look at some pages from a story book called Ocean Meets Sky.

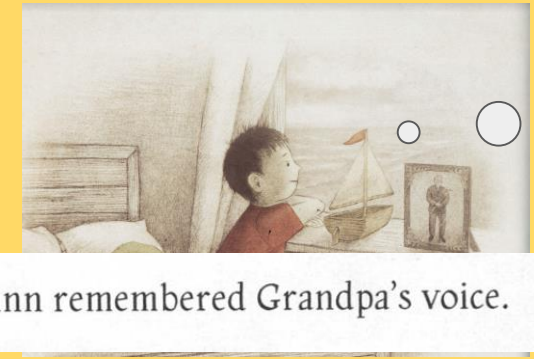
It’s the story of a boy and the story his grandfather used to tell him of a mysterious land where the ocean meets the sky.

There is an activity for you to do in each daily session along the way.

Have fun and enjoy the adventure!



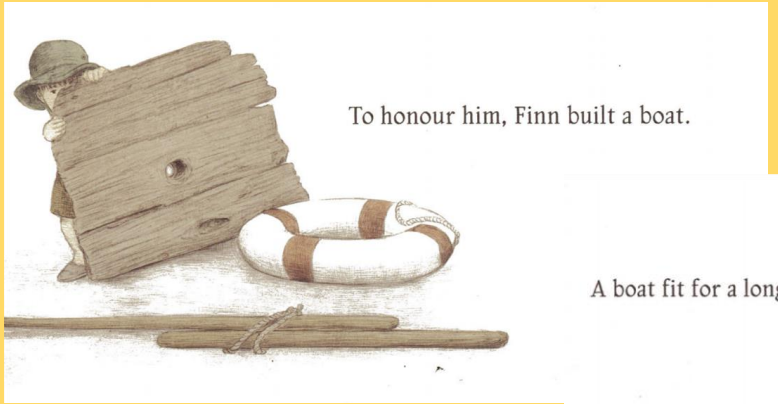
Session 2





Finn remembered Grandpa's voice.

He remembered his stories of the place where the ocean meets the sky.









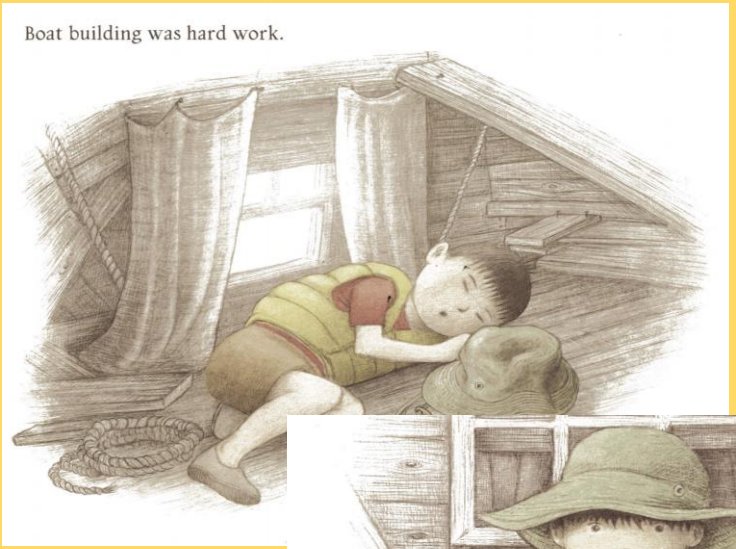
Word bank:

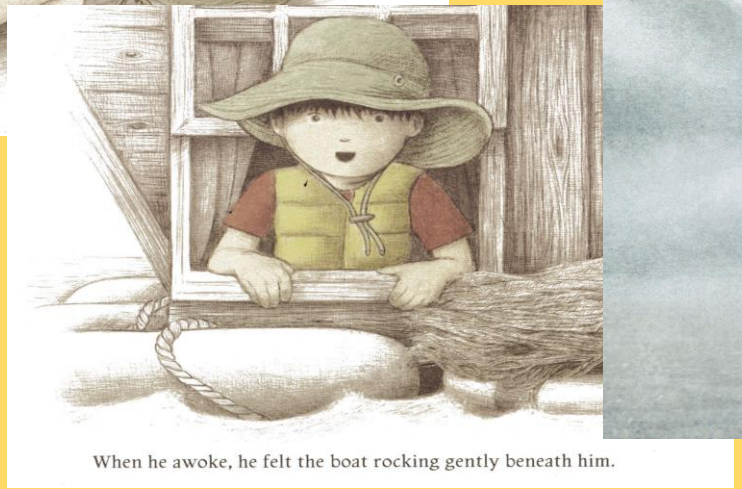
sail
hull
mast
oar
tyre
rope
fence
window
bunting
door knob
planks of wood
lantern

Imagine you are the seagull in the picture. You are going to fly away and tell your friends about Finn's boat.

- Can you describe his boat and explain what things he has used to make it (you will need to look closely at the picture).
- Can you include adjectives (describing words)?
- Try and write 4 or more sentences.

Session 3


Boat building was hard work.


When he awoke, he felt the boat rocking gently beneath him.


The journey had begun!

He followed a golden fish to the Library Islands, where a hundred bookish birds were roosting.



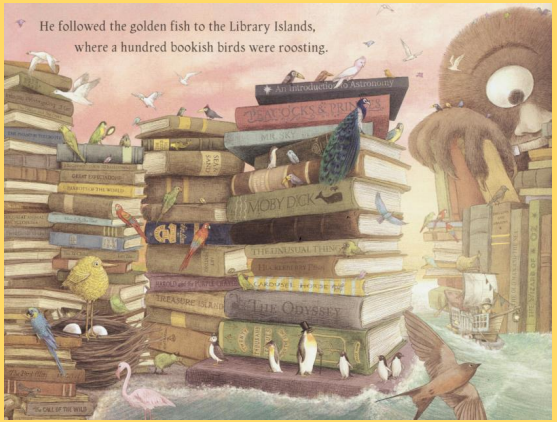


Then they explored an island of great shells.



But then Finn’s eyes filled with wonder.

Had he finally reached the place of his grandfather’s stories?.







?

Can you dream up another strange land for Finn to discover on his boat?

- Draw a picture of your land.
- Label it and include one or two adjectives for each thing (e.g. slimy, rubbery seaweed)

Session 4



His boat began to lift from the water.





Can you describe all of the things Finn could see in this strange land?
Don’t forget to use some adjectives to describe the things.

Word bank:

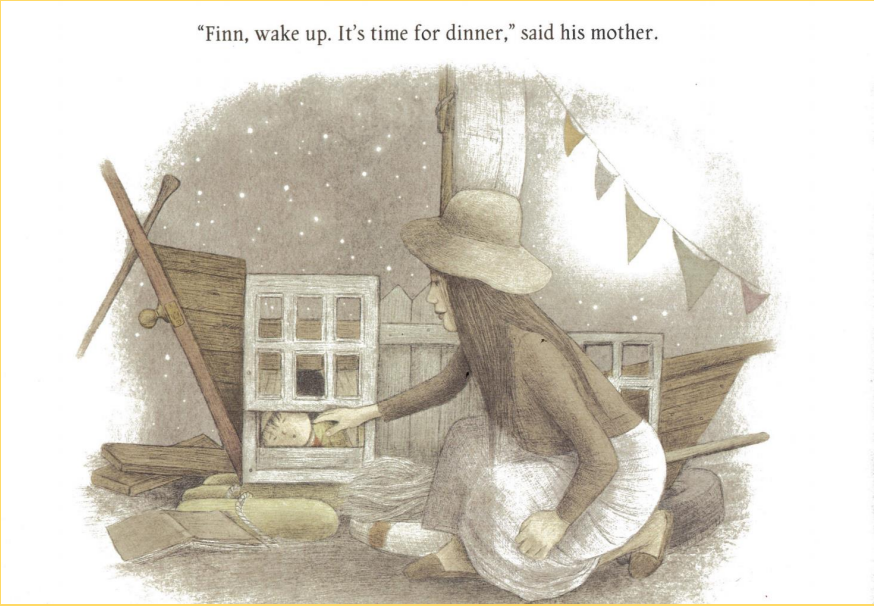
blue whale
balloons
submarines
elephant
jellyfish
dragon
scales

floating
drifting
sailing

beautiful
enormous
huge
gigantic
shimmering
elegant
mysterious
silent

Session 5





What do you think had happened here? Can you explain this to a grown-up?

Can you write a different ending to the story?
Here are some ideas:

- Finn meets his grandad in the strange land
- Finn meets some people in the strange ships and balloons and goes on an adventure with them
- The next day Finn decides to build an aeroplane or maybe even a space rocket!