



Year 5 Remote Learning

English Week 9

Grammar - Teaching

Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information.

The important thing to remember is that when a parenthesis is removed, the sentence still makes sense on its own.

Take a look at this excellent re-work of a Britney Spears song to help you understand:

<https://www.youtube.com/watch?v=AseBaZWID7w&feature=youtu.be>

ParenthesEs - note the 'E' at the end!

ParenthesEs is the name given to the punctuation used to **show** parenthesis.

Brackets, commas and dashes are all types of parentheses.

How to use parentheses

The most common way we show parenthesis is to use **brackets** to add information, detail or clarification.

<https://www.youtube.com/watch?v=YZJbRaA3LUI&feature=youtu.be>

Remember, the sentence to which the parenthesis is being added should make grammatical sense, whether the information in the brackets is there or not. For example:

George Washington (the first American President) was born in 1732.

I went to the cinema to meet James (my eldest brother).

I love strawberries (and raspberries) but I'm not keen on blackberries.

If the information within the brackets is removed, the sentences still make sense.

Dashes and commas can also be used instead of brackets to show parenthesis; they set a more informal tone in writing. For example:

I miss seeing Amelia (my best friend from primary school) every day.

I miss seeing Amelia, my best friend from primary school, every day.

I miss seeing Amelia – my best friend from primary school – every day.

Grammar - Activities

Activity 1

These sentences are not using parentheses to show the extra information.

Copy the sentences and **insert parentheses** in the correct places. You can choose which type of parentheses you use!

1. I lost my phone a Samsung S9 during football training yesterday.
2. Mr Breuer a teacher at Coleridge Primary School was born in America.
3. Mr Chamberlain read his new book the next in the Marc Dane series in three days.
4. When I first watched the film Jaws I was nine at the time it scared me.
5. David Beckham who spent part of his career in America was perhaps Britain's most popular footballer.

Activity 2

For this activity, you need to add parenthesis in the spaces. Here are a couple of examples to give you an idea of what to do...

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1. **My brother _____ never brushes his hair! [hint: cool]**

becomes:

My brother (who thinks he's really cool) never brushes his hair!

-
2. **My brother _____ never brushes his hair! [hint: name?]**

becomes

My brother - who's called Robert - never brushes his hair!

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- I. Using the sheet '**ACTIVITY Y5 Grammar Wk 11**', copy out the sentences and add parenthesis.
 - II. There is a **Challenge Activity** too - you need to create three of your own sentences, which must include parenthesis and parentheses!

Answers: Use the sheet '**ANSWERS Y5 Wk 11 Grammar**' to check your work. The answers for Activity 2 may differ slightly to yours as you might use some different words, but it will show if you are on the right lines.

Writing

This week, your task is going to be to write a **mystery story**!



A mystery story is a fiction story in which an unexplained event has happened. Sometimes, this involves a crime and a detective trying to solve the mystery using clues. Mystery stories always use **suspense and tension** to hook the reader.

First, read the story **Kidnapped**. What do you notice about the order of events?

Unlike the other stories we have looked at this year, Kidnapped does not follow the traditional story mountain of beginning, build-up, problem, resolution, ending. Why do you think the author chose to do this?

Starting with the problem can be a great way to build up suspense, tension and excitement! We want to know why the characters are hiding, who is after them, and how they can get out of this situation.

Before you start planning your story, use different colours to underline the following in the text (you will be able to magpie these when writing your own story!):

- sentence openers
- powerful verbs
- emotive adjectives
- adverbs
- figurative language (similes, metaphors, personification)

Next, fill in the Boxing Up sheet to help you plan your own story. The first line has been done for you (NB- the imitation box is just an example of how to use the underlying event to make up your own version. You can use my example if you wish, or make up your own!) The idea is that you will use the same structure as the Kidnapped story, but invent new characters, settings, villains and details to make it your own.

Think about the characters (Who are they? What are their names? What were they doing to get involved?), the villains (Who are they? What do they want?), the setting (Where is it? What does it look like? How can the characters escape from it?), the resolution (Where do the characters run to? Who do they call? How does the story end?) Use the Tension, Mystery and Suspense Word Mats if you would like some inspiration!



Remember to use: paragraphs, sentence openers, powerful verbs, emotive adjectives, adverbs, and figurative language (similes, metaphors, or personification)

Extra tricky bit!

Notice how in Kidnapped, the author switches from the simple past tense to the past perfect tense: "As we clambered out of the window and slithered down the wet roof, I was trying to remember how I **had got** into such a mess."

This is helpful to talk about an earlier past. Because the story is already in the past tense, the past perfect is used to describe what happened before. Can you use some past perfect in your own story? Remember, the past perfect is made by using "had" and another verb in the past (e.g. I **had walked** past that house many times before).

Reading Activity

This week, there are **three reading activities to choose from.**

Each one is based on a non-fiction text about **The Man Who Moved a Mountain.** They are titled:

- Y5 Reading **1 STAR** - Week 11 - **challenging**
- Y5 Reading **2 STARS** - Week 11 - **more challenging**
- Y5 Reading **3 STARS** - Week 11 - **most challenging**

You only have to choose one to do, but you may look at them all before making your choice.

The **reading booklet, questions** and **answer key** are all in the same document.

Remember to look at the answers only **after you have finished!**



Spelling	Words	Activity
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This week, we are looking at: **adding the prefixes 're-' and 'de-' to verbs to create action/doing words with opposite meanings.**

're-' which often means 'again'.

For example, when you add the prefix 're-' to the verb 'write' 're' + 'write' = 'rewrite' - which means to write again.

'de-' which often means 'down', 'off', 'reverse' or 'undo'.

For example, when you add the prefix 'de-' to the verb 'activate' 'de' + 'activate' = 'deactivate' - which means to turn something off or to take something out of use.

Verbs with the prefixes 're-' and 'de-':

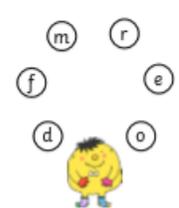
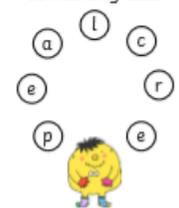
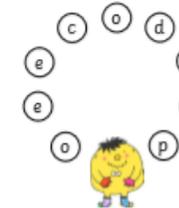
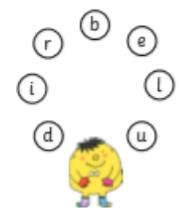
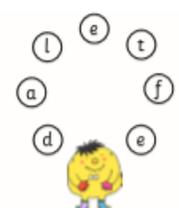
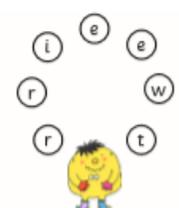
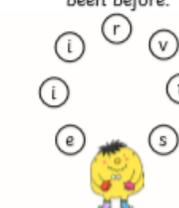
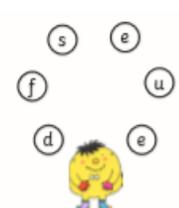
- deflate
- decompose
- recycle
- replace
- revisit

Activity 1:
Make a list of other verbs that you can add the prefix 're-' and 'de-' to.

Activity 2:

Mr Whoops' Juggling Muddle!

Clumsy Mr Whoops has been juggling with this week's re- and de- verb prefix words and he's got in a real juggling muddle! Could you help him to unjumble each word using the clues to help?

<p>To bend or squash something until it is no longer recognisable.</p>  <p>_____</p>	<p>To fill the place of someone or something with somebody or something else.</p>  <p>_____</p>	<p>To rot or break down into pieces.</p>  <p>_____</p>	<p>To construct a building again.</p>  <p>_____</p>
<p>To let the air out of something.</p>  <p>_____</p>	<p>To redraft a text.</p>  <p>_____</p>	<p>To go back to somewhere you have been before.</p>  <p>_____</p>	<p>To make a bomb harmless.</p>  <p>_____</p>

Challenge Task

Which two spelling words hasn't Mr Whoops muddled up? Could you use each of them in separate sentences that contain plural possessive apostrophes.

To print a larger version of this activity and check your answers, see **Yr 5 Spelling - Mr Whoops' Juggling Muddle Activity Sheet and ANSWERS***