

Reading

This week we are going to start reading '**The Miraculous Journey of Edward Tulane**' by **Kate DiCamillo**

You will find a video of Mr Morland reading a chapter each day and the questions to answer it on the Year 4 Home Learning on the Sandylands School website: <https://www.sandylands.lancs.sch.uk/year-4/>

Monday - Activity 1 (Chapter 1)

Listen to the reading of Chapter 1 from the video or read it for yourself using the text on the Sandylands website.

Now answer the following questions about the text:

1. What was Edward Tulane made from?
2. Why could Edward's ears be arranged into different poses?
3. *The china rabbit was in possession of an extraordinary wardrobe.*
What does the word '*extraordinary*' tell you about the clothes Edward had?
4. Edward is unsure about where his whiskers came from. How can you tell that Edward feels unhappy about them?
5. Why did Abilene place Edward on a chair in the dining room each day?
6. *What an elegant figure he cut!* What does the word *elegant* tell you about Edward?
7. According to the text, what did Edward think of Pellegrina?

Tuesday - Activity 2 (Chapter 2)

Listen to the reading of Chapter 2 from the video or read it for yourself on the Sandylands website.

Now answer the following questions about the text:

1. *Nothing remarkable happened.*
What does this phrase tell you about life for Edward in the beginning of the story?
2. Answer **true** or **false** for each of the following statements.
A maid stole Edward's gold pocket watch.
A boxer dog called Rosie picked up Edward in his mouth.
A maid vacuumed Edward's pocket watch into the vacuum cleaner.
Edward's ears were bitten off by Rosie the boxer dog.
When the pocket watch was found it never worked again.
3. *She left Edward on the shelf at a most awkward and inhuman angle.*
What does this phrase tell you about the position Edward was put on the shelf in?

Wednesday - Activity 3 (Chapter 3)

Listen to the reading of Chapter 3 from the video or read it for yourself on the Sandylands website.

Now answer the following questions about the text:

1. Where are the family travelling on a ship to?
2. *Although you are getting a little old for such things as china rabbits.*
Why do you think Abilene's mother says this to her?
3. Find and copy one word in the text that means to 'sparkle or shimmer in the light.'
4. What did Pellegrina say she would tell a story about?

Thursday - Activity 4 (Chapter 4)

Listen to the reading of Chapter 4 from the video or read it for yourself on the Sandylands website.

Now answer the following questions about the text:

When Pellegrina tells the story and says "*she was a princess who loved no-one and cared nothing for love even though there were many who loved her.*" At this point in the story, Pellegrina stopped and looked right at Edward.

1. Why do you think the author said that Pellegrina looked at Edward?
2. How does it make us feel about him?
3. In the story of the princess, what does the witch turn her into?
4. Why was Abilene upset at the ending of the story?

Friday - Activity 5

Think about the main characters in the story so far (Edward, Abilene, Pellegrina).

Choose one of the characters and draw an outline of them on a piece of paper or use the template on the Sandylands website.

Inside the outline write down any words that describe what kind of person the character is (what they think, feel, how they act)

Outside the outline write down any words that describe what the character looks like (their body shape, facial features, clothes they wear).

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Writing

Learning Objective: To draft and write a poem using metaphors, similes and imagery.

This week we are going to continue to read a range of poems along the theme of metaphors, similes and imagery.

We will read poems by Robert Burns and Christina Rossetti.

You will find a copy of the activities, resources and videos on the Year 4 Home Learning page on the school website. Don't forget to watch the 'Loom' videos which give you an introduction to each lesson. A new video will be available each day, go to:

<https://www.sandylands.lancs.sch.uk/year-4/>

Monday

Key skills: Punctuation: Apostrophes to mark where letters are missing in spelling in contractions

1. Watch the video on BBC Bitesize to remind yourself about using apostrophes for missing letters in words called contractions e.g. can not = can't, will not = won't:
[Using apostrophes to contract words - Year 2 - P3 - English - Catch Up Lessons - Home learning with BBC Bitesize - BBC Bitesize](#)
2. Play the game in Activity 1: Games: Small Town Superheroes (you must click Play then use the arrows to find the Contractions Ice cream van game.
3. Then have a go at 'Activity 2: Creating contracted words.'

Main activity 1 – To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

4. Read the poem '*Red Red Rose*' by Robert Burns. Today is Burns Day/Night and it is held every year to celebrate the life of the famous Scottish poet Robert Burns.

Robert Burns wrote this poem about love. Look at the difference in the words in the traditional Scottish version and the modern day translation. Which words are different? Can you work out what the traditional words mean? Write down a list of these words e.g.

<u>Traditional</u>		<u>Modern</u>
Luve	=	love
Bonnie	=	lovely

5. The poet used some similes in this poem (a simile compares two things using the words 'like' or 'as'). Can you find what Robert Burns say his love is like?
6. What message is Robert Burns trying to tell us in this poem?

Tuesday

Key skills: Punctuation: Apostrophes to show singular and plural possession [for example, the girl's name, the girls' names]

1. Watch this video on BBC Bitesize to remind yourself about using apostrophes show possession (A **possessive apostrophe** shows that something **belongs** to or is **connected** to something else e.g. The dog's lead; Alfie's book bag.)
[Using apostrophes to show possession - Year 4 - P5 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](#)
2. Have a go at Activity 1: Possessive apostrophes: Re write the sentences to use a possessive apostrophe e.g.
The paws belonging to the cat. = The cat's paws.
3. Try Activity 2: Quiz about whether the words are **singular (only one)** or **plural (more than one)**. There are 5 to have a go at.
4. Activity 3: Write these **plural words** and add an apostrophe for possession.
Remember when adding an apostrophe for possession to plural words you add the apostrophe **after** the s at the end.

For example: cows = cows'

goats =

brothers =

snakes =

Choose one of the words and write a sentence using it.

For example: The cows' barn was smelly.

Main activity 2 – To understand and explain the meaning of words in context

7. Read the poem '*Flint*' by Christina Rossetti. This poem describes precious stones like diamonds and emeralds and compares them to a flint, a piece of stone that can be used to start fires. Look at the **similes** (a **simile compares two things using the words 'like' or 'as'**) used in the poem and write a list of what each one is, e.g.:

Stone

Simile

Emerald

As green as grass

Ruby

Sapphire

8. Have a go at re-writing the poem replacing the similes and words which describe each precious stone with another example using this template:

An emerald is as green as _____,

A ruby red as _____;

A sapphire shines as blue as _____;

A flint lies in the mud.

A diamond is a _____ stone,

To catch the world's desire;

An opal is _____;

But a flint holds fire.

10. When you have finished your poem, read it to a member of your family or record yourself reading it and send it to your teacher.

Wednesday

Key skills: Punctuation: Apostrophes to show singular and plural possession [for example, singular: Bob's book or the bus's driver; plural: the girls' names or the children's names]

1. Complete these sentences by writing out the word in the missing space:

e.g. basket = The picnic basket's handle has broken.

friend = Our _____ doorbell isn't working.

business = My _____ new product is ready.

scarf = The _____ spots are red and green.

actress = The _____ singing voice was awful.

2. Complete these sentences using an apostrophe and an 's'

e.g. the women + flowers = the women's flowers

the mice + home = _____

the men + toilets = _____

the feet + toes = _____

the children + pictures = _____

Main activity 3 – To draft and write ideas for a poem using metaphors

1. Read the poem 'Colour' by Christina Rossetti. This poem describes different colours and uses **metaphors** (a metaphor is a way of describing something by saying it *is* something else). Have a go at performing the poem by reading it aloud to a member of your family, you could even record yourself reading it to send to your teacher.

2. Think about the metaphors used in the poem, make a list of them e.g.

Colour

Metaphor

Pink = A rose is pink by a fountain's brink

3. Think about some of the different colours in the poem. Can you think of something else that is that colour? Make a word map of these ideas e.g.



Thursday

Key skills: Punctuation: Using apostrophes correctly

1. Watch this video on BBC Bitesize to remind yourself about using apostrophes:
[Using apostrophes - Year 6 - P7 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](#)
2. Have a go at Activity 1: Apostrophes for contractions (there are 2 parts to complete)
3. Then Activity 3: Watch the video about bees and flowers (top tip: watch with subtitles on)
4. Write 3 sentences using apostrophes for possession or contraction e.g.
The flowers' petals are bright, beautiful colours to attract the bees.
We shouldn't harm the bees because they help pollinate the flowers.

Main activity 4 – To draft and write ideas for a poem using metaphors

5. Look at our poem from yesterday, 'Colour' by Christina Rossetti, and your ideas for items that are different colours.
6. Think about which word you are going to choose to put into the poem. You could also think about where you would find this object. It would sound even better if the last word rhymed with the colour e.g. pink = brink, red = bed, yellow = mellow.
7. There are two versions you could write: an easier version with just the name of the item or challenge yourself to write another line after each colour that states where the item is.

Easier version of the poem

What is pink? _____ is pink
What is red? _____ red
What is blue? _____ is blue
What is white? _____ is white
What is yellow? _____ are yellow,
What is green? _____ is green,
What is violet? _____ are violet

Challenge- add another line to say where the object is

What is pink? _____ is pink
_____.
What is red? _____ red
_____.
What is blue? _____ is blue
_____.
What is white? _____ is white
_____.
What is yellow? _____ are yellow,
_____.
What is green? _____ is green,
_____.
What is violet? _____ are violet

8. When you have finished your poem, read it to a member of your family or record yourself reading it and send it to your teacher.

Friday

Main activity 5 – To draft and write ideas for a poem using metaphors

1. Watch the video explaining how we are going to change the idea of the poem 'Colour' by Christina Rossetti to a poem about shapes and sizes that uses metaphors and imagery e.g.
'What is square? My window is square,
I look out of it and stare.
What is small? A mouse is small,
It peeps out of a hole in the wall.'
2. You may find this website helpful for finding rhyming words.
<https://www.wordhippo.com/what-is/words-that-rhyme-with/>
3. Write your own version of this poem choosing from shapes e.g. square, circle, and sizes e.g. small, flat, big and describing that 'is' that shape or size.
4. When you have finished your poem, read it to an adult or record yourself reading it and send it to your teacher.