

English Learning

04/01/21 – 08/01/21

Tuesday 4th January 2020

1. Read the first paragraph of our new model text. Draw your own text map and come up with actions for the story like we do in class. Can you teach your first paragraph to someone else at home?

Slumped in his chair, Mr Big stared out of the window. He watched as raindrops raced down the window, autumn leaves departed from the skeletal trees and streetlights flickered. With his head hung down, he made his way slowly to the bedroom and fell asleep.

2. Can you find the definition of these words:
 - a. Slumped
 - b. Departed
 - c. Skeletal

Vocab focus: Departed - leave. The boat departed from the harbour at 12:00. My plane is due to depart at 1:15. The children are departing school through the hall.

3. *How is Mr Big feeling? How do you know? What clues are in the text? Draw draw a picture of Mr Big in this first paragraph which shows how he feels.*

We call this 'show not tell' – the author **shows us** how the character feels by the words they use, they don't **tell us** 'Mr Big felt...'

4. What tense is the story written in? How do you know? Find all of the past tense verbs in the first paragraph.

Wednesday 5th January 2020

Following on from yesterday's learning of the first paragraph, today we will have a go at writing our own. Have a look at the picture, then follow the first paragraph sentence by sentence to create your own paragraph.

Challenge: 'raindrops raced down the window' is **personification** because it gives an object a human-like action. E.g. the wind *whistled*, the leaves *danced*. Can you try and include some in your own paragraph? **See the separate powerpoint about 'personification' and complete the tasks on the slides.**

Who is she? → Where is she? Sat? Stood?
How?



← What is she doing?
What is she seeing?

← What is the scenery doing?

Here's my example I've started that you can magpie from:
Facing the chair, Ella gazed into the darkness. She observed as the light crept into the darkness through the window....

2. *Can you underline all of the verbs in your paragraph?*

Thursday 6th January 2020

1. Read the **second** paragraph of our new model text. Draw your own text map and come up with actions for the story like we do in class. Can you teach your second paragraph to someone else at home?

Early the next day, Mr Big woke to the sound of relentless rain beating down on his window. Reluctantly, he got dressed and made breakfast for one – toast (he always had toast). Slowly, he put on his heavy coat and went outside for his morning walk. As he trudged down the puddle-patched street avoiding people’s glances, he would mutter, “Why does no one see me?” Then, out of the corner of his eye, he saw an abandoned piano.

2. Use a dictionary to find the definitions of these words:
 - *Relentless*
 - *Reluctantly*
 - *Trudged*
 - *Glances*
 - *Mutter*
 - *Abandoned*

Vocab focus: Reluctantly - not wanting to - Reluctantly, I walked my dog in the rain. I was reluctant to spend that much money.

3. Identify the fronted adverbials in this paragraph. They are used to show *how* things are done, this helps our **inference** skills to work out the mood of the character. Where do the commas go?
4. Here are some pictures. I will write a model paragraph following the model text, using the model text sentence by sentence, underlining the fronted adverbials which show us how the character is feeling.



Late the following night, Ella lay in bed still wide awake. Restlessly, she hauled herself out of bed and put on her coat (her red coat – it was always her red coat). Sluggishly, she pulled on her boots and went outside for a late night stroll. As she wandered through the empty park, alone with her thoughts, she muttered, “.....
Now it’s your turn! Don’t forget your fronted adverbials.
Challenge: What might your character say to themselves?

Friday 7th January 2020

Learn the next paragraph of the model text. Draw your text map and come up with some actions to help you remember it.

Without hesitation, Mr Big rescued the piano, took it home and started to practise. He practised and he practised and he practised, all day and all night, for two whole weeks. It seemed Mr Big was good at playing the piano - very good. As people passed his window, they would stop to listen to his uplifting music. They watched as Mr Big would dance, sing and fill the air with his talent. His music spread across the town like sunlight rising in the morning.

1. Find the definition of these words:

- a. Hesitation
- b. Uplifting

Vocab focus: uplifting - makes you feel happy. The puppy had an uplifting effect on the family. I felt uplifted when the baby smiled at me.

2. What does emphasis mean? Why has the author decided to repeat 'practised' 'all' and 'good'? *It emphasises these points.*

Watch this video:

<https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/zkfq7nb#:~:text=Repetition%20is%20when%20a%20single,soup%20was%20stirred%20until%20thickened.>

Think back to 'Kassim and the greedy dragon' – he walked and he walked and he walked.

3. Look back at your writing from yesterday. Can you rewrite this, adding in some repetitive features, using these to emphasise how the character is feeling through show not tell.

Example:

Rose trudged and trudged and trudged, all day and all night, all alone. She hung her head as she stared vacantly out to sea. The moon hung in the sky, like a lightbulb running out of energy.

4. Challenge: can you include a simile which adds to the mood?