

Reading

This week we are going to continue looking at the opening of 'The Magic Faraway Tree' by Enid Blyton. **The Magic Faraway Tree Extract**

Activity 1

We are going to have a look at the character Rick today.

To get us started have a go at the following retrieval questions.

Why has Rick come to stay with them?

How did Rick get to the house?

Remember when answering retrieval questions the answer is in the text and you have to go and fetch it.

Now we are going to have a think about how Rick was feeling about being with his Aunt and cousins. Remember he has had to come and live away from home because his mother is ill. However, he is getting to see his Aunt and cousins.

Can you answer the following question?

Do you think Rick is happy about going to live with his Aunt and cousins?

You need to give either a yes or no answer and explain why?

Remember with questions like this you could get the answer right if you put yes or no, your explanation/ reason is the most important part.

Activity 2

Last week you should have read the first 4 pages of the extract and started a 4ws grid. If you haven't don't worry you can quickly do this before starting today's activity.

Today we are going to read the next 4 pages and add any new information to our grids. Below you can see an example of what your grids should look like from last week.

<u>Who</u>		<u>Where</u>
Beth	Rick	In a little cottage deep in the countryside next to the enchanted wood.
Joe	Mother (Auntie Polly)	
Frannie		
<u>When</u>		<u>What</u>
In the past - they had letters rather than phones.		Mother told the children that Rick was coming to stay.
Was set the day before and the day Rick arrived.		The children got Joe's room ready. Rick arrived.
		The children told Rick about the enchanted woods

Once you have read the next 4 pages (5-8) think about what information you could add to your grid.

Who – are there anymore main characters included in this chapter?

Where – Does the setting change in the second part of chapter one?
When – Has the time changed? Is it the next day or week? Or is still the same day?
What – What happens in the next part of the chapter? Remember you are only picking out the main parts.

Activity 3

Reread the pages 5-8 and underline/high any words that you are unsure about. Can you use a dictionary or wordhippo.com to find the definitions (meanings) these words?

When using wordhippo.com make sure you click the definition tab at the top after you have typed in your word.

Synonyms Antonyms **Definitions** Rhymes Sentences Translations

What does **calm** mean?

Activity 4

You are going to use the whole of chapter one of the Magic Faraway Tree to have a go at answering the following questions.

1. Does the wood at the bottom of the garden sound like an inviting place to go? Use evidence from the text to support your answer
2. How do we know that Rick is quite a polite boy?
3. Why does Rick think it will be 'rather dull' to live here?
4. How do the children try to convince Rick that he's going to enjoy being in the country?
5. Why does Rick think the children are making fun of him?
6. How does Rick show that he's getting impatient with the children?
7. How does mother come up with a solution to the children's disappointment?

Activity 5

Now that you have read all of chapter one we are going to have a look at predicting. Remember when you make a prediction you are 'guessing' what you think might happen next using what you have read so far.

Have a think about what has happened so far in chapter one. Now have a go at answering these questions. Remember to give a reason for your answer.

What do you think is going to happen in chapter 2?

What do you think will happen in the rest of the story?

Writing

Last week we started to have a look at the Iron Man by Ted Hughes.

Lesson 1

LO: To be able to identify and use inverted commas

Today we are going to recap how we use inverted commas to show direct speech. Remember inverted commas are used to show that one of the characters is speaking out loud.

Have a look at the inverted commas powerpoint to remind yourself of the rules when punctuating direct speech.

The main things to remember are:

- Inverted commas float in the air and do not sit on the line
- They go at the beginning and the end of the direct speech
- They only include what the person has said
- You need to use either a comma, question mark or exclamation mark before closing the inverted commas
- After the speech you need to put who has said it.

Have a look at the following extract from 'James and the Giant Peach'. Can you underline/highlight the direct speech (when a character is speaking). Remember not to underline who is speaking as this isn't spoken by the character.

'Take a look my dear,' he said, opening the bag and tilting it towards James. Inside it, James could see a mass of tiny green things that looked like little stones or crystals, each one about the size of a grain of rice.

'Listen to them!' the old man whispered. 'Listen to them move!'

James stared into the bag, and sure enough there was a faint rustling sound coming up from inside it, and then he noticed that all the thousands of little green things were slowly, very very slowly stirring about and moving over each other as though they were alive.

'There's more power and magic in those thing in there than in all the rest of the world put together,' the old man said softly.

'But – but – what *are* they?' James murmured, finding his voice at last. 'Where do they come from?'

Have a look at the following text conversation. There are no inverted commas around the speech as it is in speech bubbles.

Hi Sam. What are you doing today?

Hi Tom. I am going to the park.

Can I come with you?

Yes. I am going in 10 minutes

Ok, I will meet you there

Can you rewrite the conversation so that it could be used in a story. Remember you need to put inverted commas around the spoken words and put who is speaking. Tom has spoken the words in the white bubbles and Sam has spoken the words in the green bubbles.

Lesson 2

LO: To create and punctuate direct speech

Today we are going to be creating and punctuating our own speech.

First read the first 4 pages of chapter 4 (The Space-being and the Iron Man), you should get to the part where the space-bat-angel-dragon is threatening to attack Earth.

Read the next part below:

Now the little boy Hogarth heard all about this. Everybody in the world was talking about it, worrying about it.

He was sure the Iron Man could do something. Compared to the space-bat-angel-dragon the Iron Man wasn't very big, of course. The Iron Man was only the size of a tall tree. Nevertheless, Hogarth had faith in the Iron Man.

He visited the Iron Man in his scrap-yard, and talked to him about his great monster that was threatening the earth.

In this part of the story Hogarth is hoping that Iron Man will help the Earth to defeat the Dragon.

How do you think he is going to persuade Iron Man to help the Earth?

What sort of things do you think he is going to say to Iron Man?

What do you think the Iron Man is going to say?

You are going to consider what might be said during this conversation and create your own direct speech. Could you role play the conversation

with someone in your house? One person could play Hogarth and the other could be Iron Man, you could then swap and have a go at the other character.

Can you have a go at writing this as direct speech. Remember to use inverted commas around the direct speech and include who is talking. Can you use a better word for said such as shouted, pleaded, asked etc?

Lesson 3

LO: To be able to retell a story and predict the ending

Today we are going to have a look at retelling the story of the Iron Man that we have read so far and predict our own endings to the story. Have I think about what we have read so far in the story. What do think are the main points? If I said you could choose five main parts so far what would they be?

- 1.
- 2.
- 3.
- 4.
- 5.

Have a look below at the five main parts that I have chosen.

1. The Iron Man falls off the cliff.
2. Hogarth spots the Iron Man and tells his father who tells the rest of the farmers
3. Hogarth manages to lure the Iron Man into the trap
4. The Iron Man escapes from the trap
5. The Dragon threatens the Earth and Hogarth asks the Iron Man for help.

Can you use the attached storyboard to show these five points?

It looks like the one below.

=====	=====	=====
=====	=====	=====

You will need to draw a picture and write a sentence to summarise each point.

Now as you can see you are left with one box at the end of the storyboard. This is for your prediction of the ending.

Do you think the Iron Man with help save the Earth?

How do you think he will do it?

Will he be success?

Fill in the last box with a picture and sentence which shows your prediction.

Lesson 4

LO: Use similes to describe the Iron Man

Today we are going to use similes to write our own descriptions of the Iron Man.

A simile describes something by comparing it to something else, using the words like or as.

Follow the link below to find some examples of similes.

<https://www.bbc.co.uk/bitesize/articles/zmmpscw>

Did you spot any similes in the description of the Loch Ness monster?

Have a look at activity 3 on the link. Can you have a go at completing the similes they have started?

1. As happy as

4. As tall as

2. As busy as

5. As lazy as

3. As quick as

6. As hungry as

Now lets read the following description of the Iron Man.

The Iron Man came to the top of the cliff.
How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.
Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.
The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left.
His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.
He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.
And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

We are going to create our own similes to describe the different parts of the Iron Man.
Can you write your own similes for the following parts?

- His head
- His height
- His eyes
- His foot

We will use these tomorrow when writing our opening paragraph.

Lesson 5

LO: Write the opening paragraph

Today we are going to write our own opening to the Iron Man.

Read the opening to sentences. You are going to use your questions from lesson 1 of last week to write your own opening sentence using this structure.

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Now read the next part of the opening paragraph

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

Using the similes you created yesterday can you write your own description of the Iron Man. Remember you can use the structure from the book to help you.

Challenge

Can you have a go at writing how you think the Iron Man could have put himself back together?

