

Wednesday 15th July

Spellings

Your spellings – Can you practise these spellings using rainbow writing. Make sure you check each letter carefully. Write the word out once in one colour. Then keep going over it again and again in different colours. This will help you remember the spelling! Remember, if you get something wrong it is ok, just make sure you learn from your mistake, so go over that word again, focussing on certain letters.

Illogical
illegible
irregular
irresponsible
immature
impatient
imperfect
impossible
impolite



Challenge: Choose 4 of the words and write them in a sentence.

LO: To plan a new story based on your character.



Something has been lurking under the DKH Sainsbury's... It is your monster.

We want you to use your imagination to plan a story involving your mischievous monster!



Look at your drawing of your monster from yesterday. Read any words or phrases you included around the picture to describe it.



Now think about your possible story.

Setting: DKH Sainsbury's

Characters: Your monster

Who else could be in your story? Think of 1-3 characters to include.
This could be you or some other children.

Problem: What has been happening at Sainsbury's DKH?

Examples: Something has been eating all of the cereal in the cereal aisle.

Each morning, when the shopkeepers open up, they find all of the flowers have been eaten.

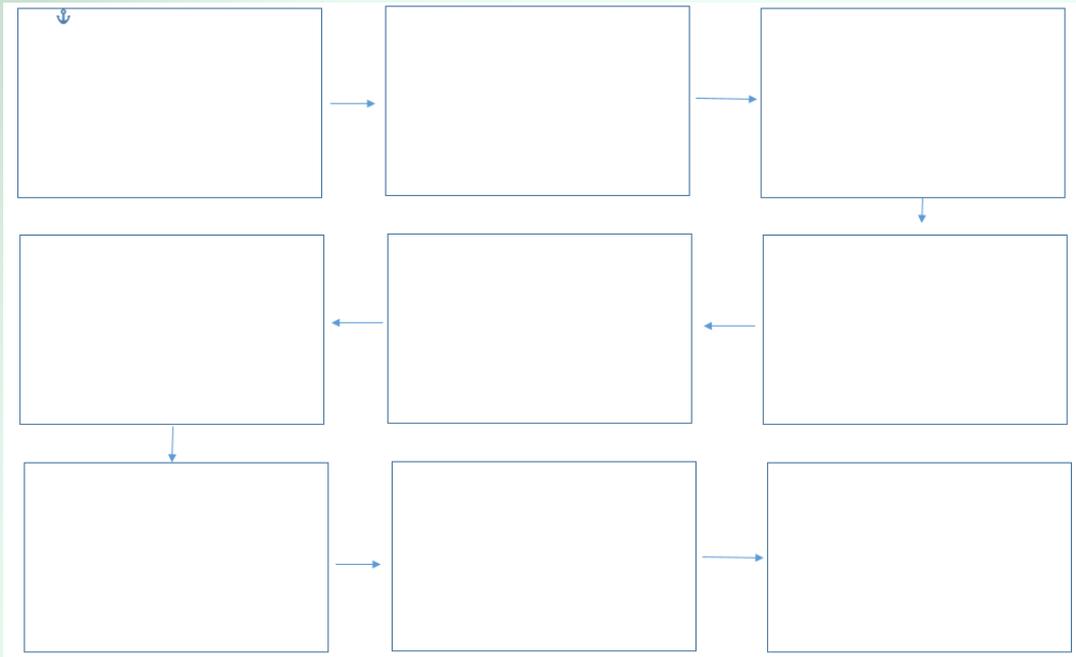
Something is turning all of Sainsbury's bread the colour blue!

Problem solved: How do your characters find out what is happening?

How do they discover the monster?

How do they defeat it?

E.g: They keep watch on the supermarket at night. They see the monster crawl out of Starbucks and into the shop. They decide to persuade the monster to live in Lettsom Gardens and teach it how to grow flowers so that it can eat them instead.



Box

1. Setting DKH Sainsbury's
2. Your characters – one or more children.
3. Explain a problem the child/children is trying to solve. E.g. Who is eating all of the paper from the photocopiers.
4. School at night
5. Introduce your mischievous monster character and what he does.
6. Child/children hatch a plan to find out what's going on.
7. Children discover monster.
8. Children defeat monster. How?
9. Story ending.



Questions

Choose the challenge best for you, using the star system below to help you decide. The following slides have a story map template and vocabulary to help.

★	Challenge 1 – Fill in the story map on the following slide with your ideas. Draw your ideas down and include some notes.
★ ★	Extra challenge – Write your ideas down on the story map. Make sure you include conjunctions that you will use to help you retell the story.
★ ★ ★	Extra, extra challenge! – As above, but think of your own setting for the story!



Conjunctions help us join our ideas together and retell a story. Here are some examples:



Early one morning, next, then, after that, suddenly, but, also, so, first...

Adjectives

Petrifying
Dishevelled
Evil
Gnarly
Grumpy
Humungous
Thunderous
Creepy
Mischievous
Sneaky
Knobbly
Poisonous

Verbs

Crept
Swung
Stomped
Soared
Twisted
Swirled
Roared
Scratched

Adverbs

Wildly
Sneakily
Ferociously
Scarily
Noisily
Silently
Dangerously

Adjectives – words that describe a noun. E.g. smelly, tall, quiet...

Powerful verbs – Words that describe an action. E.g snarled, roared...

Simile – Something is described as something else using 'as' or 'like'
e.g. Its teeth were as sharp as pointy icicles.

Metaphor – Something is compared to something else, without using like or as. E.g The monster was a tower block.

Personification – An object is given human emotions or actions to make it seem alive. e.g. Its nails screeched on the tarmac.