

**METHLICK SCHOOL - LITERACY GRID 2** 21<sup>st</sup> April- 24<sup>th</sup> April 2020

READING

<p><b>Mild:</b>The MILD literacy project will be based on the story <b>'The Day the Crayons Quit'</b> by <b>Drew Daywalt and Oliver Jeffers</b>. You can listen to the story here <a href="https://www.youtube.com/watch?v=Avv3p_f1CJ8">https://www.youtube.com/watch?v=Avv3p_f1CJ8</a></p>	<p><b>Spicy</b> The SPICY literacy focus is based on Feelings and Emotions.</p>	<p><b>Hot</b> The HOT literacy focus is based on War and Conflict. Below are some reading and writing tasks that closely link with this theme.</p>
<p><b><u>5 a Week Reading Ideas</u></b> <b><u>1. Be Read To</u></b> Try and make time to be read to by a member of your family as often as possible. <b>There will be 4 weekly tasks posted on the blog by the teachers, 1 or 2 tasks per day would be more than enough.</b> <b><u>2. Read Aloud</u></b> Read the "Crayon Letter of the Day" posted in the blog <b>3 times a week</b>. (There will be the letter from the book and a simpler version.) Read the letter aloud to an adult or your teddy bear – BEAR – Be Excited About Reading <b><u>3. Word Muddle</u></b> Some of the sentences from the <b>'Crayon Letter of the Day'</b> will be made into a list of words for you to un-muddle and make into a sentence(s) <b><u>4. Question Time</u></b> <b>Talk about the questions</b> that are asked with an adult or <b>write the answers</b> in your journal. <b><u>5. Wonder Words</u></b> <b>Match</b> the word to a <b>meaning</b> or a <b>picture</b> or find <b>another word that means the same</b></p>	<p><b><u>Reading Ideas – week beginning April 21<sup>st</sup></u></b>  <b>General Guidelines:</b></p> <ol style="list-style-type: none"> <li>1. Try to read something every day or listen to an audiobook if you prefer. Ask an adult to explain any unfamiliar words or check in a dictionary to find their meaning. List the words and their meanings in your Learning Journal.</li> <li>2. Have a chat with another member of your family about their favourite book. Make up a list of questions to ask them. For example - who was your favourite character and why? What was the most exciting part of the book? You could also read the book yourself and compare your opinions.</li> <li>3. Make a list of all the words the author uses instead of 'said'. Why do you think he/she has done this? What effect does it have on you, the reader?</li> <li>4. Find at least 4 similes in your novel and invent new ones of your own that could be used instead. Try to make them even more powerful and effective than those the author has used!</li> </ol>	<p><b><u>Reading</u></b>  Read the poem - 'Unmentioned in Despatches' by Peter Wyton <a href="https://www.veday75.org/wp-content/uploads/2020/01/VE-Day-poem.pdf">https://www.veday75.org/wp-content/uploads/2020/01/VE-Day-poem.pdf</a> The poem will be posted on Seesaw and the school blog <b><u>Answer the following questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the title of the poem with a member of your family. Write down what you think the poem is going to be about.</li> <li>2. Find and write down the definition of these words that you find in the poem – fanfare, quayside, cannonade and scrutiny.</li> <li>3. Can you recognise a word or phrase that is repeated? Why might the author have done this?</li> <li>4. Find and write down a word or phrase that stands out to you and explain why.</li> <li>5. What is the imagery of the poem? What do you see, taste, smell and hear?</li> <li>6. What feelings or emotions does the imagery suggest?</li> <li>7. If you had written this poem yourself, what would be your motivation – why might you write such a poem?</li> <li>8. Why do you think this author wrote the poem?</li> </ol>

WRITING

**Handwriting**

Keep practising **letter family formations**, start to learn **capital letter formations** and then work on where the **letter should sit on a line** – usually introduced in P2

**Writing**

**It is suggested that you could do 1 or all of these activities over the next 2 weeks.** The teachers will write examples of lists, the 'Big Crayon Sheet' and letters on the blog to help you learn what to do.

**List**

Write a list of nouns that can be coloured in using your favourite colour.

**BIG CRAYON Postcard**

Write down your opinion and reason for your opinion about your favourite crayon on the crayon postcard sheet.

**Letter**

Write a letter to your favourite crayon in the story. There are ideas below to help you add detail.

**Write asking them not to quit**

*Dear \_\_\_\_\_, Please don't quit. I like you and I want you to feel \_\_\_\_\_*

**Write about why they should not quit**

I don't think you should quit because ....

**Write about what you will do to help them feel better.**

I will help you to feel better by ...

**Writing: Week beginning April 21<sup>st</sup>**

1. Using your dictionary skills, find out what 'EVACUATED' means. Then think how you might have felt if YOU had been evacuated during the war. You would have had to take a suitcase full of your favourite things with you. Write about what you would have put in your suitcase and explain why those things mean so much to you.

2. Write a postcard to your family to let them know how you are feeling, as an evacuee, far away from home.

3. Think about a book you have read and enjoyed recently, in which there has been a conflict or argument of some sort. Write the 'blurb' for the back of the book and design a new cover for it.

4. In your Learning Journal, write down as many words as you can think of to do with emotions – for example – happy, joyful, angry, anxious.

**Writing: Week beginning April 21<sup>st</sup>**

Visit: <https://www.literacysshed.com/piano.html>

1. Watch the video The Piano for the first time
2. Re-watch and write down some notes on what you think it is about or the key points of the story
3. Task: Summarise the story into a maximum of 8-10 bullet points

**FOLLOW UP TASK**

- Rewrite the story by using challenging vocabulary and emotion.  
*(Feel free to send a copy of your writing pieces to your class teacher via Glow Email or Seesaw.)*
- OR**
- Pretend it is you on the piano going through your own memories draw a comic strip or mind map out what would feature in this.

**Grammar Challenge**

1. Create a table that has 3 columns like this:

Adjectives	Nouns	Verbs

2. Fill in the box with as many words as you can that relate to war and conflict.

*Again, feel free to take a picture of your work and keep it in your journal or send to your teacher.*