

## Week 10 English Activities

Subject	Activity
English	<p data-bbox="432 342 587 376"><u>Lesson 1</u></p> <p data-bbox="432 387 1326 472"><u>LO: To select the main parts of a story and map them in chronological order.</u></p> <p data-bbox="432 521 1337 607">Watch all of the film - <a href="https://www.youtube.com/watch?v=2XxhNMbpE2A">https://www.youtube.com/watch?v=2XxhNMbpE2A</a></p> <p data-bbox="432 656 1007 696">Did you predict what happened?</p> <p data-bbox="432 745 1374 1144">This week you will be working towards writing a diary entry in role as Tadeo. You need to remember the events in chronological order. Think about what happened in the film - discuss it with someone if you can. When you are saying what happened, try to use fronted adverbials to sequence the events. E.g. Creeping through the pitch-black tomb, I couldn't see anything! Finally, I saw what I was looking for...golden treasure.</p> <p data-bbox="432 1193 1358 1279">Also remember, you are going to be writing in role, so you speak/write in the first person.</p> <p data-bbox="432 1328 571 1368"><u>Activity</u></p> <p data-bbox="432 1417 1321 1547">Story board the main events from the character's day. Try to use fronted adverbials (time conjunctions) to sequence your writing.</p> <p data-bbox="432 1597 603 1637"><u>Lesson 2</u></p> <p data-bbox="432 1648 1278 1733"><u>LO: To understand a character's thoughts and feelings using drama.</u></p> <p data-bbox="432 1783 1358 2002">Today you are going to use drama to consider Tadeo's thoughts and feelings. You need to act out the story in chronological order. Watch the film again if you need to, to help you. Refer back to your story boards from yesterday to help you too.</p>

E..g.- entering the tomb

- Walking through the pitch-black tunnels by lamplight
- Hearing strange noises from the depths
- Deciding which entrance to take - using an ancient book to help etc.

### Activity

As stated above you are going to use drama to act out what Tadeo did, thinking about his thoughts (questions he might have) and feelings (emotions) as he walked through. Focus on becoming Tadeo in mind as well as body.

Once you have done this fill in the thought tracking sheet. Try to use show me not tell me. For example, if you feel the character was terrified, instead of writing that explain what is happening to him - I.e. palms sweating, shaking, trembling, dry mouth, eyes dilated etc.

There is an ideas bank attached to help you with show me not tell me.

### Lesson 3

LO: To use informal language.

Read the variety of diary entries attached.

Remember you are going to be writing your own diary entry as Tadeo. Before you do that, you need to understand what is needed.

Choose one of the diary entries and look at the list of diary features, how many of these features can you find in your chosen diary? (Dear diary, sign off, past tense, first person - I, me, time conjunctions, paragraphs, informal language, description of important places/events and thoughts and feelings.)

Underline/highlight the features you find, you can colour code them.

### Activity

Today you will be practising informal sentences to use in your diary entries. When you write a diary entry, it is important to use informal phrases - it is like talking to an old friend, someone that knows you well.

Look at the bank of informal phrases attached. Think about how you talk to your friends. Refer to your story boards and work from yesterday to remind yourself of the events.

Write informal sentences using the word bank - write about events from Tadeo's day.

E.g. Perhaps I will find treasure today. Just think, I could be a rich man!

If you find this tricky there is another resource to help you - you can match the chatty sentence starters to the endings. It is saved as resource 3 for lesson 3.

### Lesson 4

LO: To plan a diary entry.

Have a look at the diary entry written by Tadeo.

Does his diary entry have:

- Dear diary
- sign off
- past tense
- first person - I, me
- time conjunctions
- paragraphs
- informal language

	<ul style="list-style-type: none"> <li>• description of important places/events and thoughts and feelings.</li> </ul> <p>Can you identify which features are missing?</p> <p><u>Activity</u>          Today you will be planning your diary entry in role. You will become Tadeo and write about everything that happened that day. Remember to include the features of a diary entry and to write about the events in chronological order, using fronted adverbials to sequence your writing, including thoughts, feelings and the use of informal language.</p> <p>Use the planner to plan your diary entry. Try to include most features of a diary and to include the skills learnt throughout the week.</p> <p><u>Lesson 5</u>  <u>LO: To write a diary entry.</u></p> <p>Look at your diary entry plans from yesterday. Go through it and check spellings, that sentences make sense and whether you have covered all the features of a diary entry.</p> <p><u>Activity</u>          Using your plan, write a final version of your diary entry in role as Tadeo. Remember to include the features of a diary and check your writing makes sense.</p>
Reading	<p><u>Reading comprehension</u></p> <p>Read the text 'How to be a superhero' and answer the questions.</p> <p>Answers are at the end.</p>
Spelling	<p>Your spellings are on Spelling Shed.</p>

Grammar

## Antonyms and Synonyms

Synonyms are words with the same or similar meaning:

- Words such as happy, cheerful and merry.
- Words such as sad, miserable and heartbroken.

Antonyms are words with opposite meanings:

- Words such as angry and peaceful.
- Words such as funny and serious.

You can use a thesaurus to find synonyms and antonyms for words.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk>

### Activity

1) Play antonym splat!

<https://resources.hwb.wales.gov.uk/VTC/2011-12/english/reading-games/antonym-splat/index.html>

2) Using a thesaurus find synonyms for these words:

- lucky
- generous
- improve
- special
- honest

	<ul style="list-style-type: none"><li>• <i>calm</i></li></ul>
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