**English Summer Term 6 week beginning June 22nd**

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| Monday | I love the books by Chris Riddell. He was the Children’s Laureate from 2015-2017 and also illustrates his books brilliantly. Abacus have made available the wonderful book ‘Ottoline and the Yellow Cat’ and we are going to use this book for our English lessons for a few days. I have put up the first five chapters for you to read. It is available as an audio book on Audible. Today’s lesson is based on Chapter 1. * Look at the cover of the book and read Chapter 1. You will need to look at the pictures on each page as well. They are a significant part of the story.
* What did you like? Does it remind you of any other stories you have read? What type of story do you think it is?
* What clues are there that this might be a mystery story?
* Choose either Mr Munroe or Ottoline. Use the text and pictures to find out information about your chosen character to create a character profile. There is an example profile uploaded but some of you might like to choose your own way of recording the information you have found.
* Challenge: What questions would you like to ask about the character’s life before this story started?
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| Tuesday | In a mystery story the author creates a series of puzzles to be solved. Did you notice any in Chapter 1? **This lesson is based on the first part (Pages 22-35) of Chapter 2. You need to have read these pages (there are lots of pictures) before you do the writing task – you could read it as a bedtime story the night before. Do ask an adult or use a dictionary if there are tricky words.** [Optional extra: If you want to try being a detective you could keep a notebook of interesting things that happen as you read the bookeg. Page 9: a lost lapdog belonging to Mrs Loretta Lloyd Page 13: 3 more missing lapdogs]* Use the crime scene document or your own version to record details about the burglaries. (Clue: use the buildings information on page 1, news reports on p24-25 and the illustration on p 36-37)

What do you know about the people and events in each building?* Challenge: you could also look at the ‘lost poster’ on p9. Summarise what is known about the burglaries. What do you think might have happened? Can you say why you believe this?

Do finish reading this chapter at some stage today if you can. |
| Wednesday | The lesson is based on Chapters 1&2 but you will need to read Chapters 3 and 4 during the next two days so that you are prepared for Friday.When you have read Chapter 3 you might think about these questions:How does Ottoline feel when her parents are away?Is Mr Munroe a good friend? What do you think is going to happen next?Do you think there are any connections between the recent burglary and the other ones?What might the special disguise be?Today we are going to explore the character’s thoughts and feelings.* Imagine you are Ottoline brushing Mr Munroe’s hair (p12-13) while looking at the posters. How would you stand? What expression would you have on your face? Try it out in front of a mirror. What are you thinking? Why are you thinking that?
* Now re-read p22-23. How do Mr Munroe and Ottoline feel now? Can you act out how they might be feeling? What might they be thinking? Why? Draw them with speech bubbles to show what they are thinking.
* Now read p36-37. What are your characters doing and thinking now? You could draw another thought bubble for each character to show what they are thinking now. Now you are going to rewrite some of the scene on this page from either Mr Munroe or Ottoline’s point of view. You can choose which one you would like to be. Write how it feels from your point of view.
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| Thursday  | Today we will look at some of the sentence grammar. * Can you find two conjunctions on P1? What do conjunctions do? (But and so; they join clauses together)
* Use the document labelled Thursday Conjunctions to see if you can identify the different conjunctions in the sentences. (There are two pages of sentences and then the answers after that.)
* Now you have identified them look at how they have different jobs. Some are about time (until, when, while), others show cause (because, so, if, as), some show coordination (and) and others show opposition (but).
* The written task is based on writing sentences containing subordinate clauses. It is outlined on the word doc named Thursday conjunctions. There are some sentence starters to help you get started. Linking sentences with conjunctions makes your writing more interesting and it flows better.
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| Friday | Today’s lesson is based on Chapter 4 and focuses on how Mr Munroe is feeling. As he does not speak we will have to be clever about finding other ways to work this out. For example we could look at his behaviour and body language.You can either record Mr Munroe’s feelings at different times of the day using the template provided or chose your own 5 moments during Chapter 4 that show the different feelings Mr Munroe has. You could record them as sentences using the first person (e.g. I feel … because …/ I think that I might…) |
| Other work that you could do if you would like to | Authorfy: Try the Ali Sparkes challengeReading comprehension lesson using David Walliams’ book Slime: <https://www.bbc.co.uk/bitesize/articles/zrd4f82> |