



English Remote Education

This Week's English Lessons

WC: 11.1.21

Spelling:

LO Apostrophe for possession (revision)

Monday: Visit this online learning <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>. Watch the video and complete the quiz

Tuesday: Complete section 1 of the worksheet

Wednesday: Complete section 2 of the worksheet

Thursday: Complete section 3 of the worksheet

Friday: Complete section 4 of the worksheet and write a short passage as described.

Grammar: (Monday) Identify and recognise these key terms.

1. Use of a simile
2. Use of a metaphor
3. A relative clause
4. An embedded clause
5. Short snappy sentence
6. Longer complex sentence
7. A descriptive phrase

Day:	Learning Objective:	Lesson:
Monday	<p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>SC Recognise terms associated with SPAG -Skim and scan text for examples -Note key events in the text</p>	<p>Read chapter 4 'Terror in the desert'. This chapter includes lots of new vocabulary. Ensure you check the meaning of unfamiliar words and add them to your word logs with the definition. As you read this chapter consider how you would feel if you were Filippo. With a copy of the text find the following types of literary feature within the chapter just read and write them down.</p> <p>Use of a simile Use of a metaphor A relative clause An embedded clause Short snappy sentence Longer complex sentence</p>



		<p>A descriptive phrase</p> <p>Which of these use powerful vocabulary? Magpie any sophisticated vocabulary that you think they would like to use in your own writing.</p>
Tuesday	<p>To participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>SC</p> <p>-Show empathy with the different characters</p> <p>-Use facial expression and body language</p>	<p>Read the next chapter 'Enemies at court', Chapter 5. Think about how suddenly the life of Filippo has changed from being nearly left for dead in the desert and now he is being very well treated in the court of the Great Mogul. Can they find examples in the text of the extremes of the way he felt and the different conditions? Note these down.</p> <p>Decide which of the 3 characters you would like to be. Either the Vizier, Signor Khan or Filippo. Produce 3 freeze frames of the scene they have just read in that chapter. Photograph these if you can (don't worry if you can't). Write a short paragraph about how you are feeling as the character. Top Tip – remember all those fabulous emotion adjectives we worked on last term! I will include a list on the website for you to refer to.</p>
Wednesday	<p>Summarise the story so far. Relate to the emotions of a character</p> <p>SC Show empathy with the different characters</p>	<p>Write a summary of the story so far. Start a feelings graph for Filippo to help you record how the plot takes Filippo on an emotional 'journey'. I have included an example on the website. You can print if you want to or draw your own. On the 'Time axis' add each chapter one at a time and plot any emotional change. Think back to the feelings graph we did for Cameron last term. We will be building this graph up as we continue through the book.</p>
Thursday	<p>Summarise key events in a story</p> <p>SC</p> <p>Show empathy with the different characters</p>	<p>Read the next chapter 'Prisoner of a Prince'. Chapter 6.</p> <p>Add to your summary of the book. What has shocked you about the chapter? How different is the life of Filippo to those of the Indian princes? Describe why. Add another chapter to the feelings graph.</p>
Friday	<p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>SC</p> <p>Recognise emotion adverbs and adjectives</p> <p>-Use commas after the emotion word</p> <p>-Ensure the action links to the emotion word.</p> <p>-Use of sophisticated vocabulary</p>	<p>Today on the Zoom I will have modelled how to use 'Emotion word comma'.</p> <p>Here are some examples. Copy them out and underline the emotion word and circle the comma.</p> <ul style="list-style-type: none"> • Devastated, she cried salt-water tears into her already soaked pillow. • Astonished, Michael picked up the letter with the royal stamp winking at him. • Desperate, she screamed out for help, wondering if anyone would ever come. <p>Create at least 5 if not more of your own sentences using the 'Emotion word, comma' model. Base these sentences on what you have read in Chapters 5 and 6.</p>

