

## English W.B.4.5.20

This week you will be learning to write extended sentences and planning your own story based on 'Fatou fetch the water'. You will also practice using some more homophones.

### Activity 1

WALT write extended sentences using the conjunction **'and'**.

In school we have learnt to make our sentences longer by using **conjunctions**. Remember, a **conjunction** is a small word that joins 2 parts of a sentence,

e.g. I went shopping **and** I bought some new, red shoes.

There are lots of sentences that use the conjunction 'and' in the Fatou story, e.g.

*"Fatou, Fatou is that you?" called Mr Jatta from his hot bakery. "Here take some warm bread to your mother **and** thank her for my smart blue shirt."*

Have another read through and see if you can find them all.

Then have a look at the document below called **'English Activity 1'**.

You need to try and match up the beginnings and endings of the sentences from the story. You can do this by...

- Matching and reading the sentences on the screen, using **'and'** to join the 2 parts together.
- Or, print out the PDF file and match them up by joining the 2 parts with an arrow.
- Or, after you have worked them out, try and write the correct sentence out in your best handwriting.

### Challenge 1

If you want an extra challenge, try and think of some new beginnings or endings for the sentences and write them out.

## Activity 2

WALT plan a story based on the Fatou story.

This week we are going to use the Fatou story to help plan a story. We will write the story next week.

The story will be

- set in school
- have a boy or a girl in Year 2, like you as the main character
- have some of the teachers from school as the other characters

Imagine that you are back at school, it's your Special Helper day and your teacher has asked you to go up to the office to collect the register, (or you can imagine it's one of your classmates).

On the way to the office you get called into some other classrooms by teachers who give you some things to take back to your teacher.

Have a look at the photographs in the document called '**English Activity 2**'. You can use these pictures to help if you want to. There are some photos of Miss Brookes in 1B, Mrs Ryan in FR and Mrs Kenney, our Deputy Headteacher.

1. Think about the classrooms these teachers are in and the office. Try and think of some adjectives to describe the rooms and write a sentence to go with each photograph e.g. Miss Brookes in her *quiet, busy* classroom.

or

Mrs Ryan in her *big, colourful* classroom.

2. Look at the pictures of different objects and decide which one each teacher is going to give to give to your character to take back to your teacher. Choose 3 objects and write 3 sentences, remembering the adjectives, e.g.

*"Take these new, sharp colouring pencils and give them to Miss Ford to use with your African patterns,"* said Miss Brookes.

or

*"Take this detailed, colourful globe to Miss Edwards to help you find all the continents of the world in your geography lesson,"* said Mrs Kenney.

3. Make a story map to plan your story. You will need to think about the order of the journey your character goes on, leaving their classroom and then the two teachers and Mrs Kenney, who call them into their rooms.

**Challenge 2** If you prefer, you can choose different teachers and different objects. Make sure your plan has 3 teachers and 3 objects. **Keep your sentences and storymap in a safe place as you will need it to write your story next week!**

### Activity 3 **WALT** spell different homophones

In school we have learnt to spell lots of different homophones. Well done everyone who had a go at the homophone spellings last week!



*(Remember.....A homophone is a word that sounds the same as another word but is spelt differently and means something completely different. ... The word 'mail' means post but it sounds the same as 'male', which means man or boy.)*

This week we are practising the homophones **to**, **too**, **two**, and playing a game like the one last week.

Check that you know what each of these words mean before you play the game and try and say them in a sentence, e.g.

Last week we went **to** the park.

I have got **two** cats and one dog.

I need a rest because I am **too** hot!

Cut up three small pieces of paper and write one of these spellings on each piece of paper, like this...

<b>to</b>	<b>two</b>	<b>too</b>
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Ask you grown up to read out these sentences, **WITHOUT YOU LOOKING!** When they say the homophone word, can you hold up the correct spelling for each sentence?

The other day I went **to** the post office.

I went shopping and bought **two** packets of biscuits.

My plastic bag broke because it was **too** thin.

My little brother is only **two** years old.

My friend likes eating chocolate ice cream **too**.

When I am older I am going **to** the junior school.

Try and notice how many times you use these homophones when you and your family are talking today!

### **Challenge 3**

Try and write 3 sentences of your own using each of these homophones.