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|  | **What’s in a Book? Theme – Week 13 Years 4/5/6 22.6.20** | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **9-11** | **WORD OF THE DAY**  Introduce a new word, find out the meaning, use it in conversation, can you draw something to help you remember the word and / or how to spell it? Find out the origin, are there words which mean the same? Use it in written sentences.  **Literature -most generically, is anybody or collection of written works**  **Reading**  Complete a reading comprehension from the pack  **Writing**  Choose an activity from the list. | **WORD OF THE DAY**  Introduce a new word, find out the meaning, can you draw something to help me remember the word and / or how to spell it? Can you use it in conversation, find out the origin, are there words which mean the same? Use it in written sentences.  **Interpret** - **to**[**decide**](https://dictionary.cambridge.org/dictionary/english/decide)**what the**[**intended**](https://dictionary.cambridge.org/dictionary/english/intended)[**meaning**](https://dictionary.cambridge.org/dictionary/english/meaning)**of something is**  **Reading**  Complete 30 minutes of reading.  **Writing**  Choose an activity from the list. | **WORD OF THE DAY**  Introduce a new word, find out the meaning, can you draw something to help me remember the word and / or how to spell it? Can you use it in conversation, find out the origin, are there words which mean the same?  **Publish** - **to make**[**information**](https://dictionary.cambridge.org/dictionary/english/information)[**available**](https://dictionary.cambridge.org/dictionary/english/available)**to**  [**people**](https://dictionary.cambridge.org/dictionary/english/people)**,**[**especially**](https://dictionary.cambridge.org/dictionary/english/especially)**in a**[**book**](https://dictionary.cambridge.org/dictionary/english/book)**,**[**magazine**](https://dictionary.cambridge.org/dictionary/english/magazine)**, or**[**newspaper**](https://dictionary.cambridge.org/dictionary/english/newspaper)**, or to**[**produce**](https://dictionary.cambridge.org/dictionary/english/produce)**and**[**sell**](https://dictionary.cambridge.org/dictionary/english/sell)**a**[**book**](https://dictionary.cambridge.org/dictionary/english/book)**,**[**magazine**](https://dictionary.cambridge.org/dictionary/english/magazine)**, or**[**newspaper**](https://dictionary.cambridge.org/dictionary/english/newspaper)  **Reading**  Choose another reading comprehension from the pack.  **Writing**  Choose an activity from the list. | **WORD OF THE DAY**  Introduce a new word, find out the meaning, can you draw something to help me remember the word and / or how to spell it? Can you use it in conversation, find out the origin, are there words which mean the same? Use it in written sentences.  **Edit -** **to make**[**changes**](https://dictionary.cambridge.org/dictionary/english/change)**to a**[**text**](https://dictionary.cambridge.org/dictionary/english/text)**or**[**film**](https://dictionary.cambridge.org/dictionary/english/film)**,**[**deciding**](https://dictionary.cambridge.org/dictionary/english/deciding)**what will be**[**removed**](https://dictionary.cambridge.org/dictionary/english/removed)**and what will be**[**kept**](https://dictionary.cambridge.org/dictionary/english/kept)**in, in**[**order**](https://dictionary.cambridge.org/dictionary/english/order)**to**[**prepare**](https://dictionary.cambridge.org/dictionary/english/prepare)**it for being**[**printed**](https://dictionary.cambridge.org/dictionary/english/printed)**or**[**shown**](https://dictionary.cambridge.org/dictionary/english/shown)  **Reading**  Complete 30 minutes of reading.  **Writing**  Choose an activity from the list. | **WORD OF THE DAY**  Introduce a new word, find out the meaning, can you draw something to help me remember the word and / or how to spell it? Can you use it in conversation, find out the origin, are there words which mean the same? Use it in written sentences.  **Language -to make**[**changes**](https://dictionary.cambridge.org/dictionary/english/change)**to a**[**text**](https://dictionary.cambridge.org/dictionary/english/text)**or**[**film**](https://dictionary.cambridge.org/dictionary/english/film)**,**[**deciding**](https://dictionary.cambridge.org/dictionary/english/deciding)**what will be**[**removed**](https://dictionary.cambridge.org/dictionary/english/removed)**and what will be**[**kept**](https://dictionary.cambridge.org/dictionary/english/kept)**in, in**[**order**](https://dictionary.cambridge.org/dictionary/english/order)**to**[**prepare**](https://dictionary.cambridge.org/dictionary/english/prepare)**it for being**[**printed**](https://dictionary.cambridge.org/dictionary/english/printed)**or**[**shown**](https://dictionary.cambridge.org/dictionary/english/shown)  **Reading**  Choose another reading comprehension from the pack.  **Writing**  Choose an activity from the list. |
| **Movement**  The Body Coach – YouTube – find the current day | **Movement**  <https://www.youtube.com/user/CosmicKidsYoga>  Cosmic Yoga  (YouTube) | **Movement**  The Body Coach – YouTube - find the current day | **Movement**  Go outside for a walk. | **Movement**  The Body Coach – YouTube on the day |
| **11-11.15** | **Break** | **Break** | **Break** | **Break** | **Break** |
| **11.15-12.15** | Maths  White Rose (Home Learning Tab)  <https://whiterosemaths.com/homelearning/>  Watch video and answer questions. | Maths  Number gym  <http://www.numbergym.co.uk/>  Calculation activity linked to year group e.g. multiplication and division, addition and subtraction | Maths  White Rose (Home Learning Tab) <https://whiterosemaths.com/homelearning/>  Watch video and answer questions. | Maths  Number gym  <http://www.numbergym.co.uk/>  Table Trainer, Bond Builder | Maths  White Rose (Home Learning Tab) <https://whiterosemaths.com/homelearning/>  Watch video and answer questions. |
| **12.15-1.15** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **1.15-2.50** | **Theme Work**  Choose an activity from the list. | **Theme Work**  Choose an activity from the list. | **Theme Work**  Choose an activity from the list. | **Theme Work**  Choose an activity from the list. | **Theme Work**  Choose an activity from the list. |
| **2.50-3.15** | **Reflecting Roxy**  What have you learnt today and how could you have improved any of your work?  **STORY TIME** | **Making Links Molly**  Can you use any learning that you have done today, in other parts of your life?  **STORY TIME** | **Resilience Rex**  Have you found anything challenging today? How did you overcome the challenges?  **STORY TIME** | **Collaborating Carlos**  Did you work alone today or with someone else? How did that go?  **STORY TIME** | **Motivating Melinda**  Have you encouraged someone else today? How did you motivate yourself today?  **STORY TIME** |

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| **Writing**   * Choose a book to read; at or slightly above your reading ability…When you come across a new and unfamiliar word, roll a dice 3 times and complete the corresponding activities to help you understand and be able to use it for yourself:   1 – Write a synonym for your word  2 – Write an antonym for your word  3 – Illustrate your word  4 – Use the word in a sentence of your own  5 – Act out your word to a friend (or your Mu, Dad, pet…)  6 – Create an alliteration containing your word and 2 others **The Hobbit - an unexpected Journey** <https://www.literacyshed.com/the-myths-and-legends-shed.html> The opening scenes when Bilbo meets Gandalf for the first time.  Writing tasks   * Rewrite sections of the dialogue punctuating correctly. * Use of adverbs to describe the characters actions. * Write in the role of Bilbo either as a diary or a letter expressing his outrage as to what has been requested of him by Gandalf. * Write about what a character might be thinking or feeling at different stages of a story. You could write it in the first person, or in a speech bubble. * Choose a key moment in a book/your favourite book and change the event. Write that new event into a high quality paragprah. Can you add an illustration? * Create a cartoon strip of main events from a story of your choice/a well known story. * List the words and phrases used to create an ***atmosphere***, such as ‘scary’, ‘deep in the misty, silent forest’ (of course you could change this to ‘List the words and phrase that were used to create humour, excitement, mystery etc.).’ ***Now try to use some of these words and phrase in a paragraph of your own.*** * Write a fact file or biography about your favourite author. * Write a news article about an important event from a favourite book. * Explain why you think a particular book will or will not be read 100 years from now. Support your opinion by stating specific events in the story. |
| **Theme**   * Create your own Mr Man/Little Miss * Alternate ending – create a story map of a favourite story then give it an alternate ending * Put yourself into the story – what would you do to change/alter the course of events? * Use music to tell a story and to create a scene/characters within the book * Draw your favourite character from a story and describe them * Draw/collage/build the scene from your favourite book and describe it * Put on a play acting out your favourite book * Make props for the play/for character role play * Jumble up a story! Take a good character from one story (Ben [Gangsta Granny]), the bad character from another story (Mr Twit) and a setting from another (Hogwarts). What happens when they meet? What could they do? * Character profile of your favourite character * Teacher’s choice book focus * Write a letter as one character in a story to another * Create a beast (Beast Quest) for Tom to battle - act it out thinking about how the beast would move, describe the beast, create and describe a habitat for the beast and write a story detailing their meeting * If you had to choose 3 best friends who are characters from a story, who would you choose and why? * Write a list of interview questions for a character. Extend to write answers in the style of the character * Design a library/cosy reading area where you could lose yourself in a book. What would you include and why? * Use Purplemash 2animate to animate a scene from a story * You can invite 2 authors and their characters to dinner – who would you invite and why? Write their invitation * Pretend you are a talk show host and interview a character or author . * Create a book jacket, including illustrations, an enticing synopsis, author bio, and favourable reviews. * Give a dramatic reading of a scene in the book of your choice (rehearse, say it aloud etc. before performing to an audience). * Design a poster or new book cover depicting the climax of a well-known or chosen story. |