Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

Reading and Writing Home Learning for Summer 2 (Y4)

Below you will find a table and some additional resources that should support you with your child's Reading and Writing Home Learning for 6 weeks.

- Each day your child with have up to 3 suggested activities to do – these will vary between Reading, Writing, Grammar, Punctuation and Spelling.
- For some of the activities listed your child will require an additional resource, e.g. extract from a book. In the table we have made reference to these resources and have included a copy of them underneath each weekly table
- For some of the activities we have also included additional activities which will support your child in repeating, securing and extending the concept that has been taught. It is not compulsory that your child engages with the additional activities but you might find that they are beneficial to your child.

	Writing **Grammar, Punctuation and Spelling**	**2. Detail please** **'When' or 'How' please** **'Explain' please** **3. The Bolds Go Wild Spelling and Grammar**		
	Reading **Writing** **Grammar, Punctuation and Spelling**	**1. The Bolds Go Wild 2** **2. Write away!** **3. The Bolds Go Wild Spelling and Grammar 2**		

Amazing Aliens Reading Comprehension

Welcome to my alien world! You'll find lots of fun things to work through that will help you with your writing skills and build on the work you do at school.

For many years, humans all over the world have wondered whether we really exist. Well, I can tell you we do and, what's more, we have been getting up to all sorts of mischief on our visits to Earth! Now I'm hoping we can help you with your writing and inspire you to believe that aliens are amazing!

First, here are some facts about our species.

You can listen to an audio recording of the facts below here https://soundcloud.com/talkforwriting/amazing-aliens/

Amazing Aliens

Have you ever wondered what it would be like to meet an alien? Read on and find out more about our fascinating species.

What is an alien?

An alien is a peculiar humanoid from outer space.

Appearance:

Most aliens are tall and can grow to over 10 metres in height. However, the Pigmy alien is the tiniest of aliens and is the size of a household mouse. Additionally, aliens have tough, green skin that is often wrinkled to help keep them warm. Amazingly, some aliens have shiny scales that are harder than diamonds.

Habitat:

Aliens are found across the Solar System. The majority like to live well away from planets inhabited by human beings. Usually, they live in pods or space shacks made of ice. Some aliens like to sleep in cocoons, which are woven from a silk-like thread that space worms produce.

What do they eat?

All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth. They love chocolate, cakes and desserts. Furthermore, they are extremely fond of fizzy drinks. Their favourite food is ice-cream. Interestingly, aliens can dislocate their jaws in the same way as a snake, so they can fill their mouth with huge portions of sweet treats.

What do they do?

Aliens are best known for exploring in spaceships. They usually land their spacecrafts in remote areas and like to find out about the planets they are visiting. Interestingly, most aliens are extremely good mathematicians and they love to calculate the answers to complicated maths problems in their heads.

Fascinating facts

- The fastest aliens can run up to 450mph.
- Aliens can live until they are 205.
- Aliens can make themselves invisible if they are threatened.
- Nightshade aliens are the only nocturnal alien, that means they come out at night.

Are aliens on earth?

Watch out! The next time you see someone in your class guzzling extraordinary portions of sweets, getting top marks in their times tables tests and winning every race at Sports' day, just maybe you've got an alien invader of your own!

What do the words mean?

Read the information on aliens again. Underline any words you don't know the meaning of. Can you find out the definition? You could ask someone else in your home to tell you, use a dictionary or search the internet. Write your definitions out on a separate piece of paper.

★ Challenge: can you put these new words into a sentence?

Alien Comprehension!

Here's a quick-fire reading quiz about aliens. How many can you answer?

How fast can aliens run?

What does *condyonion* mean?

Where do aliens like to sleep?

Which word in the text means the same as *investigating*?

What is the name of the smallest alien species?

Aliens have soft skin. True or false?

What type of food might be on an alien's shopping list?

Why might aliens scare humans?

Why might you have an alien in your class if you spot someone doing extremely well in maths tests?

The 'Talk like an Expert' game

Now let's invent some facts about aliens. Imagine you are world expert on aliens and you are answering the interview questions below. Make up one fact for each question.

★ Start your answers with one of these generalisers. These are words that sum up things e.g. *most, all, some, many, a few*. For example:

Most aliens like cheese.

Where do aliens go on holiday?

_____

_____

What do aliens like to do to relax?

_____

_____

How to aliens travel to work?

_____

_____

Why do aliens live alone?

_____

_____

★ Challenge: Add on to your facts by using the adverb 'additionally'. Use it to start a NEW sentence to add on to your fact. For example:

Most aliens like cheese. Additionally, they also enjoy eating broccoli covered in marmite.

★ Rewrite your sentences below. Remember to use a capital letter to start, a comma after additionally and a full stop at the end of your sentences. Check you have two sentences.

_____. *Additionally,* _____.

_____

_____

_____

_____

_____

★ Now write your own questions to ask an alien. Use the question words: who, what, when, where and how. Don't forget to end your sentence with a question mark.

_____

_____

_____

_____

★ Creative challenge: On a separate piece of paper, create your own alien. How many eyes will it have? How many legs? What colour will its skin be? What special powers will it have? Label your alien to show what it can do e.g. *laser eyes for fighting enemies.*

Help! I've seen an alien!

★ Let's investigate some of the words and phrases that would help you to describe an alien to a friend if you ever saw one.

The Adjective Game:

Adjectives are used describe things (nouns): e.g.

The fluffy, grey cat slept on the comfortable sofa.

To make descriptions more powerful for a reader you can add adjectives to describe different nouns. Your challenge is to describe my alien friend below, using two adjectives. I have done one for you.

Remember, when you use two adjectives, you separate them using a comma.

The alien I saw had fiery, oval eyes.

Write some interesting adjectives to describe different bits of the alien.

The alien I saw had:

_____ , _____ *horns*

_____ , _____ *teeth*

_____ , _____ *claws*

_____ , _____ *skin*

_____ , _____ *head*

Writing Tip – *"Has every word earned its place?"*

Make sure both adjectives you have used to describe your alien are telling the reader something different. For example, large, big teeth doesn't work because large and big are saying the same thing.

Alien Headlines

Now, let's find out what mischief I've been up to when I've visited earth. Here is the opening of a newspaper report about me.

The Farming News

Alien Antics

Last night, local farmer Barry Bartlett, 46 years old, received the shock of his life when he discovered an alien spaceship landing in one of his wheat fields.

★ What do you think I did once I landed in the wheat field?

I predict ... .

.....

.....

.....

.....

★ What does ... 'shock of his life' mean?

To receive a shock of your life means ...

.....

.....

.....

The headline game

A headline is a short, punchy sentence that sums up the newspaper story. Sometimes it uses rhyme (Stranger Danger) or alliteration (where words start with the same sound e.g. Bear bites baddie). Imagine each picture below is part of a newspaper report. Have a go at creating a punchy headline for it.

★ Challenge: Can you use alliteration in at least one headline?

.....

.....

When? Who? What? Why? Where? openers

My favourite paragraph in a newspaper report is the first one. It's clever because it tells you the whole story without you having to read it all. It uses the 5 W's above to do this.

Last night (when), local farmer Barry Bartlett, (who), 46 years old, received the shock of his life (what) when he discovered an alien spaceship landing (why) in one of his wheat fields (where).

★ How else could I have surprised a local person? Maybe I was found snooping around in a garage or maybe I was seen in a park or I arrived at school?

For example: *Yesterday, local shopkeeper Ada Rudge, 34 years old, received the shock of her life when she found a green, slimy alien eating tinned hotdogs at the back of her shop.*

★ Now you try using the 5 Ws to write a new paragraph about my mischief. Remember to tell me when, who, what, why and where. Use the example above to help you.

.....

.....

.....

.....

.....

.....

You can listen to an audio recording of the text below here
https://soundcloud.com/talkforwriting/aliens

A Day in the Life of ...

Exploring planets is very exciting. Every time I visit a planet, I make sure that I keep my 'Explorer's Log' up to date. It is a bit like a diary and is where I write down what has happened on my visits. Here is my entry from my visit to Zargon 9 in the Joomula System:

Yesterday was the most unbelievable day of exploring yet! It all started when I landed on Zargon 9. It was the first time I had ever visited the Joomula system and I wasn't expecting to see such wonderful sights. Excitedly, I put on my exploring suit and gravity boots because there is only 20% gravity on the planet. I set out at 09.45am space time.

First, I visited the crystal waterfalls and took samples of the purple liquid that cascaded down the falls. After that, I studied the tiny creatures that were teeming through the hard, red soil that covered the landscape. They looked rather like earth spiders but had 12 legs and tiny horns on their heads. Carefully, I scooped up two of them to take back to the ship.

Next, I took measurements of wind speed and recorded a temperature of 1004 degrees around the funnel volcano, which is like a normal volcano but the shape of a tall, slim tube. After the volcano trip, I walked across the bubbling, sludge plains that were covered in green mud. It was easy to walk on but it wobbled and rippled if I went too fast.

Finally, I headed back to the ship because it was getting late. When I got in, I recorded my findings and stored my samples in the lab. Tomorrow, I will travel to Zargon 10.

Creative challenge: On a separate piece of paper, design Zargon 10. What would you be able to see as you hover over it in a space ship? What special features will it have? Label the map to show what is on this planet. You can use some ideas from Zargon 9 to help you. Try to draw it in the style of this map but make it look much more like an alien planet!

Your Log

★ **Now imagine you have explored Zargon 10 and are ready to write your log. Follow the same pattern as me and use this planner to jot down some ideas.**

Underlying structure	New Ideas
Intro: state when event happened, sum up day & tell reader something interesting: e.g. *Yesterday was amazing. It was the first time ...*	
What you did before you set off: e.g. *I put on my space boots and ...*	
Event 1 – what happened? *First,*	
Event 2 – what happened? *Next,*	
Event 3 – what happened? *After that,*	
Event 4/5/6... – what happened next? *After that, Next, Then, ...* *Have as many events as you like	
Round off your report and tell the reader where you are going next. *Finally,*	

Crazy Quotes

There are usually quotes from witnesses in newspaper reports too. This is when you write down what people say about an event. Here's what Barry said about me in the newspaper:

"I never expected to see an alien in my field. It was the scariest moment of my life," Barry told the Farming News.

★ You need to use speech punctuation when you write a quote in a newspaper, just like you do in your stories. To help you remember where the punctuation goes, use the steps below:

Speech Toolkit

1. Open speech with inverted commas: "
2. Write what the person is saying
3. Signal the end of the speech with punctuation: usually it's a comma but could be ? or ! (depending on what's been said).
4. Close speech with inverted commas: "
5. Say who said it. e.g. *told, reported, exclaimed, informed, stated, said.*
6. End with a full stop.

Go back to the pictures above on page 11 and write a quote from the characters for each one below.

Reading

Before reading:

Predict. What you think the story might be about based on the name of it?

During reading:

Write a list of the names of every new character you meet.

After reading:

Which character do you think is the most important and why?

Reading

On page 3:

1. What did the Bolds love about rainy days?
2. How do we know the Bolds aren't humans?

On page 4:

1. Disguised is closest in meaning to:

a) hidden b) open c) afraid d) funny

2. What two hyena traits can the Bolds get away with?

On page 7:

1. What is surprising about how Mrs Bold reacts?

Detail please

Before you write your log, try practising some sentences that will help you to add detail about what you are doing. We are going to use *and* and *but* to add detail. For example:

1. I visited the crystal waterfalls <u>and</u> took samples of the flowing purple liquid.
2. They looked rather like earth spiders <u>but</u> had 12 legs and tiny horns on their heads.

Try altering sentences from your ideas above, using <u>and</u> or <u>but</u> to add detail.

'When' or 'How' please

The log uses sentence signposts to tell the reader when or how something is happening. The ones used in the log are known technically as 'fronted adverbials' – adverbs (or phrases beginning with adverbs) that are placed at the front of sentences. (When: *First, Next, After that, Then, Afterwards, When I got in, When I got up.* How: *Carefully, Excitedly, Slowly, Without stopping, Quickly, Bravely, Greedily.*)

For example:

1. *Next, I took measurements of wind speed*
2. *Carefully, I scooped up two of them to take back to the ship.*

Redraft sentences from your ideas above, using fronted adverbials to show when and how.

Explain please

Now try practising some sentences that will help you explain what you were doing using *because* to add your explanation.

For example: *Finally, I headed back to the ship because it was getting late.*

Take sentences from your ideas above but add *because* to explain why you did something. Start your sentence with a fronted adverbial again. For example:

1. *First, I packed my metal umbrella <u>because</u> the planet has acid rain.*
2. *Excitedly, I captured the insects <u>because</u> I wanted to study them.*

The Bolds Go Wild 2

Grammar

Rewrite this sentence using the correct punctuation.
the Bolds were a family of hyenas

Fill in the missing verb.
The Bolds _____ in puddles.

Underline the subject in this sentence:
Mr McNumpty is a grisly bear.

Which adjective best describes Mr Bold?
grumpy angry funny hungry

Complete this sentence about the weather that day.
The weather was _____.

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

interest	library
island	material
knowledge	medicine
learn	mention
length	minute

Reading

On page 8:
1. What does Mr Bold love:
a) lemonade b) cakes c) jokes
2. What is Mr Bold's job?

On page 9:
1. Which word is closest in meaning to <u>retaliating</u>:
a) hiding something b) getting revenge c) fighting

On page 10:
1. Uncle Tony was angry with Miranda. True or False.
Find evidence to support your answer.

On page 11:
1. Which two words are closest in meaning to <u>pandemonium</u>:
a) calm b) chaos c) quiet d) mayhem
2. How long did the pandemonium last for?

Grammar

Insert a comma to complete this list.
The Bolds loved puddles mud and getting wet.

Circle the two verbs in the sentence.
Uncle Tony grabbed hold of the tin and scooped up some dirty water.

Insert the missing inverted commas.
Let's play said Betty.

Complete this sentence with the correct coordinating conjunction.
Mrs Bold opened the window _____ she wanted to let the bird in.

Which sentence needs a question mark?

- Why do hyenas get wet
- Hyenas like rain because its good for their skin and keeps mosquitos away

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

natural	opposite
naughty	ordinary
notice	particular
occasion/occasionally	peculiar
often	perhaps

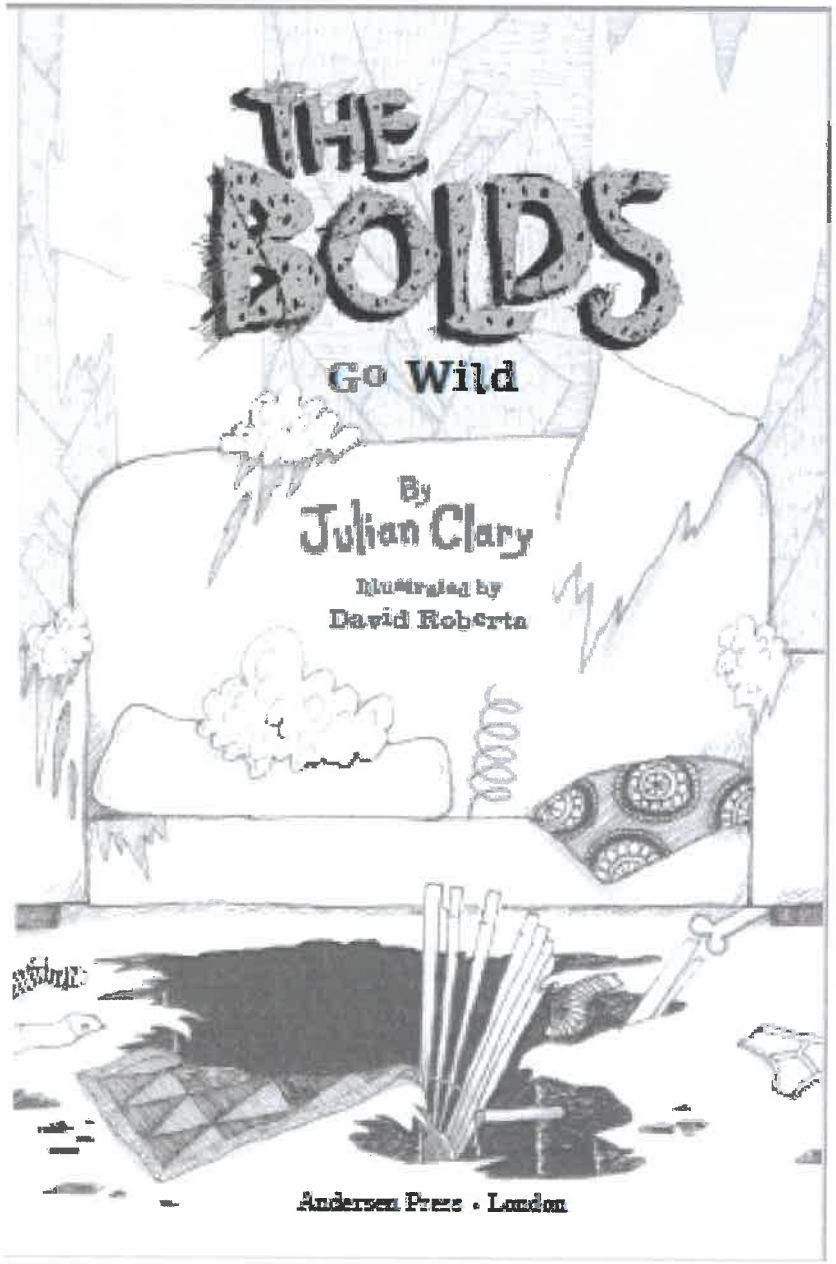
Write Away!

Now you're ready to write your log! Use your plan (and the model for Zargon 9 if it helps) to draft your log on a separate piece of paper.

Remember to:

- **add detail to your sentences by using *and* or *but*;**
- **add explanation to your sentences using *because*;**
- **use fronted adverbials like *After that*, to start some sentences;**
- **check your capital letters at the start of sentences, full stops at the end and commas after your fronted adverbials.**

★ **Don't forget to read your work and check it flows and makes sense.**



Chapter 1

Some people think that everything happens for a reason. This makes perfect sense to me. Although sometimes it can take a while for the reason to become clear. You just have to be patient, that's all.

Why did I lose a shoe on the way to school? It was certainly very annoying; my foot got wet and my mother was cross with me. BUT . . . losing the shoe meant I was late for class and so I missed a maths exam. Result! It happened for a reason.

And I once told my best friend that I still slept with a teddy called Mr Pilchard. My friend told the whole class and they all laughed at me. But then I realised the reason for all this upset: it was time to dump my best friend and get myself one who *could* be trusted. So I did.

Now what about the things that happen to the Bolds?

Perhaps you are new to stories about them. I hope not, because that would mean you've been missing out on lots of fun. The Bolds, you see, are a family that strange things happen to – some things good, some not so good – but always for a reason. The good things are wonderful and the not-so-good always make the stories about them very interesting – though I say so myself.

Our story this time begins on a rainy day. Most people on days like that want to stay indoors and avoid getting wet. This isn't the case with the Bolds, though. Dear me, no. They love the rain. Rain means puddles and mud, both of which they are very keen on. Stamping in puddles and making a mess, getting mud in their fur, down their trousers or anywhere else you can think of, is their idea of fun. This is probably because the Bolds family, as you may already know, aren't actually people.

No. They're hyenas. Hyenas living disguised as human beings in a lovely little house in Teddington. In order to keep this unusual fact a secret, they are careful not to do anything too hyena-ish in public: no running around on all fours, no chasing things and eating them, no rubbing their bottoms on bushes.

But laughing wildly and messing about in the rain and mud are hyena traits they can get away with. And they do. People might think them a little odd, but those same people never jump to the conclusion that the family running around and laughing in the rain are hyenas. And for the Bolds it is a little taste of their old life. It satisfies their hyena instincts, so carefully covered up most of the time.

So on this particular day in early April, during a heavy shower, the Bold family (Mr and Mrs Bold, and their twins, Bobby and

Betty) spent a glorious couple of hours in a rather wet Bushy Park. They took with them their fellow hyena Uncle Tony, and Miranda the marmoset monkey, as well as their next-door neighbour Mr McNumpty (who is a grizzly bear, not a hyena, but rather partial to a frolic in the mud nevertheless).

To begin with they just hopped over puddles, laughing and shrieking. But then Bobby landed in a large one (perhaps by mistake, perhaps not) and splashed water all over Betty's skirt.

'Right! Game on!' said a laughing Betty, before jumping in the air and landing with a splat right in the middle of an even larger,

ominously dark puddle. It turned out this puddle was much deeper than expected. Betty suddenly found herself knee-deep in filthy muddy water. And not only was Bobby drenched from head to foot in thick gravy-like mud, but Mrs Bold was too, as she happened to have been walking just behind Bobby.

Now I don't know about your family, but in mine Betty and Bobby would be in big trouble by now. However things are a little different with the Bolds.

'Eek!' said Betty, covering her mouth with her paws in surprise.

'You've had it now, Sis!' laughed Bobby, jumping in beside his sister, creating a new wave that curled right up and engulfed a squealing Betty's neck.

Mrs Bold, meanwhile, simply inhaled the earthy scent and her nostrils twitched with delight. She gave Mr Bold a sly glance. 'Mmmm!' she said. 'This so reminds me of life in Africa during the rainy season. Have a sniff, Fred!' She scooped up a handful of mud and rubbed it over Mr Bold's face.

'Ahhh!' said her husband. 'I know what you mean, Amelia.'

Now, in case you are unaware, Mr Bold loves jokes. Many dads do. But unlike lots of dads' jokes, Mr Bold's are actually funny and he even has a job writing them for Christmas crackers. A pretty cool job, don't you think?

When his wife heard his latest joke she threw her head back with laughter, and her hat (a home-made bonnet made from a round cake tin decorated with several empty tomato soup tins and some cleverly folded napkins) fell into the mud. But before she could pick it up, Uncle Tony (who was bent over on account of his arthritis) grabbed hold of the tin, scooped up some dirty water and, with a hyena howl of mischievous laughter, flung it over his best friend Mr McNumpty.

Nigel McNumpty wasted no time before retaliating: he reached into the depths of the deep puddle, smothering his designer-suit sleeves with muck in the process, and flung a heavy lump of smelly mud at his friend. The mud ball hit Uncle Tony a glancing blow on the shoulder but somehow landed on Mr Bold's face where it slid slowly down to his chest, leaving a gleaming brown trail behind.

Momentarily shocked, Mr Bold then let out a distinctly animal-like cackle.

Mrs Bold was so busy laughing at her husband's joke that she didn't notice Uncle Tony now creeping up behind her with Miranda perched on his shoulder, and the cake tin, full of water, in her little monkey paws. When they were directly behind her, Miranda tipped the tin all over Mrs Bold, and Uncle Tony stood there shaking with laughter.

'Bullseye! Me wetty Missy Boldy!' laughed Miranda.

Well, it was sheer mayhem after that, I can tell you. Luckily no one was out in the park that day, so no humans were there to see the extraordinary sight of a family rolling about in cold muddy puddles, hooting with delight.

After an hour or more of this pandemonium – like a snowball fight with mud that got way out of control – the Bolds pulled themselves together again.

'We'd better stop,' said Mrs Bold breathlessly. 'Before we are seen. Please, Bobby, don't do that in the ferns – it's not at all human-like.'

Exhausted, but exhilarated and very, very happy (hyena happy), they made their way home to 41 Fairfield Road.

'Right,' said Mr Bold with a sigh when they were safely inside the house. 'We'd better all get changed into some clean, dry clothes.'

There was a bit of a queue for the bathroom, but a couple of hours later everyone was clean and dry and sitting in the lounge enjoying hot buttered crumpets,

slices of fruit cake and milky tea. The twins' best friend Minnie, the only human who knew the Bolds' secret, had come round. But being a human she wasn't so keen on wet weather and couldn't understand why her friends had got themselves so muddy like that.

'What goes up when rain comes down?' Mr Bold asked her.

'I know the answer to that,' said Minnie. 'An umbrella!'

'Yes!' Mr Bold said. 'Although we don't own one in this house. Can't think of anything more silly than avoiding the rain. In the Serengeti it only ever rains in the rainy season. So when it does, we animals get very excited. We all get as wet as possible. I remember my mother teaching me and my brothers and sisters how to roll around in the mud. It's good for our skin and keeps mosquitos away.' Mr Bold stared into the distance. 'Ah, yes,' he sighed. 'Happy days.'

But his thoughts of home were suddenly interrupted by an urgent tapping sound.

'What's that?' asked Bobby.

'It's coming from the window!' declared Mrs Bold, pulling back the net curtains to get a closer look. There, on the other side of the window, sat a fairly large, sleek grey bird, his beady eyes staring in through the glass. He gave three quick, impatient taps with his small beak and then sat there expectantly.

'He wants to come in out of the rain,' said Mrs Bold. 'All right, Mr Bird! One moment.'

And she opened the window to let him in.

	Activity focus	Activities	Additional resources (if required)	Additional activities
Week 2	**Writing** **Reading** **Grammar, Punctuation and Spelling**	**1. I want to go there!** **Let's innovate!** **2. The Bolds Go Wild –Chapter 1** **3. The Bolds Go Wild Grammar and Spelling**		
	Reading **Writing** **Grammar, Punctuation and Spelling**	**1. Try to make 2019 the year you and your family use less plastic.** **Quiz.** **2. Write your Advert.** **Let's publish!** **3. The Bolds Go Wild Grammar and Spelling 2**		
	Reading **Writing**	**1. Be the Change – Munch, Crunch, Packed Lunch** **2. Persuasive Poster** **3. Alien Story**		

	Reading Writing Grammar, Punctuation and Spelling	1. Seven Ghosts – Pages 1-12 2. Diary Entry 3. Seven Ghosts Grammar and Spelling		
	Reading Writing Grammar, Punctuation and Spelling	1. Seven Ghosts – Pages 1-12 (Friday) 2. Why did Dr Syrus put a curse on the mirror? 3. Seven Ghosts Grammar and Spelling 2		

I want to go there!

Zargon 10 sounds like a brilliant planet to visit. Let's have a go at persuading people to visit it. Take a look at this example advert:

Fabulous fun for all the family at Alien Park
Are you ever bored at the weekend? Do you long for something exciting to do? Why not zoom to Alien Park and enter an amazing world?

Marvel at flying vampires. Wonder at the Dragons' Cave. Be amazed by Crocodile World. There is also ample parking, a cool café and a stunning shop.

Only 5 minutes from airstrip 21! Join the Alien A-team!

Now let's use the structure and imitate the language to write our own.

★ Ask 3 questions: Are you ever bored at the weekend?
Do you long for something exciting to do?
Why not zoom to Aliens Park and enter an amazing world?

★ Use *weasel* words – words that are sneaky and boastful that try and make you think everything is absolutely wonderful. Underline all the *weasel* words in the advert above. I've done a few for you.

★ Tell your reader what to do by using *bossy* imperative verbs: Marvel at flying vampires. Wonder at the Dragons' Cave. Be amazed by Crocodile World.

★ Add on more detail with a sentence of 3 things: There is also ample parking, a cool café and a stunning shop.

★ Tell them where it is: Only 5 minutes from airstrip 21!

★ Round off with a catchy slogan: Join the Alien A-team!

Let's innovate!

★ What do you want to say about Zargon 10? Use the planner below to plan your ideas. You can use some of the sentences above but try to add sentences and ideas of your own. I have left space in the plan for this, too:

Underlying structure	Jot down your ideas in note form
Ask a question to the reader to draw them in e.g. *Do you ...*	
Tell the reader what there is on Zargon 10. Name 3 things. e.g *Don't miss...*	
Add on more detail with a sentence of three	
Tell them where it is	
End with a catchy slogan e.g. *See you there!*	

The Bolds Go Wild – Chapter 1

Reading

On page 8:
1. What does Mr Bold love:
a) lemonade b) cakes c) jokes
2. What is Mr Bold's job?

On page 9:
1. Which word is closest in meaning to retaliating:
a) hiding something b) getting revenge c) fighting

On page 10:
1. Uncle Tony was angry with Miranda. True or False.
Find evidence to support your answer.

On page 11:
1. Which two words are closest in meaning to pandemonium:
a) calm b) chaos c) quiet d) mayhem
2. How long did the pandemonium last for?

The Bolds Go Wild Grammar and Spelling

Grammar

Circle the three words that need capital letters.
they took uncle tony, miranda and mr McNumpty to the park.

Insert the missing inverted commas.
We'd better stop said Mrs Bold breathlessly.

Circle all the verbs in this sentence.
The Bolds were laughing and shrieking as they hopped over puddles.

Which sentence needs an exclamation mark?
- They were so funny
- It was a wet day

Circle the adjectives in this sentence.
The deep puddles were great to jump into.

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

popular	pressure
position	probably
possess/possession	promise
possible	purpose
potatoes	quarter

Try to make 2019 the year you and your family use less plastic

By National Geographic, adapted by Newsela staff on 01.08.19
Word Count 431
Level 580L

A beach in Naples, Italy, is covered with plastic waste and debris. What can you do to fight plastic pollution in 2019? Photo by Salvatore Laporta/Getty Images

Making a list of New Year's resolutions is popular with many people. It is a set of goals people make. The hope is to do some things better in the new year.

Usually, these resolutions are about improving themselves. Some people want to exercise more. Others want to save money. Some want to learn new skills.

This year, ask your family or friends to try a group resolution. Consider reducing your waste of plastic products you only use once. This might mean using fewer plastic bags. It might mean thinking twice before getting foods packed in plastic.

Much plastic is used just once and quickly becomes trash. Some plastic goes into the ocean. Scientists estimate that 18 billion pounds of plastic trash flows into the oceans every year.

Planning a birthday party or holiday celebration? Pledge to have a plastic-free party.

Get creative when decorating. Try not to use balloons. Undersea animals can mistake balloons for food.

Replace balloons with cut-out paper decorations. This could include banners or confetti.

Maybe you were planning to celebrate with glitter. Most glitter is actually just tiny pieces of plastic. Instead, consider buying a natural kind. This will be less wasteful.

Bring A Reusable Bag To The Store

Promise to shop smarter. It is healthier for you and the planet.

Try to avoid snacks that come wrapped in individual plastic. Instead, go to the bulk section of the store. You can usually grab popcorn kernels and banana chips here. Shop with reusable bags for whole fruits and vegetables. Grab some canned beans. Fill a bring-your-own container with grains from the bulk section. Brown rice is an example.

Families can cook a meal free from single-use plastic. Maybe fish is on the menu. If so, read an online guide like Seafood Watch. It shows the practices used to catch that type of fish. Often, fishers leave behind their gear. It falls in the ocean. Knowing the kind of gear used to catch fish can help cut down on harm.

We all want to spend less money. Plastic is a great place to start. Instead of buying new toys, host a toy trade. Swap with your friends.

Do not forget about the plastic packaging. It covers almost all items that you buy online. Consider your plastic resolution when shopping anywhere.

Get creative! Think of ways to give old pieces of plastic a new job. Avoid buying a new item. Use newspaper sleeves to pick up pet poo, for example.

Quiz

1 What does the section "Decorate With Paper" show the reader?

(A) the kinds of snacks to buy when shopping in a store

(B) some ways to spend less money by buying fewer new toys

(C) some ways to have a party without using plastic decorations

(D) the number of pounds of plastic trash that flows into the oceans

2 What information will the reader find in the section "Bring a Reusable Bag To The Store"?

(A) Most glitter is made of tiny pieces of plastic.

(B) Undersea animals sometimes think balloons are food.

(C) New Year's resolutions are goals that people make.

(D) Seafood Watch gives information about how fish are caught.

3 The author thinks that people should bring reusable bags to the store when shopping.

Why does the author think this?

(A) because using reusable bags is a lot of fun to do

(B) because using reusable bags is good for the planet

(C) because reusable bags can hold foods wrapped in plastic

(D) because reusable bags can be thrown away in the trash

4 The author writes that "we all want to spend less money. Plastic is a great place to start. Instead of buying new toys, host a toy trade. Swap with your friends."

How does the author feel about buying new plastic toys?

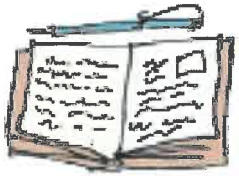
(A) It is great to buy new plastic toys for friends.

(B) Buying new plastic toys is good if you give them to your friends.

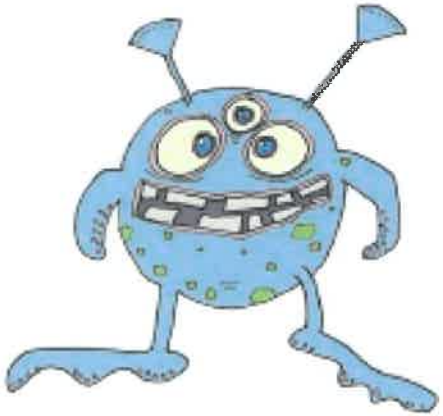
(C) Trading toys with friends is better than buying new plastic toys.

(D) It is great to buy new plastic toys for a toy trade.

The Bolds Go Wild Grammar and Spelling 2



* Now you're ready to write your advert! Use your plan to draft it on a separate piece of paper and don't forget to check the punctuation and flow. Does it sound persuasive enough?



Let's publish!

I want to take your advert back to my planet with me, so how about making it into a leaflet? You can make one using the instructions below. You can add pictures, maps of where things are, quotes from visitors and whatever else you'd like to make your leaflet colourful and exciting.

Grammar

Complete the sentence with an appropriate adverb.
Mr Bold glanced at Mrs Bold _____ .

Underline the expanded noun phrase.
Betty found herself in filthy, muddy water.

Continue this sentence with the coordinating conjunction 'but'.
They were soaking wet, but

Circle the conjunction in the sentence.
Mrs Bold laughed when she heard Mr Bold's joke.

Change this sentence into a question.
Minnie was the only human who knew the Bolds' secret.

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

strength	thought
suppose	through
surprise	various
therefore	weight
though/although	woman/women

Be the Change - Munch, Crunch, Packed Lunch

Reading

Read the poem – Munch, Crunch, Packed Lunch

1. What could an 'eco box' be made of?
2. How can changing your packed lunch make a difference?
3. List three things you can put in a packed lunch to reduce your plastic waste.
4. Draw a picture of what this 'planet-saving' packed lunch would look like.

Extension:

Find out three other ways you can help to save the planet.

Persuasive Poster

Writing

Make a poster persuading other children to have packed lunches with no plastic packaging.

Alien Story

★ Write a story that has an alien as the main character. Use a story pattern that you know or use this basic structure:

Once upon a time

One day

Unfortunately

Luckily

In the end

Seve

Seven Ghosts Grammar and Spelling

Reading

Before reading:

Predict what you think the story might be about based on the name of it.

During reading:

Write down the name of every new character you meet.

After reading:

Which character do you think is the most important and why?

Writing

You have been on a school trip to Grimstone Hall. Write a diary entry of the day.

- How did it make you feel?
- Did you see anything unusual?

Grammar

Circle the verb in this sentence.
She was standing at the bottom of the huge staircase with polished banisters.

Insert the missing inverted commas in this sentence.
I will be your guide today at Grimstone Hall, she added.

Underline the expanded noun phrase in this sentence.
Mrs. Fox was a tall woman dressed in smart dark-green clothes.

Add the missing inverted commas to this sentence.
I won't overload you with history, Mrs. Fox said.

Circle the adverb in this sentence.
Jasmine confidently asked the first question of the day.

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

accident(ally)	arrive
actual(ly)	believe
address	bicycle
answer	breath
appear	breathe

Seven Ghosts – Pages 1-12 (Friday)

Why did Dr Syrus put a curse on the mirror?

Seven Ghosts Grammar and Spelling 2

Seven Ghosts – Pages 1 – 12

Reading

On page 1:

1.What ruins the atmosphere of a ghost story?

On page 3:

1. Why are the children excited?

On page 3/5:

1. All the ghosts are:

a) soldiers b) children

c) women d) animals

On page 5:

1.What 3 bad things happened to the building before it was saved?

On page 7:

1. What will the writer of the best story get?

Why did Dr Syrus put a curse on the mirror?

Using your imagination, write a paragraph that explains why Dr Syrus put a curse on the mirror. Can you include brackets?

Grammar

Change any word that needs a capital letter.

jake thought there was something strange about grimstone hall. he thought dr syrus' mirror was strangest of all.

Choose the correct coordinating conjunction, and, but or so to complete this sentence.

Mrs Fox told the children about the ghosts_____ she also mentioned the curse of Dr Syrus.

Change the underlined words to the simple past tense.

Jake <u>takes</u> his headphones out and <u>listens</u> to the guide.

Change these sentences from the simple present to the simple past.

It is a tight squeeze in the passage. The children follow Mrs Fox to the roof.

Which of these adjectives best describes Dr Syrus?

a) kind b) mysterious c) lazy

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider

by
Liz Brownlee,
Matt Goodfellow
Roger Stevens

MACMILLAN
CHILDREN'S
BOOKS

Munch, Crunch, Packed Lunch . . .

Your packed lunch can
if you plan it
help to save our
oiling planet,
you'll be saving
just by scrapping
straws and packets,
plastic wrapping,
get an eco
box or two
made of wheat straw
or bamboo,
put in your lunch
and with no oil
the shut-tight lid
won't let it spoil,
banish crisps
and juice in boxes,
fill with wraps
and nuts and coxes,
sliced ham rolled up
(roast or parma),
blueberries, grapes
or a banana,
carrot slices
eggs and cheese,
pizza pieces
pickled peas,
naan bread samies,
carrot crunch,
sustainable
sustaining lunch!

Liz Brownlee

Packed lunches contribute to a lot of unrecyclable waste products. **You can help!** See how creative you can become making lunches with no plastic packing whatsoever. Have a competition each week to see who has brought the greenest lunch to school! Use a reusable water bottle for drinks. Sometimes a reusable plastic box is the only solution; but these can last a long time.

seven ghosts

Jake heard the clapping and took his headphones off, letting them loop round his neck. He was standing in a group of maybe twenty other children in a large hall lined with mirrors and gold-framed paintings. It was all pretty fancy.

Jake checked his phone and leaned around the boy in front of him to look at the woman speaking. She was standing at the bottom of the huge staircase with polished banisters.

"Good morning, everyone!" she said. "My name is Mrs Fox."

Mrs Fox looked at Jake and seemed to sigh.

"Phones off, please," she told them. "Nothing ruins the atmosphere of a ghost story more than a jokey ring-tone."

Jake muted his phone and put it in his pocket.

"I will be your guide today at Grimstone Hall," she added.

Jake shuffled forward a bit to get a better view. Mrs Fox was a tall woman dressed in smart dark-green clothes. She had pale skin and bright-red lipstick and big glasses with black rims.

Mrs Fox glanced at Jake a second time and gave him another funny kind of look. This made him frown, because who was she to look at him like that? She didn't even know him.

"You have been chosen from hundreds of entrants," Mrs Fox went on as she looked back at the other children. "We felt your stories were the twenty best ghost stories sent to us from schools all across the country. The Grimstone Hall Trust have been holding this ghost-story competition for several years now. Each year we invite children to submit their stories, and our panel of authors choose the twenty they think are the best. This year they chose your stories. So give yourselves a round of applause."

The group of children paused with embarrassment for a moment, then did as they were asked. Jake joined in, and Mrs Fox clapped too. The children stopped clapping when Mrs Fox did.

"Now on to the business of today," she said with a smile. "As you all know, Grimstone Hall is thought to be the most haunted house in England."

A ripple of excited murmuring went round the group. Jake smiled.

"But there's something more important than that," continued Mrs Fox. "I think we are the only haunted house where all the ghosts

are children. It's rather special, don't you think?"

Jake wasn't sure how special it was, but Mrs Fox didn't seem to want an answer to her question.

"I won't overload you with history," Mrs Fox went on. "I will just say that there has been a manor house on this site since the Middle Ages. The house you're in today was mostly built at the end of the seventeenth century by the Gilbert family. A trust bought Grimstone Hall in 2002 with help from National Lottery funding. There had been another plan to make it into flats, but it never happened and the building began to crumble. It was vandalised and burgled. There was a small fire, but we managed to save the building in the nick of time."

Mrs Fox paused to let the children take this in.

"Grimstone Hall became what it is now – a hugely successful hotel, conference centre and venue for writing festivals. It seems there is no shortage of people who want to spend the night in a haunted hotel. People even get married here! An annual horror festival began here in 2005 and has been going ever since. Then the Grimstone Hall Trust decided to have a children's festival too, and as part of that we hold our national ghost-story competition. That's where you come in."

Jake looked at the other children. They all looked just like he thought they would. Nice kids from nice homes. They looked like the kind of kids who couldn't wait to put their hand up in class. The kind of kids who didn't get into trouble. The kind of kids who probably didn't even know what trouble looked like. He was already wishing he hadn't let his English teacher persuade him to enter his story.

"I am going to take you on a tour of the house and some of the grounds," said Mrs Fox. "I'll introduce you to seven ghosts and their stories. The ghosts might even appear to us. You never know."

Two of the younger children at the front gasped.

"I should add," said Mrs Fox. "While many people have seen our ghosts over the years, you would still be very lucky to see one – or, rather, unlucky."

Mrs Fox smiled to herself.

"Afterwards, you will all go back to your schools and write your own story inspired by our day together. The writer of the story chosen as the best will get our lovely trophy and some very generous prizes. So soak up the atmosphere as we go round and see if you can come up with a really wonderful story to wow our judges. Any questions before we begin?"

A girl to Jake's right put her hand up.

"Jasmine, isn't it?" said Mrs Fox, checking her list of names.

"Yes, miss," said Jasmine.

"What would you like to ask?" Mrs Fox went on.

"Have you ever seen a ghost, miss?" Jasmine asked.

A strange look came over Mrs Fox's face, and she paused before saying, "Yes, I have. I have seen all the ghosts at Grimstone Hall."

The children gasped. Jake frowned. Really? It was easy for her to just say that she'd seen a load of ghosts, but did she have proof?

"I will tell you about that later," continued Mrs Fox. "If we have time. Come along. There's a lot to see, and we are having a special lunch in the dining room at twelve thirty. The chef here is rather marvellous but also a bit frightening. He will get very cross with me if we are late."

Someone's hand went up near to Jake.

"Miss," said the boy as he pointed to a mirror on the wall. "Why is this mirror cracked?"

Jake turned to look where the boy was pointing. Jake hadn't spotted the round mirror that looked like a fish eye. It had a thin diagonal crack running across it.

"Ah," said Mrs Fox. "Well, Harry, I'm glad you asked. That is a rather special mirror. It came from a man called Dr Syrus. He was supposed to be a magician. But not the good kind. One of the owners of Grimstone Hall bought the mirror in an auction. He was very keen on objects and books with strange pasts."

"But why is the mirror cracked, miss?" said Jake.

There was something about this mirror that nagged in Jake's mind. Like a memory he just couldn't grab hold of.

"It got broken some years ago," said Mrs Fox. "Before Grimstone Hall was open to the public."

"Isn't breaking a mirror supposed to be bad luck, miss?" said Harry.

"Yes," said Mrs Fox, nodding. "So they say. The mirror was believed to be cursed by Dr Syrus. Some of the trustees of Grimstone Hall wanted to replace the glass, but most felt it might be better to just leave it be ..."

Jake stared at the mirror. Why did it bother him so much? But Mrs Fox clapped her hands as he tried to think, and she started up the staircase. Everyone just watched her go.

"Well, come on," she said, looking back at them. "Follow me. We'll begin with the roof!"

The children set off after Mrs Fox up the grand staircase. Jake followed them but glanced backwards towards the mirror as he went.

When they arrived at the very top of the stairs, the house seemed a bit less grand than it had at the bottom. There were no fancy lights or expensive-looking furniture. The walls were plain and the floors were bare.

"This way," said Mrs Fox, and opened a door to a darker staircase. "Don't be alarmed. This passage is a bit of a tight squeeze and rather steep, but it doesn't last for very long."

They started to climb. Jake was the last one to come out onto the roof.

"Whoah!" Jake said as he stepped out.

"It is rather high up," said Mrs Fox. "Apologies if you suffer from vertigo, but we did ask on the questionnaire you all filled in."

Jake felt dizzy, but he couldn't complain. He hadn't filled in the questionnaire. He couldn't see the point in it. Jake leaned back on one of the chimneys and tried to settle himself. He looked out over the trees and could just make out the top of his block of flats. The tree branches shivered in the breeze and seeing them move made Jake feel even dizzier. Something flapped past his head. Something white and blue. What was that? Jake shook his head. He needed to calm down. He was just freaked out by being this high up, that was all.

"Let's begin," said Mrs Fox. "The ghost I am going to tell you about has been seen many times over the years by many people. In 1874, a workman fell from this roof after seeing him. Over a century later, a visiting American general swore he also saw the ghost during an air raid in 1943. But our story starts at the beginning, in 1822 ..."

	Activity focus	Activities	Additional resources (if required)	Additional activities
Week 3	**Reading** **Writing** **Grammar, Punctuation and Spelling**	**1. Seven Ghosts – Pages 1-12** **2. Write your own story about a ghost at Grimstone Hall** **3. Seven Ghosts Grammar and Spelling**		
	Reading **Writing** **Grammar, Punctuation and Spelling**	**1. Words! Words! Words! (see additional resource titled Week 3, Day 2 King of the Fishes)** **2. What did you think?** **3. Spellings!**		
	Reading **Writing** **Grammar, Punctuation and Spelling**	**1. Read and Understand** **2. Boxing up** **3. Grammar**		

	Writing **Grammar, Punctuation and Spelling**	**1. Innovation ideas** **2. Plan your story** **3. Write your story – first section**	**Read the documents called 'TO READ BEFORE PLANNING YOUR STORY'.**	
	Writing **Grammar, Punctuation and Spelling**	**1. Write your story – 2nd and 3rd section.** **2. Write your story – 4th and final section.** **3. Edit and improve**		

Seven Ghosts Grammar and Spelling

Seven Ghosts – Pages 1 – 12

Reading

On page 8:

1. Do you think Jake believed Miss Fox saw the ghosts? Why/Why not?

On page 10:

2. Why do you think Jake glanced back at the mirror?

a) he wanted one for his house

b) he thought it was great

c) he was still thinking about it

On page 11:

3. Why did Jake feel dizzy and freaked out?

On page 12:

4. In which two years was the ghost seen?

Writing

Using your imagination, write your own story about a ghost at Grimstone Hall.

- How did it get trapped there?
- Which room does it lurk in?
- What does the ghost look like?

Grammar

Add the missing inverted commas to these sentences.
One child put up her hand.
What is wrong with that mirror? she interrupted.

Circle the verb in this sentence.
The children pushed past each other in the narrow passage.

Continue this sentence using and, but or so.
Grimstone Hall was a frightening place _____.

Which of these adjectives best describes Grimstone Hall?
a) modern
b) haunted
c) pleasant

Add any missing capital letters to these sentences.
the children knew something was strange in grimstone hall.
mrs fox had seen the ghosts of children.

Spelling

Practise each word. Choose two and write their definitions.
Choose two to write in sentences.

continue	disappear
decide	early
describe	earth
different	eight/eighth
difficult	enough

Please read King of the Fishes before completing the activity Words, Words, Words (next page)

Words! Words! Words!

★ Go back over the story and underline or highlight any words that you don't know.

★ Ask an adult to help you find the meaning or look in a dictionary online. You might also want to use google images to see pictures of the word.

★ Can you see I have highlighted my words in yellow? Let's investigate those together:

1. My first word is whip.

★ Whip has many meanings. Can you match the definition to the picture? I've done the first one for you.

Definition	Picture
To beat a liquid fast to make it light and fluffy	
To move fast and suddenly	
A length of rope or material used to hit animals or people	
A member of a political party who makes sure that other members turn up to meetings and vote	

★ Write a short sentence to match each picture. Make sure you use the word 'whip', 'whipping' or 'whipped'. I have done the first one for you.

Picture	Sentence
	Last week, the chief whip ordered members of the party to vote in favour of schools closing.

2. My second word is precious. Precious means 'something very special to be treated with care'.

★ Squeeze the word: What do you think of when you hear the word precious? Add your ideas to mine below:

time with my family ← precious → gold

The King of the Fishes

Once upon a time there was a poor fisherman called Li.

Every day, he went down to the sea to fish. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day, he caught a huge fish. It had silver scales that glittered in the sunlight, blood-red fins and a golden crown. It was so beautiful that Li stood, amazed, staring at the fish as it thrashed about in the net. Suddenly Li felt guilty. It was so beautiful, and surely it must have a family...

So, he scooped it up out of the net and set it free. Li stood watching as the fish swam out to sea. Then, to his amazement, it turned and spoke to him.

"Li, you have saved the King of the Fishes. I grant you one wish. When the moon is high in the sky, come back here and tell me your heart's desire.' With a flick of his fin, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First, he asked his elderly father. "Father, if you had one wish, what would it be?" There was a silence and then his father spoke, 'Why son, I would wish for new eyes, for I am blind and will never see again.'

Next, he asked his mother. "Mother, if you had one wish, what would it be?" His mother thought for a minute and then said, "Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so."

Finally, he asked his beautiful wife. "Wife, if you had one wish, what would it be?" There was a silence and then his wife whispered, "Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child."

Poor Li could not make up his mind – they needed the money certainly, but his father was blind and that was a terrible thing. However, he also knew that a child would bring joy to them all. All evening, Li paced up and down trying to decide what the wish should be.

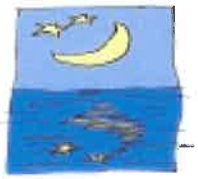
Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon's **reflection** on the waves, and then came the King of the Fishes.

"What do you wish for Li?" called the King in a high, silvery voice.

"I wish for my father to see our son in a cradle made of gold," shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky. Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying...

3. My final word is reflection.

★ Have a look at the pictures and the definitions of the word. Write a sentence under mine:

Reflection	
	
Meaning 1: Careful thought and consideration	**Meaning 2:** An image you can see in a mirror, glass or water.
My sentence: Upon careful reflection, Tim decided not to purchase a new bike.	**My sentence:** Polly caught sight of her reflection in the mirror and gasped.
Your sentence:	Your sentence:

What did you think?

Do you remember I asked you three questions before we read the story?

1. What did you like about the story?
2. What surprised you?
3. What did it remind you of?

Let's share those ideas now!

1. I loved the part when Li chose to put the fish back in the water because it told me that he was a kind man.
2. The final wish surprised me because it was so clever!
3. This story reminded me of Aladdin because they are both wishing tales.

Tip: The word because might help you extend your ideas.

What did you like about the story? _____

_____

_____

_____

What surprised you? _____

_____

_____

What did it remind you of? _____

_____

Spellings!

★ Here is your spelling list.

★ Practise the words so that you know how to spell them and then copy them correctly into the sentences.

★ There are some ideas for practising spellings below. You may need extra paper and something to write with.

✓ precious	whip	reflection
decide	caught	thought

Ideas to practise spellings:

★ Write each word and underline or circle the tricky bit. How will you remember it?

★ Speed write – how many times can you write the words in one minute?

★ Find a friend or a grown up and play hangman.

★ Say the word as it is spelt, not as it sounds. For example, for 'whip' you could say 'w-Hip' to remind you that there is a silent 'h'.

Put the correct word in these sentences:

1. Julia was upset that the thief had stolen her *precious* painting.
2. Luckily, the police _____ the thief red-handed.
3. The courts must _____ what the thief's punishment should be.
4. In Victorian times, the thief may have been hit with a _____.
5. Unfortunately for the thief, the courts _____ that he should be sentenced to time in prison.
6. In prison, the thief had time for _____ and decided to change his ways in the future.

Read and Understand

★ First go back to page 3 and re-read the story. Then try to answer the questions below.

★ Circle the correct answer. I have done the first one for you.

1. What did Li usually do with the fish that he caught?

take them to market to sell put them back eat them

2. What was special about the king of the fishes?

it was large it was beautiful it had a family

3. How did Li save the King of the Fishes?

he scooped it up he put it back in the sea he gave it a wish

4. How long did it take Li to decide on his wish?

all evening a few weeks all day

5. Whose baby did Li hear at the end?

his and his wife's a neighbour's someone's in the forest

Boxing up

★ The King of the Fishes is a wishing tale.

★ Let's look at the underlying pattern of the story by putting each section of the plot into a separate box. Later, we can use this to help us plan a new story.

A typical wishing tale will follow this type of plot:

Main character (MC) really wants something

MC tries to get what they want

A barrier gets in the way

MC overcomes the barrier

MC gets what they wished for

Sometimes all is well – sometimes not!

When you box up *The King of the Fishes*, it follows a similar pattern:

The King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	
The King of the Fishes grants Li one wish.	The animal grants the MC one wish.	
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	
Everyone is happy. Li is now rich.	All is well. The MC is now rich.	

Grammar

★ Let's do a little bit more!

★ You will need a piece of paper or a note pad, and something to write with, or a computer.

Similar or different?

a) The writer of our story uses 'fronted adverbials' to tell the reader where, when or how something is happening. Two examples:

Immediately, Li hurried home, wondering what on earth he should wish for.

Suddenly, he stopped pacing and grinned.

b) These fronted adverbials – immediately and suddenly – have a similar meaning: *'to do something very fast, without waiting.'* 'Suddenly' also makes the reader feel as though it has been a surprise; something unexpected.

c) Sort the words below. Are they similar to the meaning of 'immediately' or are they more like 'slowly'? Write them under the word they are most similar to, or in the middle if you're not sure!

d) Practise them in sentences of your own.

Leisurely, *Steadily,* *Straight away,* *All at once,*

Suddenly, *Bit by bit,* *As quick as flash,* *Gradually,*

Immediately,

Slowly,

Suddenly,

TO READ BEFORE PLANNING YOUR STORY

Innovation Ideas

* In your story, your main character will need to rescue a King or a Queen of a species.
* Here's a chance to get creative. Pick an animal and draw or describe what the King or Queen of its kind would look like. You could use paper and coloured pens or pencils. You could make a model or use a computer.

This is what Zoe (Y4) thought the King of the Aliens would look like!

And here is another Y4 pupil's work – The Queen of the Iguanas!

Innovation Ideas

* I have planned two new stories. One hugs very closely to the model and one just shakes hands with it.
* Have a look at mine. Then, on the next page, there is a blank boxing up grid for you to plan your new story. Will you hug close to the model or just shake hands with it? It's up to you!

Hugging Close to the Model

Use the same basic story and just change the key characters and objects.

King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	Zoe is a poor oyster diver.
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	Zoe catches an oyster with a fabulous pearl. Puts it back. Turns out it is the Queen of the oysters.
The King of the Fishes grants Li one wish.	The animal grants the MC one wish.	Oyster grants Zoe one wish.
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	Zoe wants her uncle to have money to fix the leaks, her mother to walk again and she wants to have a puppy.
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	Zoe wishes for her mum to dance around with her puppy in the garden of their mansion.
Everyone is happy.	All is well. The MC is now rich.	Zoe is rich and all her dreams have come true.

DRY

Shaking Hands with the Model

★ Use the same wishing story idea but break away from the model and make the story your own

King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	Zoe is a poor, runaway dancer who dances for crowds in London. Cut off from family.
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	Zoe helps a lost alien find his ship. Alien is king of his planet.
The King of the Fishes grants Li one wish.	The animal grants the MC one wish.	Alien grants Zoe one wish.
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	Zoe wants to dance for the royal ballet, give her mum back her sight and go back in time so she never chose to leave home.
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	Zoe wishes for her mum to watch her dance swan lake in 2018.
Everyone is happy.	All is well. The MC is now rich.	MC is now a famous, rich dancer and friends again with mum.

Plan your story

King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	
The King of the Fishes grants Li 1 wish.	The animal grants the MC one wish.	
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	
Everyone is happy.	All is well. The MC is now rich.	

Write your story – 2nd and 3rd section

Write your story

- ★ Now it's time to write your story! You will need a computer, tablet or paper and something to write with.. I'll give you a bit of help on each section as I write my own.
- ★ We can write it together, bit by bit.

First section

Use your boxed-up planner to help you. Look back at Pie Corbett's model text to help you too. In this section I want you to:

- ★ introduce your MC and show the reader that the MC is poor;
- ★ give a bit of detail about your MC's daily life by using a fronted adverbial like 'every day' or 'each week' or 'during her working hours'.

Here's my first paragraph. Use it to help you write yours:

The Queen of the Oysters

A long time ago in a land of sea and stars, there lived a poor oyster diver named Zoe.

When the tide was right, she went deep, deep down in the sea to catch oysters. There she would swim, desperately searching for the secret shells. After her dive, she would take her catch to the market to sell for coins.

- ★ Check your punctation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

Second section

Use your boxed-up planner to help you. Look back at the model text to help you too. In this section I want you to:

- ★ introduce the new character who is 'helped' in some way by the MC;
- ★ describe the new character in detail using the sentence practise from earlier in the workbook.

Here's my second paragraph. Use it to help you write yours:

One night, she caught an unusually large oyster. She couldn't help herself and she peaked inside. It had diamonds on its shell that glittered in the moonlight, a shimmering pearl and an angelic voice. As the oyster sang its mournful moan, Zoe froze in the water. She was mesmerised. Instantly, she realised that she couldn't take this oyster, so she placed it back on the seabed.

- ★ Check your punctation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?
- ★ Remember to do this for the next section as well

Third section

Use your boxed-up planner to help you. Look back at Pie Corbett's model text to help you too.

- ★ In this section I want you to grant the main character a wish.

Here's my third paragraph. Use it to help you write yours.

As soon as the oyster touched the sand, it spoke to Zoe. "Zoe, you have saved the Queen of the Oysters. I will grant you one wish. Come back to me when the moonlight dances on the waves and I will give you what your heart desires."

- ★ Check your punctation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

Fourth section

- ★ Use your boxed-up planner to help you. Look back at Pie Corbett's model text to help you too.

In this section I want you to:

- ★ make sure your main character thinks about what her family and friends need.

Here's my fourth paragraph. Use it to help you write yours.

So that night Zoe returned home and tried to listen to what her heart desired. One the one hand, her mum could not walk so it would be wonderful if she could be cured. On the other hand, Zoe's family were so poor that their roof was leaking in two places, so they really needed money for a new house. Zoe dreamed of having a puppy of her very own. She wanted all of these things, but there was only one wish. How was she going to decide?

- ★ Check your punctation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

Fifth section

Use your boxing up planner to help you. Look back at Pie Corbett's model text to help you too.

In this section I want you to:

- ★ have your main character return to the wish-granting character;
- ★ combine the needs of your MC's friends or family into one wish;
- ★ describe the setting.

Here's my fourth paragraph. Use it to help you write yours.

As quick as a flick, it came to her! She knew what to wish for. The sun was setting, and the moon was beginning to take over the day. Zoe could see the moon's light reflecting on the surface of the waves. It was time to talk to the Queen of the Oysters.

Down, down, down she swam. The Queen of the Oysters was there, waiting. Zoe used her hands to wish underwater. She used actions and hand signals to ask for her heart's desire: "I wish for my mum to be chasing my puppy around my mansion's garden."

- ★ Check your punctation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

Final section

Use your boxing up planner to help you. Look back at ***The King of the Fishes*** model text to help you too.

In this section I want you to:

- ★ **have the wish come true;**
- ★ **make sure your reader knows that your main character has changed because of the wish, like the example below:**

Suddenly, the oyster shimmered. The water felt cooler and the seaweed seemed to stand still. Zoe swan up to the surface and as soon as she broke into the air, she heard it: a dog barking in the distance.

Zoe smiled. Her worries were finally over, and she walked back to her mansion in the moonlight.