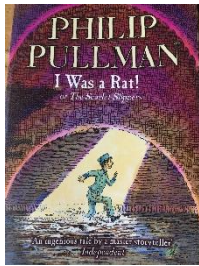




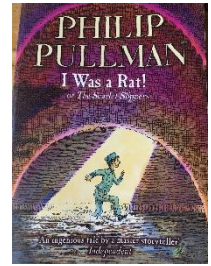
Aim High... Fly High...



Blackbirds and Wrens: English

Summer Term 2nd half

Week 6 – week beginning 6th July



Welcome to our third week studying 'I Was a Rat!'. We last saw Roger performing for the evil Mr Tapscrew in the fair, dressed to look like a hideous monster. This week, Roger's story becomes even more dramatic... We hope that you are enjoying the story as much as we are!

As before, the activity sheets and linked sound recordings will be on your class Starz page.

Have fun with your learning!

Mr Walker and Mr Butler

Activity 1: Should he stay or should he go?

Listen to the next extract from the story – **Section 7** on Starz. Roger has a real dilemma at this point in the story and he has a difficult choice to make. Should he escape with the mysterious boy or stay in his wagon, working for Mr Tapscrew in the fair? Fill in the thought bubbles that follow below with arguments for and against him leaving, then write a short note to Roger, persuading him to either leave or to stay. Try to explain your reasons as fully as possible please.

Activity 2: If he goes there will be trouble...

Please listen to **Section 8** of the story on Starz. After you have listened, imagine you will be the judge who decides what happens to Roger. Please consider the following question: What are the arguments different people might give for and against Roger being exterminated (killed)? Remember that different characters from the story will want different things to happen. Complete the table that follows below with your ideas.



Aim High... Fly High...

Activity 3: And in court it will be double...

Look back at your table from yesterday and decide whether you think Roger should be exterminated or set free. Write a letter to the judge, persuading them either way based on your opinion. Please use the success criteria that follow to help you structure your letter. Remember that this is a real matter of life and death so you are going to need to be at your most persuasive! (It may well prove much harder to write that you think Roger should be killed, perhaps try this if you are looking for a real challenge!)

This resource will help guide you to include everything required in your letter:

<https://www.twinkl.co.uk/resource/au-l-53229-introduction-to-persuasive-text-powerpoint>

And there are some examples of persuasive letters here:

<https://www.twinkl.co.uk/resource/t2-e-41599-persuasive-letter-writing-examples-resource-pack>

Activity 4: Read all about it (Part 2)!

Listen to **Section 9** of the story on Starz. Then, please look at the section of the book on the pages which follow. This is another newspaper report from *The Daily Scourge*, the newspaper from within the story. Using a coloured pencil, underline all of the words which are **emotive** (make you feel a certain way about Roger). Why has the article been written in this way? How does it make you feel? Underneath the article is another box. Here, we would like you to write a list of emotive words that could be used to describe Roger positively (in a good way). For example, you might write 'innocent' or 'keen to please'.

The reason behind this exercise is for us to see just how simple it can be for a writer to persuade their reader of something through the words they choose. (This happens particularly in newspapers). It is important for us to consider *why* somebody is writing as well as *what* they are actually writing.

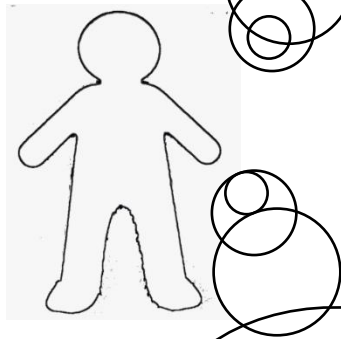




Aim High... Fly High...

Activity 1: Should he stay or should he go?

Why should I stay here?



Why should I go?



Aim High... Fly High...

Activity 2: If he goes there will be trouble...

Arguments that might be given for exterminating Roger	Arguments that might be given against exterminating Roger



Aim High... Fly High...

Activity 3: And in court it will be double...

Write a letter to the judge who will decide what happens to Roger. You should persuade them in your writing that Roger should either be exterminated or set free.

Must	Have I done it?
Explain what you think should happen to Roger.	
Give at least three reasons why you think this.	
Use full stops, capital letters and commas correctly in my writing	
Use adjectives to describe Roger in your writing	

Should (Must +)	
Include a clear introduction, summarising why you are writing	
Divide your letter into clear paragraphs, each one focused on a new reason or argument	
Use a range of punctuation in my sentences, including question marks, exclamation marks and brackets	
Use carefully chosen emotive language to persuade the judge that you are right	

Could (Must + Should +)	
Make links between the arguments in your paragraphs	
Use a range of persuasive techniques, including rhetorical questions, emotive language and exaggeration	
Include a range of sentence structures and openers to maintain the interest of my reader.	
Include a conclusion to the letter, summarising your arguments and what you expect to happen next	

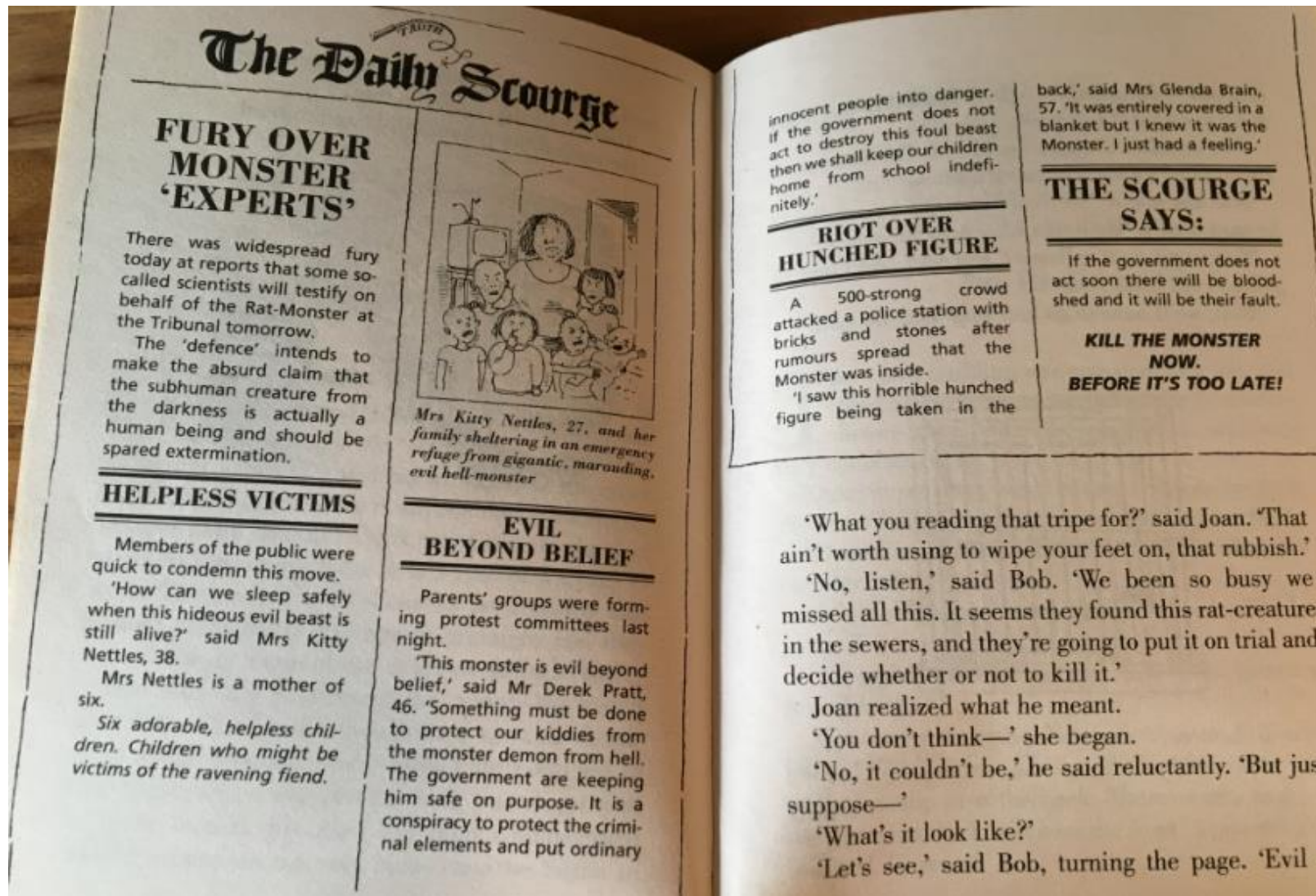


Aim High... Fly High...

A large rectangular area containing 18 horizontal lines, intended for writing.

Activity 4: Read all about it (Part 2)!

Look at the extract from 'The Daily Scourge' below. Please highlight the article with a coloured pen or pencil, underlining all of the **emotive language** used by the journalist to make Roger out to be evil.





Aim High... Fly High...

For your final activity this week, think about what you might write in a positive newspaper article about Roger. Please make a list of *positive* emotive words or phrases that could be used to describe him in the box below: