MONDAY

ENGLISH

Friend of Foe  by Michael Morpurgo

Using your plan from the last lesson, write a letter to your mum, explaining what life is like living in the countryside with Mr and Mrs Reynolds.

Make sure that you include the following features:
* Thoughts, feelings, worries
* Conjunctions (although, whenever, but, and, as soon as, despite)
* Relative Clauses (who, which, where...)
* Paragraphs
* Parenthesis
Read chapter 4 of ‘Friend or Foe’.

Retrieval
1) What is the difference between Tucky’s recount of the plane crashing and David’s recount? Who would you believe?
2) Look at page 58. How does Mr. Reynolds try to comfort David? Why did Tucky lead the boys in their search?

Inference
3) Look at page 35. Why do you think Ann leaves the room so quickly? What motivated David to carry on searching for the plane?

Vocabulary
4) Can you find any words or phrases which show you how Mr. Reynolds is feeling when they return home from the search?
5) Look at pages 67 and 68. How does the author describe the water? What effect does his use of language have on how you imagine the water?

Explain
6) Mr. Reynolds was wrong to let the boys go and search for the plane on their own. Discuss.

Discuss: Have you ever been in a similar situation to David and Tucky, when no one seemed to believe you? What happened? How did you feel?

Activity: Using thought clouds, write down what Tucky might be thinking and feeling as he watches David flounder in the water.
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You are going to make a cartoon strip of the part in the story where David nearly drowns and is saved by the German airman.
In the book we read about the drowning from David’s viewpoint. Re-read the event on p68-69.
We know that David and Tucky are trying to cross the river by some stepping stones. David falls in when the final jump is too big for him. The force of the river drags him under. Then he feels arms around him as the airman saves him. Tucky tells him what happened on the riverbank.
Think about what Tucky and the airman could be doing as David falls in. You will also need to include speech bubbles showing what the different characters may say and some thought bubbles showing what they are thinking.

Divide the event into 8 sections, each one will become part of the cartoon strip. Make some brief notes about what will happen in each box.

Activity: Create a cartoon strip using the template on the next page (or one of your own).
THURSDAY
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Read Chapter 5.

Activity: The boys have a difficult decision to make: do they help the German pilots escape or report them?

Re-read this chapter and write down the arguments for telling someone about the soldiers and the arguments for helping them to escape.

<table>
<thead>
<tr>
<th>He should tell someone about the soldiers because:</th>
<th>He should help them to escape because:</th>
</tr>
</thead>
</table>

What would you do if you were David and Tucky?
Some of the arguments for telling the authorities or helping the soldiers escape. Did you think of any of these reasons?

<table>
<thead>
<tr>
<th>He should tell someone about the soldiers because:</th>
<th>He should help them to escape because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- They are the enemy.</td>
<td>- One of them saved David’s life by risking his own.</td>
</tr>
<tr>
<td>- His father was killed by Germans.</td>
<td>- They do not look frightening, but hungry and exhausted.</td>
</tr>
<tr>
<td>- The airmen have just been bombing innocent people in Plymouth.</td>
<td>- They are people, just like David.</td>
</tr>
<tr>
<td>- Mr Reynolds and Ann have been kind to him and they would expect him to.</td>
<td></td>
</tr>
<tr>
<td>- They spent a long time with the Home Guard looking for them.</td>
<td></td>
</tr>
<tr>
<td>- One of them is injured, so won’t get very far.</td>
<td></td>
</tr>
</tbody>
</table>

Activity: Write a letter persuading the boys either to help the pilots or tell the authorities. Remember to include as many reasons as you can. (See the next page for the features you should try to include).
Can you include the following features in your letter?

- The opening sentence hooks the reader and explains why you are writing.
- The text is organised into paragraphs, which each have their own point.
- There is a conclusion which summarises the main point of the letter and reiterates the opinion.

Rhetorical questions

Persuasive language (see next page)

Connectives to link ideas (e.g. however, therefore, furthermore)

Sentence Starters

- It is clear that...
- Clearly...
- Everyone knows that...
- Of course...
- The fact is...
- There is no doubt...
- Surely...

Conclusions

- In conclusion,
- To sum up,
- As a result,
- To end with,
- In summary,
Persuasive Language

- also
- although
- as a result
- because
- clearly
- except
- for example
- for instance
- for that reason
- however
- in fact
- instead
- it is clear
- obviously
- of course
- surely
Click on the link below to find lots of other ideas for home learning.

https://padlet.com/MrBowlerICT/primary