

English, SPAG and Reading w/b 18.01.21

Monday – Can I plan a narrative about Phillippe Petit’s walk between the towers?

Task 1 (before the online session)

Recap the story from last week by watching the video below. What are the key parts to this story?

Video link

<https://www.youtube.com/watch?v=w-sCzWPOwKo>

Task 2 (after the online session)

Plan a narrative about Phillippe’s walk between the towers.

Are you writing in 1st person or 3rd person?

At which point of the story are you going to start?

Below are some ideas of how to structure your plan.

- Setting the scene (e.g. Phillippe plotting his stunt)
- Build up (Perhaps he is now at the top of the tower, or climbing up?)
- Middle (He is at the top of the tower and steps out onto the line- what does he feel? What does he see? What do the people on the ground see? What does he do?)
- Conclusion –How does this story end?

Tuesday – Can I write a narrative about Phillippe Petit’s walk between the towers?

Task 1 (before the online session)

Look over your plan and read and analyse the WAGOLL to remind yourself of what you are writing about today and be prepared to share your thoughts with the group.

Task 2 (after the online session)

Using the Year 6 targets and your plan to guide you, write the detailed narrative of Phillippe’s performance on the tightrope between the Twin Towers.

WAGOLL (of the setting and build up).

This story begins in August 1974, it is a story that will be forever etched in the memories of hundreds of people and it all began with the sight of two towers.

Two towers, which stood side by side like brothers, overlooked the city below; they were each a quarter of a mile high and for those who lived nearby were just a normal part of daily life, but for visitors to the bustling city, they were something of awe and wonder– a spectacle rising up and up into the sky. They could be seen for miles around and for Philippe, a young street artist from Paris, they were the perfect stage for his next extravaganza.

In a park, not too far from the hiss and buzz of the city’s streets, Philippe put on a daily show of juggling, dancing, tightrope walking and riding a unicycle (sometimes doing them all at once). He would delight in the

glory as crowds gathered and cheered. Loving nothing more than performing to the masses and constantly searching for more attention, he could only dream of the places to perform. When he had first arrived in this city, the towers had caught his eye immediately.

Although he was well aware of the dangers his next trick would bring, every time he saw the towers a tingle of excitement ran down his spine. He knew that if he were to pull off his next death-defying stunt, he'd have to devise a cunning plan, so one night, when the city was beginning to sleep, that's just what he did. . .

Wednesday – Can I write a poem about a tall building?

Task 1 (before the online session)

Think about some of the tallest buildings you know- what makes them unique? What is their purpose? What is their view of the place they are located?

Task 2 (after the online session)

Write a poem about a tall building. It can be a real one like The Shard, The Burj Khalifa or the Empire State Building, or one that you make up. You could write it as if you are the building describing its day, its view of the land surrounding it, or it could be from the perspective of someone looking up at it, or someone talking about its purpose. It is entirely up to you.

Below are some examples of poems about being tall and short- whilst they're not about skyscrapers, they can be used as inspiration...

One Inch Tall

By Shel Silverstein

If you were only one inch tall, you'd ride a worm to school.
The teardrop of a crying ant would be your swimming pool.
A crumb of cake would be a feast.
And last you seven days at least,
A flea would be a frightening beast
If you were one inch tall.

If you were only one inch tall, you'd walk beneath the door,
And it would take about a month to get down to the store.
A bit of fluff would be your bed,
You'd swing upon a spider's thread,
And wear a thimble on your head
If you were one inch tall.

You'd surf across the kitchen sink upon a stick of gum.
You couldn't hug your mama, you'd just have to hug her thumb.
You'd run from people's feet in fright,
To move a pen would take all night,
This poem took fourteen years to write—
'Cause I'm just one inch tall.

Tall and Short Poem

By Big Bird and Little Bird

I wish I were as big as you,
I wish that I were tall,
I'm tired of being overlooked,
I'm tired of being small.

If I were tall, I'd stand up straight
And reach the highest shelf,
And if my toy was stuck up there
I could get it by myself!

I wish that I were short like you,
I wish that I were small.
I tower over everyone,
I'm tired of being tall.

If I were short it would be fun,
I'd never bump my head,
And my feet would not get chilly
'Cause they stick out of my bed.

But sometimes when you're trying to hide,
It's better to be small.

And being tall is not so bad
When playing basketball.

So maybe when we think it out,
What's really best by far
Is finding out what's good about
Being the way you are.

Thursday – Big Reading

Task 1 (online session)

Read the poem 'Click of the Garden Gate' by May Hill. Listen carefully as you read it; you will be asked questions on it during your online session.

THE CLICK OF THE GARDEN GATE

I hear the click of the garden gate
But it is not he
He comes no more either early or late
To his dinner or tea
He is far away in an Air Force Camp
Learning to fight
(I wonder if his blankets are damp
And if he sleeps well at night)

Not twenty years when went away
Just a boy
He may never again come back to stay
To delight and annoy
Will what he has gained balance what he has lost?
He will change
Will his growth to manhood improve him most?
Or make him change?

I open the casement into his room
So tidy and neat
And the sun shines in and chases the gloom
And the wind blows sweet
Ready for him when, early or late
He comes back home to the sea
I hear the click of the garden gate
But it is not he.
(Perhaps it is Rene coming to tea!)

May Hill
December 1940

Task 2 (after the online session)

Answer the following 10 questions about the poem, 'Click of the Garden Gate'. Then, mark your work using the mark scheme at the end of this document.

The Click of The Garden Gate (May Hill, December 1940)

- 1) What relation is the poet to the man in the poem? Explain why you think this using evidence from the text.
(2 marks)
- 2) What 2 things does the author worry about whilst the man is at Air Force Camp? (1 mark)
- 3) How old was the man when he went away? (1 mark)
20 years old 19 years old less than 20 years old more than 20 years old
- 4) How do you think the poet feels when she repeats the phrase, "But it is not he." Explain why you think this using evidence from the text. (2 marks)
- 5) Find and copy a phrase which suggests the man brings joy and frustration to the poet.
(1 mark)

- 6) Who is at the garden gate at the end of the poem? Find and copy a word which suggests this. (1 mark)
Rene The Man We don't know
- 7) Look at the line, "Will what he has gained, balance what he has lost?" What is the lost thing the poet is referring to? (1 mark)
- 8) The poet is longing for the man to return home. True or false? Explain how you know using evidence from the text. (3 marks)
- 9) Look at the line, "I open the casement into his room". What is a casement in this context?
- 10) Look at the line, "And the sun shines in and chases the gloom." What does this tell you about the way the poet is feeling?

Friday – SPAG

Task 1 (online session)

This week, we're focusing on the difference between hyphens and dashes.

Task 2 (after the online session)

After your online lesson, use this website and complete the activities to test your understanding of how to use each type of punctuation. Then complete the SPAG.com task ***Hyphens, Dashes & Bullet Points (A)***

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7>

Task 3

Complete this week's Spelling sheet (List 13).



3. Match the List 13 word to its opposite:

unknown _____
 impolite _____
 serious _____
 kind _____
 attractive _____
 confident _____
 stingy _____

YEAR 6 LIST 13

jealous
 zealous
 callous
 famous
 nervous
 tremendous
 frivolous
 fabulous
 ridiculous
 marvellous
 enormous
 generous
 hideous
 gorgeous
 courteous
 vacuous
 conspicuous
 ambiguous

1. Add *~ous* or *~eous* to make a List 13 word:

jeal ~ _____
 gorg ~ _____
 marvell ~ _____
 hid ~ _____
 court ~ _____

4. Match the word to its meaning:

vacuous ambiguous
 callous zealous
 frivolous hideous
 conspicuous

very ugly, gruesome

blank, contentless

playful, silly

heartless, unfeeling

keen, fanatical

vague, unclear

obvious, easily seen

frivolity

2. Add List 13 words to complete the table:

<u>Noun</u>	<u>Adjective</u>
fame	_____
ridicule	_____
courtesy	_____
generosity	_____
ambiguity	_____
frivolity	_____

EXTRA WORDS

pompous
 simultaneous
 righteous
 arduous
 ludicrous

Reading Answers

The Click of The Garden Gate (May Hill, December 1940)

- 1) What relation is the poet to the man in the poem? Explain why you think this using evidence from the text. (2 marks)

I think it is the soldier's mum.

I think this because she talks about sitting in his empty bedroom and wondering if he is sleeping OK and how she waits for him to return. This is something a mother would do.

- 2) What 2 things does the author worry about whilst the man is at Air Force Camp? (1 mark)

- If the man's blankets are damp
- If the man is sleeping well at night.

- 3) How old was the man when he went away? (1 mark)

Less than 20 years old / 19

- 4) How do you think the poet feels when she repeats the phrase, "But it is not he." Explain why you think this using evidence from the text. (2 marks)

When the poet repeats the phrase, 'But it is not he' she is feeling saddened because she had been hopeful it was the man returning home. I know she was feeling hopeful because she is listening out for the garden gate to open and is keeping his room ready for his return.

- 5) Find and copy a phrase which suggests the man brings joy and frustration to the poet. (1 mark)

To delight and annoy

- 6) Who is at the garden gate at the end of the poem? We don't know

Find and copy a word which suggests this. Perhaps

- 7) Look at the line, "Will what he has gained, balance what he has lost?" What is the lost thing the poet is referring to? (1 mark) His childhood.

- 8) The poet is longing for the man to return home. True or false? Explain how you know using evidence from the text. (3 marks) ***(There are other pieces of evidence which can be used to support the idea that she is longing for the poet to become home- you need 2 pieces of evidence for 3 marks)***

True the poet is longing for the man to return home.

I know this because she talks about the gloom in his empty bedroom.

This suggests she misses him and wants him home to brighten up her day.

She also has his room ready for him to return.

This shows that she is keen for him to come home because otherwise she would not have prepared his room.

- 9) Look at the line, "I open the casement into his room". What is a casement in this context?

Window

- 10) Look at the line, "And the sun shines in and chases the gloom." What does this tell you about the way the poet is feeling?

This phrase suggests she is feeling upset and lonely because she misses the man. The sunshine makes things seem brighter, but the gloom she is feeling is still there.