

This week in English you will be listening to the end of the story and completing some activities on it. If you want to listen again to any part of the story, it is still available through the links from last week's learning. Before you start this week's work, listen to Chapter 5 here:

Part 1: <https://youtu.be/pPpr4BhejRc>

Part 2: <https://youtu.be/yoo9GGWKTPY>

LO: To write a character description

To help with your character description (of Michael) you will need to listen to chapter 6 here:

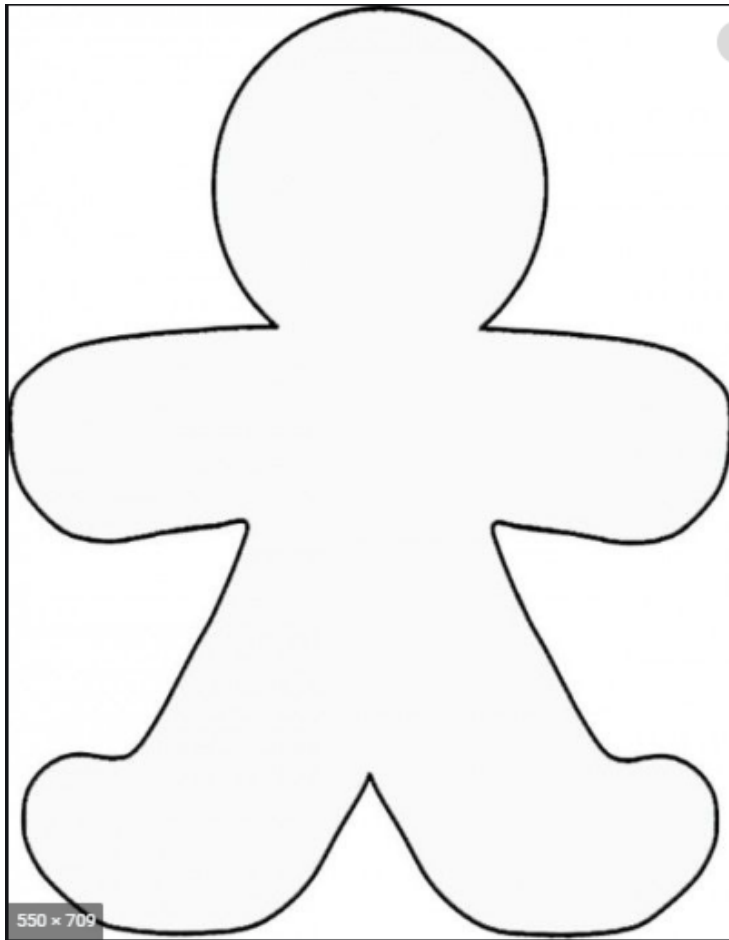
Part 1: <https://youtu.be/2lk-cufw5r8>

Part 2: <https://youtu.be/VJMQYvHOepY>

What do you know about Michael so far?

Consider his looks? Character? How he might move? What might he say?


You can start to add these ideas onto the gingerbread man below:



This is the start of your planning for your character description.

Now have a go at up-levelling your ideas. You can use an online thesaurus to help with this.

Eg. A determined boy

determined [dih-tur-mind]  [SEE DEFINITION OF determined](#)

adj driven, persistent

SYNONYMS FOR *determined*

decisive	strong-willed	pat	hard-as-nails	unflinching
dogged	stubborn	persevering	hardboiled	unhesitating
purposeful	tenacious	set	intent	unwavering
resolute	bent	settled	mean business	
resolved	decided	bent on	on ice	
serious	firm	buckled down	set on	
single-minded	fixed	constant	solid	
steadfast	obstinate	earnest	strong-minded	

When choosing an alternative, make sure that it makes sense. For example, I would not pick 'solid' as this usually refers to an object not moving.

Up-level: A determined boy to A determined, single-minded young man.

You will see that I have also chosen to find a noun alternative for boy.

Now you can have a go at turning your up-levelled ideas into a paragraph for your Lesson 1 Activity.

Remember:

- *use your exciting vocabulary, including noun phrases*
- *Extend your sentences with conjunctions (try some alternatives to and)*
- *Use a range of openers (not just 'He/Michael')*
- *Punctuate your sentences accurately*
- *Try and write in the style of Michael Morpurgo (usually quite chatty and in the first person)*

My paragraph might start with the following (using my idea from above):

On this dreadful island, I seemed to exist for many months. However, I was a determined, single-minded young man and knew that if I was patient, my chance to get off the island would happen soon enough. Most days,...

If you describe what Michael's day is like, you will get chance to use some of the verbs for how he moves and perhaps some of the speech (what he might say) you have included on your gingerbread man.

Remember not to tell a story, this is a paragraph is to describe what Michael is like!

If you need some extra ideas, this word bank might help you:

brave cowardly lonely determined happy sad
confused clever sensible angry foolish naughty

LO: To research articles to check for evidence

Lesson 2 powerpoint has two newspaper articles for you to read.

Do you think the articles are true or false?

This is the main question we are researching in this lesson.

How can you check?

You can use the internet to find out if the articles are true.

Remember from year 4, we looked at the url (web address) to decide if we thought it was legitimate. Details from BBC are more likely to be true (although may still have some bias) than from a website 'Wemakzupnews'

Can you find any other articles about Japanese soldiers who were found in hiding many years later?

Using what you have found out, try and write some notes about what you have found out about these Japanese Soldiers.

Now listen to chapter 7 here:

Part 1: <https://youtu.be/PI78oOB0jB4>

Part 2: <https://youtu.be/3QAiEBFx2YI>

LO: To complete a timeline of events

Listen to chapter 8 here:

Part 1: <https://youtu.be/QN77L9gTwSI>

Part 2: https://youtu.be/WsTx3rCtK_c

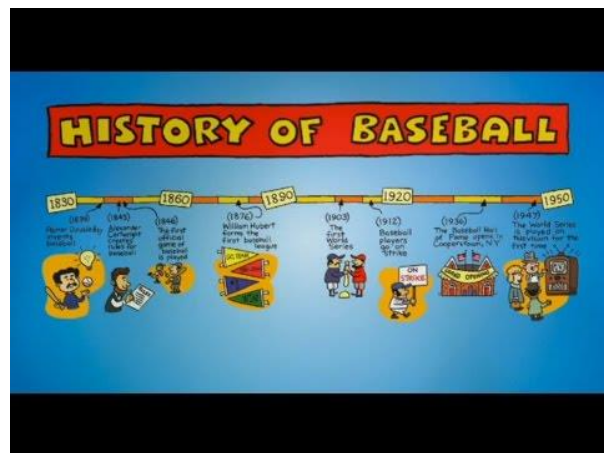
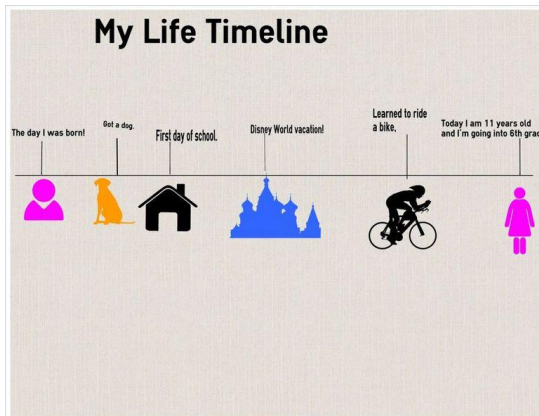
Make a list of any questions you might have about the story so far. You could add them to your KWL grid from last week.

What have you found out about Kensuke?

Questions you might think about answering are:

Where was he born? Does he have a family? What is his job?
How did he end up on the island?

Remember, a timeline is chronological order. Some look like this but you can design your own:



Lesson 3 Activity, design a timeline of events of Kensuke's life. You could present your work on a piece of paper, or type it into word/powerpoint.

LO: To consider questions on a text.

Listen to chapter 9 here:

Part 1: <https://youtu.be/N2JWjCF7Eds>

Part 2: <https://youtu.be/wteR9JD0tA>

Answer these questions:

1. Describe the atmosphere between Michael and Kensuke at the beginning of the chapter.

2. What is it that makes Kensuke change his mind about Michael staying on the island?

3. What developments in the world does Michael describe to Kensuke?

Now listen to chapter 10:

Part 1: <https://youtu.be/nmJ5yQo-g3w>

Part 2: <https://youtu.be/dfuYggZ789Q>

Answer these questions:

1. Describe the rain on the island, and the effect it has on Michael and Kensuke.

2. What happened to the binoculars?

3. How do Michael and Kensuke save the orang-utans from the poachers?

4. What do the poachers do on the island?

5. What were they doing when Kensuke spotted the sail?

6. What does Michael see that makes him realise it's the Peggy Sue?

7. What are Kensuke's reasons for staying behind?

8. Do you think that Kensuke has made the right decision? Explain your views.

Now that the book is finished, did you enjoy the story? What in particular was your favourite part? Did it answer all your questions from the KWL grid last week?

Lesson 4 Activity. Complete a book review on Kensuke's Kingdom.

Grammar

LO: To revise the use of commas within sentences

For this lesson, there is an attached PDF called Grammar - Commas. It includes the information you need and then sentence activities. The answers follow each short sentence activity within the document.

Spelling

I have set an assignment for you all on spelling shed. This is to practice the Year 5/6 statutory spelling list. I have set this as an ongoing task for the summer holidays.

If there are any particular word or types of words you struggle with, you can make your own list of words to practise at home.

Happy Spelling!



Reading

This week I have enclosed some articles from First Newspaper. They have associated questions. If you don't want to print it off, you can read the articles on the screen, then discuss the questions and answers with an adult at home.

The answers are attached at the end of the document.