

Home Learning – English task break down

Monday:

Dictation: adult support required

Read the following text to children but do not show them. Read it through once and then read it through again. Ask the children to copy the sentences as you read them. This is good practice to ensure that they are listening for punctuation and sounding out words they are unsure of.

Once upon a time, there lived a little old woman and a little old man. One day, the little old woman made a gingerbread man. But when she opened the oven, he ran away! The little old woman and the little old man ran after him yelling, "Stop! Stop!" but they could not catch him. The gingerbread man said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



Check your work: independent

You can now read the text below yourself.

Use a colour pencil to make any corrections to punctuation.

If you have made any spelling mistakes, please correct these and then write down 3 words that you misspelt (if you made any mistakes) in the back of your book. You do not need to correct any spelling mistakes in words that are more than 6 letters long.

Once upon a time, there lived a little old woman and a little old man. One day, the little old woman made a gingerbread man. But when she opened the oven, he ran away! The little old woman and the little old man ran after him yelling, "Stop! Stop!" but they could not catch him. The gingerbread man said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



Word Find: Independent

Now read through your work again. Firstly, underline any adjectives (describing words) you can find and then circle any verbs (doing/action words).

Tuesday:

Up-level sentences: independent/adult support

Re-read your sentences from the beginning of the story.

Firstly, is there anything you could add to make the sentences more interesting? You do not need to rewrite the sentences yet, just write in improvements around them using a coloured pencil.

Use a thesaurus and see if there are any words you could improve. You can add these words into your sentences or you can write them underneath if you are running out of space.

Similes: independent

Here are some well-known similes. Update them by writing the new similes into your workbook!

1. As happy as a pig in mud.

New version: As happy as...

2. As fresh as a daisy.

New version: As fresh as...

3. As busy as a bee.

New version: As busy as...

4. As cool as a cucumber.

New version: As cool as...

5. As clean as a whistle.

New version: As clean as...

6. As flat as a pancake.

New version: As flat as...

7. As quick as a wink.

New version: As quick as...

8. As snug as a bug in a rug.

New version: As snug as...

Wednesday

Similes: independent

Look at the picture below and then answer the questions. Your answer must include a simile. Think about the mood of the picture. Can you show this mood by the vocabulary you choose for your similes?

Remember, a simile uses like or as to compare a noun to another noun.



1. How bright is the lightning?

The lightning is as bright as _____.

2. How loud is the thunder?

The thunder is like _____.

3. How can you describe the city?

4. How can you describe the mountain?

5. How can you describe the clouds?

Extension: How many other similes could you write to describe what you can see, hear, smell and feel in this picture?

Edit and improve: independent

Now use your 'Gingerbread man' sentences from earlier in the week. I would like you to re-write them with your improved vocabulary and see if you can add any similes. This one is trickier than the last two you attempted. You might need to rewrite sentences and adapt them more than you have done before.

Remember to use your 'think it, say it, write it, check it' strategy for each sentence.

Thursday:

Comprehension: independent

Work through the comprehension questions (following pages). Write your answers in your book in full sentences.

When you have finished, check that every sentence is punctuated correctly.

The Gingerbread Man

Once upon a time, there lived a little old woman and a little old man. One day, the little old woman made a gingerbread man. When she opened the oven, the gingerbread man jumped off the baking tray and ran away! The little old woman and the little old man ran after him, yelling, "Stop! Stop!" but they could not catch him.

The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran until he came to a cat. "Stop! You look good enough to eat!" said the cat and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran until he came to a dog. "Stop! You look good enough to eat!" said the dog and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran on, then he came to a cockerel. "Stop! You look good enough to eat!" said the cockerel and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran down the lane and came to a pig. "Stop! You look good enough to eat!" said the pig and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



A little further on, the gingerbread man came to a cow. "Stop! You look good enough to eat!" said the cow and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran on, then he came to a horse. "Stop! You look good enough to eat!" said the horse and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



It was not long before the gingerbread man came to a boy. "Stop! You look good enough to eat!" said the boy and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man kept running and came to a girl. "Stop! You look good enough to eat!" said the girl and joined in the chase. The gingerbread man ran on, until he came to a river. He stopped as he could not swim!

Just then, a fox came by. "I can help you cross the river," said the fox. "Just hop onto my tail and I will swim across." The gingerbread man saw the others coming and worried that he would be eaten, so he jumped on. Soon the gingerbread man began to get wet. "Climb onto my back," suggested the fox, so he did. The water was getting even deeper. The fox said, "Jump onto my nose so that you don't get wet." So he did. Just then, the fox tipped back his head and the gingerbread man flew into the air. The fox opened his mouth and SNAP! That was the end of the gingerbread man.

The end.



Comprehension questions:

1. What did the gingerbread man jump off at the beginning?

2. Who did the gingerbread man run away from?

3. Which is your favourite word or phrase in the story?

4. What does the gingerbread man say over and over again?

5. What did each of the characters say when they saw the gingerbread man?

6. Who were the first five characters that chased the gingerbread man?

7. How do you think the gingerbread man was feeling when he was being chased?

8. Why was it tricky for the gingerbread man when he reached the river?

9. Who do you think was the scariest character in the story and why?

Friday:

What if: Adult supported discussion. Independent writing.

What would happen if the story was different? I will give you 3 options of how the story could be different. I want you to choose one and then re-write the story with this change.

1. What if you had made a runaway gingerbread man?
2. What if the old woman had made a caterpillar cake?
3. What if there was no fox? How could the gingerbread man cross the river and escape?

Be as imaginative and creative as you like but remember, it must make sense!!

Use your 'think it, say it, write it, check it' strategy. Try to include as much of the success criteria as you feel confident with. Everyone should be able to reach the 1* criteria.

Success Criteria:

*

Joined up handwriting

Sentences make sense

Full stops and capital letters in the correct place.

**

Exciting vocabulary (adjectives and verbs)

Extended noun phrases

Time adverbials

Paragraphs

Subordinate clauses

Showing-not telling sentences.

Comprehension question answers (Thursday):

1. The Gingerbread Man jumped off the baking tray.
2. He ran away from the little old woman and the little old man.
3. (Answers will vary, accept reasonable responses)

Eg. I like how the Gingerbread Man teases everyone who is trying to catch him by saying "Run, run, run, as fast as you can! You can't catch me I'm the Gingerbread Man!" because it's funny that he manages to run away from everyone.

4. The Gingerbread Man says, "Run, run, run, as fast as you ca! You can't catch me I'm the Gingerbread Man!" over and over again.
5. They say "Stop, you lok good enough to eat."
6. The little old woman, the little old man, the cat, the dog and the cockerel were the first 5 characters to chase the Gingerbread Man.
7. (Answers will vary, accept reasonable responses)

Eg. When he was being chased he would have been feeling frightened but also pleased/smug because nobody could catch him.

8. (Answers will vary, accept reasonable responses)

Eg. When he came to a river he stopped as he could not swim. The Gingerbread Man saw the others coming and worried that he would be eaten, so he had to jump onto the fox, even if he didn't trust him.

9. The fox was the scariest because he tricked the Gingerbread Man into climbing onto him so he could eat him.