English home learning tasks: 04/05/2020

Focus: Spiderwick Chronicles Book 1

* Monday:

Outcome: Recall and summarise events and write a short write.

Task: Recap chapter 6. Read chapter 7 to page 99. Ask why the children are leaving the Boggart presents. Read to the end of the book. Ask why the child thinks the children are told to throw away the book and what they would do. Ask them if the story ended how they think it would and if not, how did they think the story was going to end. Have them write a short alternative ending to the book.

* Tuesday:

Outcome: Identify and use possessive apostrophes.

Task: Explain that apostrophes can be used to how that someone owns something or it belongs to that person or thing. Show them an example in the book on page 3 “Simon, Jared’s identical twin, didn’t look upset.” and “When he thought about Mallory’s knotted hair, he couldn’t contain a shiver.” Alternatively, write up your own alternative; e.g. “Mum’s juggling set wasn’t as good as the one Dad had.” Have them spot the apostrophes and seen if they can identify which one is possessive and which is just a contraction (such as *didn’t, won’t, wouldn’t, can’t* etc).

Have your child do some activity that involves using possessive apostrophes, such as:

* Write silly sentences using apostrophes
* Get a pack of post it notes and have them label things in the house such as “Dad’s shoe” and “[child’s name]’ bedroom, KEEP OUT”.
* Wednesday:

Outcome: To write a letter, using another as a model.

Task: Show them an example of a letter. Discuss what features are important to have on the letter (see attachment). Have your child use letter example to write their own to someone. A template is provided if you feel your child needs one. The best kind of work is produced if the writing has meaning or purpose, so ask them who they would like to send a letter to, and have them write it up neatly and have it posted!

* Thursday:

Outcome: To recap use of adverbials and fronted adverbials.

Task: Ask your child to explain/give examples of adverbs (words that give detail to a verb – a doing word – such as “Mr F. danced wildly while he was teaching.” Ask if they can remember what an adverbial is (adverbials are short phrases that do the same job as an adverb) and have them give you an example – such as “Mr F. jumped up and down excitedly because [child’s name] understood the work.” Use one of your examples and write the individual parts of the sentences on different post-it notes or something similar. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| Mr. F jumped | up and down | excitedly | because [child’s name] understood the work. |

Show your child that it is possible to move these parts around, and the sentence still makes sense. Explain that writers do this to stop their writing all being the same and boring, but also to draw attention to specific parts of the sentence. A comma must be added at the end of an adverbial if starting the sentence this way. E.g.: “Excitedly, Mr. F jumped up and down because [child’s name] understood the work.” This is called a fronted adverbial.

Practice a few examples with your child, and have them come up with some of their own sentences. Alternatively, have your child complete attached worksheet.

* Friday:

Outcome: To write a mini-sequel to Spiderwick Chronicles.

Task: Have your child plan and write up a small sequel or a “what-if” style story, based around the Spiderwick Chronicles book. Have them try and emulate the style of writing, and encourage them to use some of the grammatical skills they have learned previously (adverbials and fronted adverbials, complex sentences and conjunctions, etc). Help them plan a start, middle, end style idea for their story, then allow them to get busy! Try to only support them lightly in their story if they need it, such as ideas as to what happens next if they are stuck. Once they are finished with the story, have them go through it (with a purple pen if possible, but not essential) and see if they spot any mistakes that they have made themselves and correct those mistakes to the best of their ability.

Once done, have them share their story, and give them an overly-enthusiastic high five for their effort!

(If your child hasn’t shown much interest in the story, but you know there is a different story from a book that they do like, encourage them to write a continuation of that instead. I recommend books over any other medium, simply because they will find it easier to mimic, but of your child is dead set on a story based on a film, cartoon, game, whatever, follow their lead! The important part is that your child gets a chance to somewhat independently flex their creative writing muscles as well as practice their handling of sentence structure and grammar. Regardless, at the end, congratulate their effort more than criticising what they may or may not have missed and give them an all mighty high-five, fist bump, or their choice of celebratory handshake!)