|  |  |  |
| --- | --- | --- |
| Spelling / Phonics | ENGLISH Year 4  English | Reading |
|  | **Reading**  This week we are going to continue 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 12)**  Listen to the reading of Chapter 12 from the video or read it for yourself using the text on the Sandylands website.  Now answer the following questions about the text:   1. Find two words in the text that describe the dog who found Edward. 2. According to the text, how do you know that Edward was feeling happy to be with the dog? 3. How do you know that Edward is missing Abilene? 4. Use a dictionary to find out the meaning of what a ‘hobo’ is.   **Tuesday - Activity 2 (Chapter 13)**  Listen to the reading of Chapter 13 from the video or read it for yourself on the Sandylands website.  Now answer the following questions about the text:   1. Where does Bull place Edward when they are travelling? Why? 2. What does Lucy the dog think of Edward now she knows he isn’t a real rabbit? 3. Why did Bull decide to make Edward some new clothes?   **Wednesday - Activity 3 (Chapter 14)**  Listen to the reading of Chapter 14 from the video or read it for yourself on the Sandylands website.  Now answer the following questions about the text:   1. Find and copy one word that means that the other tramps had become familiar with Edward. 2. When the other tramps begin talking to Edward, what do they tell him? Why? 3. When the man enters the railcar, why does Edward wish he could move? 4. *He wished that he could cry.*   Why does Edward want to do this?  **Thursday - Activity 4 (Chapter 15)**  Listen to the reading of Chapter 15 from the video or read it for yourself on the Sandylands website.  Now answer the following questions about the text:   1. Which of these meanings most closely matches the word despair:    1. To feel happy    2. To be in pain    3. A complete loss of hope    4. Feeling bored 2. *I’ve seen troubles, too, he thought. You bet I have.*   What does Edward mean by having troubles?   1. What does the old woman use Edward for? |

|  |  |  |
| --- | --- | --- |
|  |  | Writing |
| **Learning Objective: To create a persuasive advert.**  This week we are going to be learning about **persuasive texts**. We will be reading and analysing these texts to identify and discuss the purpose, audience, language and structures of persuasion.  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:  Whttps://www.sandylands.lancs.sch.uk/year-4/  **Monday**  **Key skills: Use pronouns correctly**  This week in our key skills we are going to learn about **pronouns.**  **Pronouns** replace **nouns**. If we didn't have pronouns, we'd have to keep repeating our **nouns** and that would make our sentences awkward and repetitive e.g.  **Tom** went upstairs to the bedroom. **Tom** opened the door and **Tom** sat on the bed. (**Tom** is the over used **noun** here)  **Pronouns** are short words like **it**, **she**, **he**, **you**, **we**, **they**, **us** and **them**.  They are used to describe either individuals or groups of people, rather than using their name or names.  We can replace the over used **nouns** in our example with **pronouns**:  Tom went upstairs to the bedroom. **He** opened the door and **he** sat on the bed. (**he** is the pronoun replacing Tom)  **Activity:**   1. Got to the BBC Bitesize website (search **BBC Bitesize Y4 Pronouns**) or <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx> 2. Read the explanation of what a pronoun is and then watch the video. You can have a go at the two activities and the quiz.   **Main activity 1 – Learn about the features of persuasive adverts. Choose a preference and justify**   1. Watch these adverts for these products (TOP TIP: watch with the subtitles on to read all the persuasive reasons)   **Flexi Torch**: <https://www.youtube.com/watch?v=hP8qsyFA7-8>  **Egg Sitter Cushion**: <https://www.youtube.com/watch?v=FP_akuE2CnM>  **Dust Daddy**: <https://www.youtube.com/watch?v=ddOJFJM0tNU>  (There are many more adverts from JML on their YouTube channel as well).   1. After each video discuss with a member of your family :   Which advert persuaded you the most? Which one would you buy? Why?   1. Think about which of the adverts you watched was the most persuasive (the one that you would buy) 2. Write your own reasons why this advert was the most persuasive.   What features of the product did you like the most.  Draw a picture of the product with its different features labelled.  **Tuesday**  **Key skills: Use pronouns correctly**   1. Watch the Loom video from Mr Morland and have a go at using these pronouns to finish the story   Pronouns to use in the story: **it she he us**   1. Today I went to the cinema with Jane. We bought some popcorn and ate \_\_\_\_\_\_\_ all during the adverts. Jane talked through the whole film - \_\_\_\_\_\_ is a chatterbox! A man told \_\_\_\_\_\_\_ to be quiet - \_\_\_\_\_\_\_ was quite angry.   **Main activity 2 – Learn about the features. Language and structure of persuasive adverts**   1. Look at the written persuasive adverts for the **Flexi Torch**, **Egg Sitter Cushion** and **Dust Daddy** and read through them. 2. Choose one of the adverts. Can you identify in each advert;    What is the name of the product?  What is the product used for/what are the main benefits for owning this product?  Does it use any of the following: **Catchy slogan**? **Alliteration**? **Rhyming words**? **Word play**? **Repetition? Exaggeration**?  Write down any positive words that describe the product e.g. **best, smarter, super strong, supportive, flexible, take it anywhere**.  Does it use rhetorical questions? E.g.  **Dropped your keys?** **Fed up of having to bend over to pick things up?**   1. Record your examples of the features, language and structure of persuasive adverts on the sheet in your paper pack or write these down on paper/your book.   **Wednesday**  **Key skills: Use pronouns correctly**   1. Watch the Loom video from Mr Morland then rewrite these sentences below, **replacing** the underlined **nouns** with **pronouns:**   Rachel went out in the rain and **Rachel** got wet.  Neil and Liam looked for Liz until **Neil and Liam** found **Liz**.  Dad and I found a ring, so **Dad and I** handed **the ring** in.  **Main activity 3 – Plan a persuasive advert**   1. Today you are going to **either** choose from **one** of the following JML products **or** invent a new product of your own to write a persuasive advert about.   You can watch the adverts by clicking on these links:  Comfy Screen Pillow <https://www.youtube.com/watch?v=e-qopRklkxA>  Cosmic Laces <https://www.youtube.com/watch?v=09PFBvK6ZTE>  Dizzy Gels <https://www.youtube.com/watch?v=IO0aFISi1Ww>  Lazer Bond <https://www.youtube.com/watch?v=Typ7Ye5u2VY>   1. Choose your favourite product from the adverts you have watched or you could invent a product of your own. 2. Now look at the planning template which outlines the basic structure of an advert and examples of the language used in ‘Flexi Torch’  |  |  |  | | --- | --- | --- | | **Basic structure** | **Example of a persuasive advert:**  **Flexi Torch** | **Ideas for a** **new persuasive advert:** | | Introduction with rhetorical question(s).  Hook the reader in using ‘you’. Pronoun with name of product. | Struggling to see in the dark?  Need both hands free?  Can’t reach down the back?  You need new Flexi Torch from JML. |  | | First benefit with reasons and examples. | Three LED lights – illuminates the darkest areas. |  | | Second benefit with reasons and examples. | Rotating head – 360 degrees – ideal for working in tight and hard to reach spaces. |  | | Third benefit with reasons and examples. | Magnetic head and base – holds 1kg in weight and great for reaching high shelves. |  | | Summary with snappy slogan / jingle / closing statement.  How to buy. | Extendable, bendable and versatile. The LED torch you can use anywhere!  Try it now. |  |  1. Complete the planning template for each section using the following checklist:  * A rhetorical question (e.g. Need both hands free?) * What benefits it gives people from owning it with reasons and examples * What positive words you could use to describe it. * Think about why the product you’ve chosen is essential (why people need it), * Pronouns (e.g. **You** need new Flexi Torch from JML) * A snappy slogan  1. Write down your ideas for words to describe your chosen product on the planning template or on paper/in a book.   **Thursday**  **Key skills: Use pronouns correctly**   1. Watch the Loom video from Mr Morland then rewrite the **underlined** sentences below, **replacing** the underlined **nouns** with **pronouns:**   Sally wants to be an astronaut. **Sally is very ambitious.**  Sally wants to be an astronaut. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mr Morris hates cycling. **Mr Morris thinks cycling is very silly.**  Mr Morris hates cycling. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Main activity 4 – Draft write a persuasive advert**   1. Today we are going to begin writing the reasons why people should buy your product for your persuasive advert into sentences.   These sentences will be organised into paragraphs.   1. Watch the video with Mr Morland explaining how to use the language and features of persuasive texts that we have learned about this week. 2. Then write your persuasive advert, using this checklist to help you:  * I have included a catchy slogan or catch phrase, using alliteration, similes, metaphors or rhyming. * I have included a hook or a promise. E.g. You won’t be able to live without... * Write 3 benefits with reasons and examples why people need your product * I have used superlatives/ exaggeration. E.g. good=best. * I have used a rhetorical question. E.g. Wouldn’t you love to...? * I have used positive adjectives and feelings, ignoring the negatives. * I have given important product information.   **Friday**  **Main activity 5 – Write up your persuasive advert with pictures and diagrams**   1. Today we are going to write up in neat your persuasive advert using the reasons you wrote on Thursday. 2. Watch the video with Mr Morland explaining how to use the language and features of persuasive texts that we have learned about this week. 3. You could write your persuasive advert in your book or on paper, remember to include:  * A catchy slogan or catch phrase, using alliteration, similes, metaphors or rhyming. * A hook or a promise. E.g. You won’t be able to live without... * 3 benefits with reasons and examples why people need your product * Superlatives/ exaggeration. E.g. good=best. * Eye catching pictures or diagrams * A special offer to entice buyers. * A rhetorical question. E.g. Wouldn’t you love to...? * Positive adjectives and feelings, ignoring the negatives. * I have given important product information. * I have used bullet points, subheadings, labels and words that stand out. |
|  |  |