

	W.b. 11.01.21	
Spelling and Phonics		Reading <u>Diary of a killer cat by Anne Fine</u>
Phonics Online lessons. Red group – Set 1 sounds Pink group – Set 2 sounds Yellow group – Set 3 sounds Blue group – Set 3 sounds Spelling Spelling focus – 5 Year 2 words – find, kind, mind, behind, because	ENGLISH Year 2	Lesson 1 Read the extract named Day 1 - Monday and answer the following questions. 1. What has the cat done? 2. How does the cat feel about his actions? 3. How does Ellie feel about what the cat has done? How do you know? 4. What did Ellie's mother go to get? 5. What did Ellie's dad get? 6. What happened to the carpet when the cat dragged the bird in? Lesson 2 Read the extract named Day 2 - Tuesday and answer the following questions. 1. Where did the funeral take place? 2. What are petunias? Tick one. trees birds flowers stones 3. What did the cat lie on top of and squash? 4. I don't know why they bother to keep a cat, since all they ever seem to do is complain. Find and copy the word which means the same as moaned. 5. What did Ellie wish the bird? 6. What does the cat think of Ellie's father? Lesson 3 Read the extract named Day 3 - Wednesday and answer the following questions. 1. Find and copy the word used to describe the house. 2. True or false? The mouse was not dead when the cat found it. 3. What did Ellie ask Tuffy to do? 4. She gazed into my eyes. What does the word gazed mean? Tick one. blinked laughed winked stared 5. Why did Ellie cry?

Lesson 4

Read the extract named Day 4 - Thursday and answer the following questions.

1. Match up the creatures Tuffy has brought home with him to the day of the week.
2. What was Tuffy proud of himself for doing?
3. Who did Thumper belong to?
4. True or false?

Tuffy and Thumper were friends.

5. The family are worried next door will never speak to them again if they find out their cat killed the rabbit. What do you think the family will do next?

Lesson 5

Read the extract named Day 5 – Thursday continued and answer the following questions.

1. What did Dad do for his part of the plan?
2. What did Mum tell Ellie to fetch?
3. What did Ellie do to Thumper?
4. What did Tuffy say Ellie could be when she grew up?
5. Why did Ellie's father say her mother could crawl through the hedge more easily than him?

Writing

Where the wild things are

Lesson 1

L.O. To use vocabulary

- *Know the meaning of words from the book*
- *Use them correctly*
- *Create interesting sentences using 'and', 'because'*
- *Use correct punctuation*

Read the story 'Where the wild things are' up until the page '**and an ocean tumbled by with a private boat for Max and he sailed off through night and day**',

Think about what the following words mean: ocean, mischief, vines, ceiling and tumbled. Discuss this with an adult in your house.

Now use these words to write 5 sentences. Remember to use capital letters, finger spaces and full stop. Think carefully about which sounds are in the word and select the correct grapheme.

Think of your sentence then think about how you can make it more interesting. Can you extend it? Can you add adjectives?

E.g. I swam in the ocean. Make it more interesting and it becomes: I swam in the wide ocean and I saw a dolphin leap out of the deep blue water.

Activity: Write 5 sentences using vocabulary from the book (ocean, mischief/mischievous, vines, ceiling and tumbled).

Lesson 2

L.O. To write a postcard

- Write a postcard home describing what has happened so far
- Use conjunctions - and, when, so, because
- Include time connectives
- Check spelling and punctuation

Re-read the story 'Where the wild things are' and read on until "**And now," cried Max, "let the wild rumpus start!"**"

Think about all the events in the story so far. Discuss these with an adult.

You are going to be writing as Max. Use your discussion of events to write a postcard home telling mum or dad what has happened.

Remember to write as Max and use the past tense.

Here is the beginning of a postcard.

To Mum,

You won't believe what happened after you sent me to my room last night. A forest grew with huge trees and vines hanging down from my ceiling. Then, an ocean tumbled by and a boat appeared for me. It even had my name on the side! So I got in and sailed off until eventually I reached an island with lots of strange creatures.

Activity: Write a postcard as Max describing what has happened in the story so far.

Lesson 3

L.O. To write a character description

- Know what an adjective is
- Use adjectives
- Give a full, detailed description
- Use the connective 'and'
- Check your spelling and punctuation

What is an adjective? An adjective is a describing word. E.g. green, long, spotty, beautiful, delicious, helpful, friendly.

We are going to be describing some of the wild things and we need to use adjectives.

Look at the first picture of the wild things wearing the stripy orange jumper. How can we describe this creature? Think about all of his body parts and adjectives to describe them. Talk about it with an adult. Now use these descriptions to create sentences for a character description.

Here is an example: The wild thing has two white, spiky horns on the top of his head. He has black, straight hair and a pointy beard on his chin. He has a row of pointy teeth around his mouth but you wouldn't want to get too close! The wild thing has two bulging, yellow eyes and a fat nose in the middle of his face. He wears a stripy, orange jumper and has scaly legs. His hands and feet are sharp claws and he has a wiggly, back tail.

Activity: Write descriptions for the creatures using adjectives.

Lesson 4

L.O. To write a description

- Write an invitation
- Write a description of the wild rumpus
- Use conjunctions - and, when, so, because
- Check spelling and punctuation

Read the story from 'And when he came to the place where the wild things are they roared their terrible roars and gnashed their terrible teeth' up to "And now," cried Max, "let the wild rumpus start!"

Look carefully at the pictures of the wild rumpus. Can you act out the rumpus in your house?

We are going to write an invitation to a friend inviting them to come to our wild rumpus. You need to make the rumpus sound exciting so make sure you include all the events such as swinging through the trees and howling at the moon.

Begin your writing with: Dear _____, I am inviting you to my wild rumpus. It is lots of fun and very exciting.

Activity: Write an invitation to the wild rumpus describing what will happen.

Lesson 5

L.O. To identify feelings

- Look at each picture and identify Max's feeling
- Use because
- Say each sentence out loud
- Proof read each sentence to check spelling and punctuation

Look at the emotions mat and read the mat. Are there any feelings you don't know the meaning of? Ask an adult if you are unsure or research the meaning.

Read the rest of the story to the end.

Today we are going to think about how Max feels and why he feels like that. When we think about why we have to explain using because.

Look at the 6 pictures. How is Max feeling? Why? Use because.

Write a sentence for each picture using the structure: Max felt _____ because _____. Or When _____, Max felt _____.

Activity: Identify Max's feeling and why and write a sentence for each picture.