

Monday's School Reading Book https://www.oxfordowl.co.uk/api/digital_books/1224.html Click on the link to get the Ebook - 'Captain Comet and the Purple Planet'. Brown Book Band. Write the book in your reading record and date it. Maybe write something about it. There is an audio button if you get stuck.

Overall Writing Focus for Week 1:

Poetry Writing - A question and answer poem based on the opening of The Iron Man by Ted Hughes

Weekly Assessment Focus - Week One

<p>All of us will... choose words to make my writing more interesting for the reader.</p>	<p>Most of us will... try to choose some words to have a particular effect on the reader.</p>	<p>Some of us will... experiment with some new words to suit the task / topic.</p>
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**** SUGGESTION:** When reading, try to look at a variety of poems to familiarise children with this text type.

Objectives	Home Learning	Discussion with Parents
<p><u>Day 1 -</u> <u>Monday 20th April</u> Reading Comprehension <u>Learning Objective:</u> <u>I can answer questions about what I have read</u></p>	<p>Today children are introduced to this new class story to generate enthusiasm, gain children's interest in reading more of this story and to model strategies for reading and answering a variety of reading questions.</p> <p>If your child needs support with reading and answering the questions, support them with doing this initially, but then try and remove your support. Your child should work on this for at least 30 - 45 minutes. If needed, read the extract together, on the comprehension sheet - (Chapter 1 up to CRASHHH! in the Iron Man). Discuss the text. Model how to answer questions with your child - focus on importance of making sense.</p> <p style="text-align: center;">Many should be comfortable doing this independently.</p> <p style="text-align: center;">[REDACTED]</p> <p>See Photocopy Masters Document. All children to have the same comprehension sheet - differentiated for all children through questions getting harder. Work through questions for at least 30 minutes. (Week 1 Day 1 Reading Comprehension)</p> <p>Discuss afterwards -What kind of story do they think it is going to be? - What do they think will happen next? -What do they think the Iron Man is going to be like?</p>	<p>Review children's answers. What evidence have children used to support their answers? See Answer sheet on Photocopy Masters document.</p> <p>Encourage children to share their ideas about what might happen next, but insist that they explain their ideas using either references in the text or reasons related to other similar stories that have read.</p> <p>http://www.bbc.co.uk/learningzone/clips/ted-hughes-the-iron-man-extract/5320.html show children clip</p>

<p>Day 2</p> <p>Tuesday 21st April</p> <p><u>Learning Objective:</u> <u>I can use adjectives, verbs and adverbs to describe</u></p>	<p>Today children look at the extract they read yesterday more closely and begin to develop their range of descriptive language related to the text for use later this week.</p> <p><i>Explain to children that at the end of the week they will be writing poems. Get feedback from children about what they already know about poems. Explain to children that over the next few days we will be generating new vocabulary, questions and ideas about the Iron Man that we can use in our poems on Thursday.</i></p> <p>Ask children to close their eyes then reread the opening of the story with children visualising the imagery in their head. Read aloud up to "A few rocks tumbled with him. Then. Silence."</p> <p>Give child a piece of paper to draw the opening scene of the story. Share the book's cover image.</p> <p>Children to annotate their drawing in the following ways:</p> <ul style="list-style-type: none"> - What can we see? Children use describing words <u>adjectives</u> - What is happening? Children to use <u>verbs</u>. - How is it happening? Children to use <u>adverbs</u> <p>Extend by asking them to use words in sentences and to use thesaurus and dictionaries to support their ideas.</p> <p>Week 1 Day 2 Extract for Parent to read aloud - See Photocopy Masters Document Verb Worksheet for Extension Activity</p>	<p>Look at some of the adjective, verbs and adverbs that the children have used. Check that they understand the difference between them.</p> <p>Adjectives: describing words (grey, tall)</p> <p>Verbs: doing words (fell, ran, blinked)</p> <p>Adverbs: give more detail to the verb, how it is happening. (quickly, sharply)</p>
<p>Day 3 (2 smaller tasks)</p> <p>Wednesday 22nd April</p> <p><u>L.O. I can ask questions about a character</u></p> <p><u>L.O. I can use similes to describe the Iron Man.</u></p>	<p>Today children are encouraged to think more deeply about the Iron Man and generate questions about him. These will be used as the bases for their poems. They will also look at the author's style of writing and start to use this as bases for their own work.</p> <p>Ask children what they know about the Iron Man. Discuss how the author has given us some information but left us wanting to know more about the Iron Man.</p> <p>Sorting activity. Children to organise ideas into what we know and what we don't know. Can children think of any more questions of their own, to add to the grid? <i>See Photocopy Masters Document</i></p> <p>Re read the description of the iron man. What has the author used to help you visualize the Iron Man? Discuss what a simile is. (A simile is a figure of speech that directly compares two different things, usually by using the words 'like' or 'as'. They are used to make a direct comparison - i.e. <i>His eyes like headlamps</i>)</p> <p>What similes can the children find in the text? What similes can the children think of as their own? Can they use some of the new vocabulary they used on Tuesday?</p> <p>Write these similes, including their own, for the image of the Iron Man. See Photocopy Masters Document</p>	<p>Share children's similes.</p> <p>Critique</p> <p>"His arms were as long as a chip"</p> <p>"He was as tall as a mushroom"</p> <p>Why is this not a good simile?</p> <p>Choose some of their best examples together.</p>

Day 4
Thursday 23rd April

BIG WRITE Day

You need to submit this work.

L.O. I can write a poem about the Iron Man.

Today children will use all the skills they have practised this week to create their own poems about the Iron Man.

You will be writing a simile and question poem today about the Iron Man. Look back over what you have found out about the iron man throughout the week, including the similes and questions you have used. Take some of these ideas to create verses of a poem. Tell children that they will write 3 lines in each verse.

The first will be something you know about the Iron Man.

The second line will be a question.

The third line will be the same in each verse - a repeated line.

e.g.

Taller than a skyscraper.

Who made him?

Nobody Knows.

Write a 4 verse poem with three lines each verse. See Photocopy Masters Document for paper to write on if needed, as well as Success Criteria to use.

YOU NEED TO SUBMIT THIS WORK. I would like to see this handwritten please. When you have completed your poem, please email it to me, either scanned or take a photograph of it to email. Ask your parents to help you with this. I will then provide a class feedback form for the class.

Children share and critique their poems against Success Criteria.



Story time: Read the end of the first chapter before the end of the week

