



Message

We hope you enjoyed doing last week's lessons about the book *Mouse, Bird, Snake, Wolf*. We loved seeing the work that you sent to us – you are a very creative bunch!

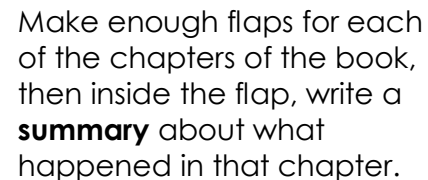
David Almond

MOUSE
BIRD
SNAKE
WOLF

ILLUSTRATED BY
Dave McKean

Love Ms Davies, Mr Shiel, Mr Goddard, and Ms Schmidt

Choose a chapter book that you have really enjoyed reading recently, or use *Mouse*, *Bird*, *Snake*, *Wolf* as your inspiration. Next, cut up some rectangles of paper, then fold them in half so that they open like a flap, like this:



Then, stick them all down on a larger piece of paper or card in chapter order. You can turn this into one big book if you'd like to, with a copy of the book's front cover illustration on the front.



Don't forget to visit the outdoor library at school every Wednesday (9.30am-12pm and 1pm-2.30pm) on the bridge in front of the office to pick up or swap new books!

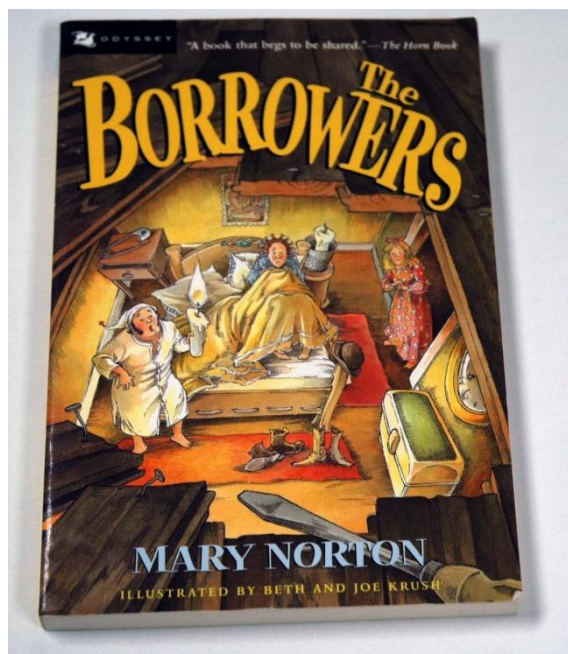
Reading Comprehension

This week, we'd like you to read the opening from 'The Borrowers' by Mary Norton.

You'll find the opening chapter in an attachment called '**The Borrowers Text.**' Open this first and read it, either quietly to yourself or aloud if there is an adult available to listen.

Now open the '**The Borrowers Questions**' attachment and work through them. Remember to answer as fully as you can.

You can mark your own work afterwards using the answer sheet.



Spelling – Suffix –al

This week's spellings are words that end with the suffix –al. Try to find the words in the word search, then write each of them in your spelling book in joined up handwriting. Now try putting each of these words into a sentence. Ask an adult to test you on them at the end of the week!



medical	personal	seasonal	exceptional	occasional
national	sensational	additional	traditional	capital
vocal	postal	fatal	brutal	vital
liberal	technical	electrical	musical	verbal

Morning Starter!

CONTRACTIONS

Turn the words in **red** into a contraction (shortened form). Remember that the apostrophe should be where letters have been removed. The first one has been done for you.

1. Trudy **does not** understand her homework.

Answer: doesn't

2. Sam rarely laughs while **he is** sleeping.
3. Kayden likes chocolate but **he has** stopped eating it.
4. **We have** tried to mark all your books.
5. Kara and Jamal think **they are** doing well in maths.
6. Ella refused to admit that **she had** put the toy in her pocket.
7. Ashley promised that **she would** send us an e-mail.
8. The report will be handed in but **it will** be late.
9. I wonder if **it is** proper to eat soup with a knife and fork.
10. That is the silliest song **they have** ever sung.

Lesson One – Writing to the characters.

Remind yourself about the story Mouse, Bird, Snake, Wolf so far by listening to Ms Davies reading parts 1-4 (Stop at Stop at Little Ben asking, "...Isn't it a bit...dangerous?"

<https://youtu.be/quV-JZZWFv8>

Do you think that Little Ben, Sue and Harry should continue to make the wolf?

Today you're going to write a letter to the characters in the story, offering them some advice. Your letter can be written as a message in a bottle, note written on a paper aeroplane or a message to attach to a carrier pigeon. Somehow, you have to imagine getting this letter to the children who are living in a different world to us right now!



In your letter, you are going to give **your opinion** about whether or not the children should continue with their plan to create a wolf. Explain your reasons for thinking this, and give them some suggestions about what you think they should do next and what the consequences of their actions could be.

You could start your letter like this:

Dear Harry, Sue and Little Ben,

I am writing this note to you in the hope that you receive it before you start creating the wolf....

Morning Starter!

ADJECTIVES, ALLITERATION AND SYLLABLES



Pirates, pirates, pirates

_____, _____, _____ pirates,
_____, _____, _____ pirates,

Pirates, pirates, pirates.

1. Choose a letter, for example, 'c'. Then choose three adjectives beginning with 'c' to describe the pirates. For example, **cold, cunning, cannibal**.

2) The adjectives you choose must have one, two then three syllables in them.

3) Repeat with a different letter.

Lesson Two – Writing in role

Listen to Ms Davies read part 5 of the story. Stop at ... 'What a weird, peculiar thing.'

<https://youtu.be/quV-JZZWFv8?t=1006>



Task 1:

Look closely at the picture of Little Ben in the tree. What do you imagine he is thinking in this moment? Open the attachment called '**Little Ben thought bubble**' and fill in the blank bubble, imagining that you are writing down all of the thoughts that are going through Little Ben's head.

Task 2:

Next, write a diary entry, imagining that you are Little Ben. What do you think he would say in his diary on this day? Remember, diary entries should be full of detail, but can be quite chatty and informal-sounding. Start your diary entry with 'Dear Diary.' You could include Ben's plan for what he is going to do next to improve the situation.

Morning Starter!

WORD TYPES

Words can be different 'types' depending on the job they're doing in the sentence. For example, the same word could be a **noun** in one sentence and a **verb** in another!

Take the word 'park'. It has two different meanings and can be used in two different ways. Look at the following sentences. What type of word is 'park' in each one?

You can't park the car in the city centre. _____

Children like playing in the park. _____



Here are some other words that could be either nouns or verbs:

- hand - shop - glue - bandage

Write pairs of sentences for each of these words showing the two different ways they can be used.

Lesson Three – Story-mapping

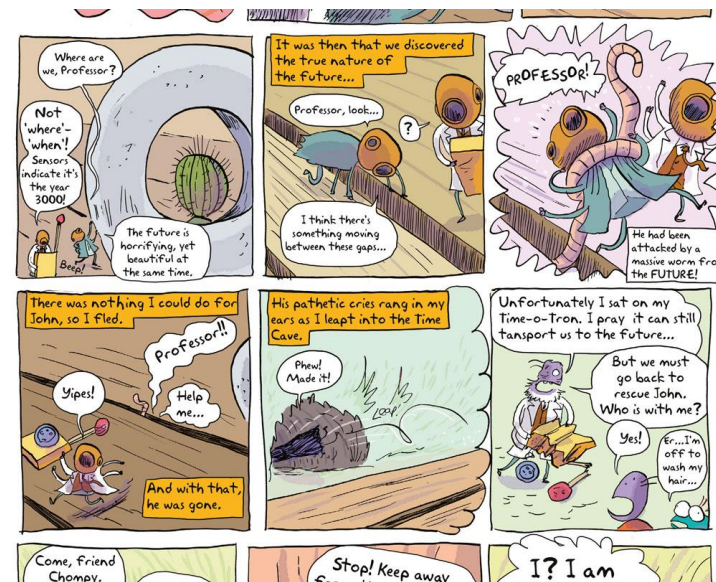
Listen to Ms Davies reading part 6 of the story. This should take you right to the end.
<https://youtu.be/quV-JZZWFv8?t=20>

Today, you're going to think about the whole story and how the events panned out. You're going to re-tell the story from beginning to end, but in the style of a comic strip.

Comics are a great way to re-tell a story, as you have to just think about the **main events** that happened and **simplify** the story as much as you can.

Comics are mainly made up of speech bubbles that show what the characters are thinking and saying, so you might need to listen back through parts of the story to remind yourself what was happening. Don't just copy what they said in the book, try to think of your own way to summarise that part of the story, so that the whole thing can fit onto just one page. It's harder than it sounds!

Choose a template from the attachment called '**comic strip templates**' or design your own. You can also cut out some of the speech bubbles or words to stick onto your comic if you want to. Make them bright and bold!



Morning Starter!

CONSEQUENCES

1. On the top of your piece of paper, write down an adjective.
2. Fold the piece of paper over to cover up your adjective.
3. Next, write a noun, fold the paper over again.
4. Repeat the process with an adverb, a verb, another adjective and another noun.
5. When you have finished, fold out the piece of paper and read out the sentence you have made. Does it make sense? What word types would you need to add for it to make sense?

ADJECTIVE



NOUN



ADVERB



VERB



ADJECTIVE



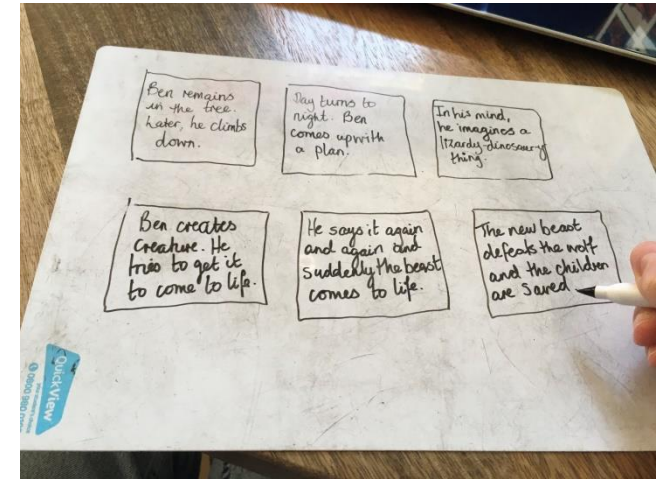
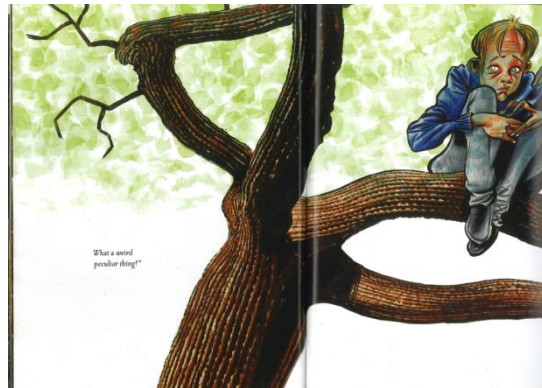
NOUN

You can also play this game with your whole family by passing the piece of paper around to a different person each time, then reading out the finished product!

Lesson Four – Planning an alternative ending

Watch this video with Ms Davies talking you through how to approach this lesson:
<https://youtu.be/hm2EBliuMQg>

Today you are going to plan out an alternative ending to the story. Imagine that the story ends at the point that Ben is up the tree and the wolf gobbles up Harry and Sue. You're going to change the ending of the story to something new!



Start by drawing out 6 boxes, then write notes in each box for what is going to happen next in your version of the story. Don't make it too complicated – sometimes the simplest ideas work best. You don't need to write in full sentences at this stage – this is just your plan.

Morning Starter!

PRONOUNS

Fill in the gaps in the story so that it makes sense using pronouns. Here are some to choose from:

I, me, you, he, him, she, her, it, my, mine, your, yours, his, her, hers, its, we, us

I have a dog called Sam. _____ love _____ but he can be very mischievous. One day my friends and _____ were coming home from school when _____ dog, Sam, ran out into the road and chased _____ friend Levi up the hill. _____ got scared and jumped over a fence into someone's garden. _____ shouted at Sam to come to _____ but _____ refused. An old man came out of the house brandishing a stick. _____ was scowling and looked furious. _____ all legged it down the hill and Sam followed _____. When _____ got home my mum said, "Why are _____ so hot and bothered?"

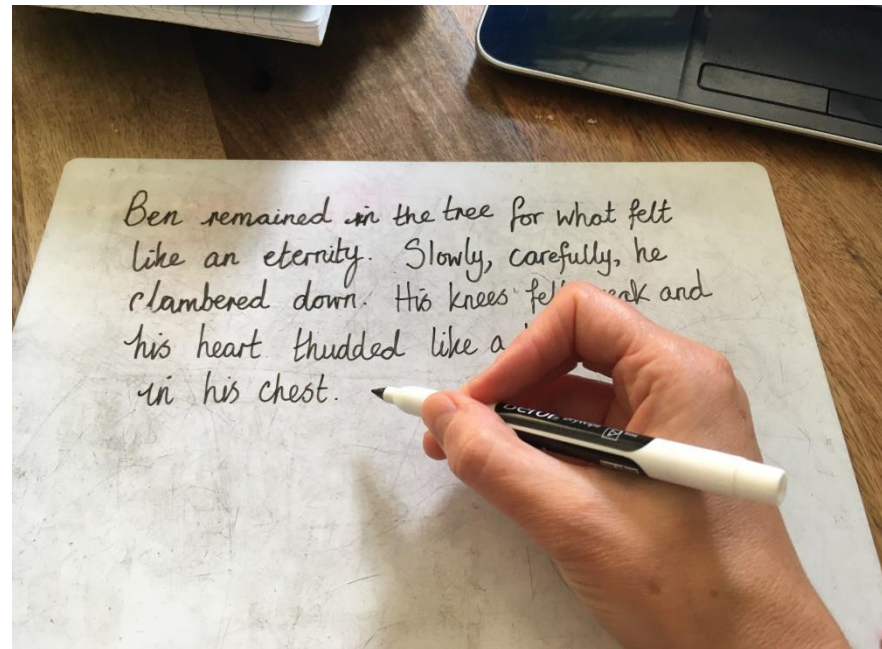
"That old man up the road flipped _____ lid because Sam ran into _____ garden," I replied.

Lesson Five – Writing an alternative ending

Watch this video to see how Ms Davies turns her plan into full sentences:

https://youtu.be/Ntw56_pTZl0

Today, your job is to turn your plan from yesterday into a full story-ending for Mouse, Bird, Snake, Wolf.



In your writing, think about the following:

- Interesting ways to start your sentences (such as fronted adverbials).
- Using a thesaurus to find some adventurous vocabulary.
- Speech punctuation if your characters talk.
- Lots of description and detail to describe settings and characters.

Please email us your finished stories. We'd absolutely love to read them!