

Each Monday, English will be uploaded to the website.
There will be a PowerPoint and 3 tasks for you to complete.
This week we are continuing from what we were doing when we were last in school together.

There are also English 5-A-Day on the website for you to complete – there are 5 in total.

Try to complete one 5-A-Day per day.

There are answers for all of the 5-A-Day tasks.

We will go over some of the key points that we looked at together in school.

There will be a mixture of reading and writing tasks for you to complete.

Information Text

Task 1

TLHT: Identify features of
information texts

Task 1

TLHT: identify features of information texts

Task 1

- Read through the slides to go over the key features of an information text to remind yourself of what we looked at in class.
- Then read the pages of the information text and answer the reading tasks which will be RETRIEVAL based questions. These will look the same as they do in our normal guided reading sessions in class.

Is it an information text?

Does it have a contents page?

Does it have an index?

Does it have a glossary?

Does it have pictures/illustrations?

Is it non-fiction (fact)?

Fiction vs Non Fiction

Stories	Information
Not real	Real and true
Characters	Gives us information
Made up	Teaches us new things
Setting	Text features - headings, captions
Beginning	Real pictures
Middle	Contents
End	
Illustrations	

Contents page

Contents

What is music?	4
How do I play the drum?	6
How do I play the triangle?	8
How do I play the rhythm sticks? . . .	10
How do I play the tambourine?	12
How do I play the kazoo?	14
How do I play the xylophone?	16
How do I play the shakers?	18
How do I feel when I make music? . .	20
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Glossary	23
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Contents

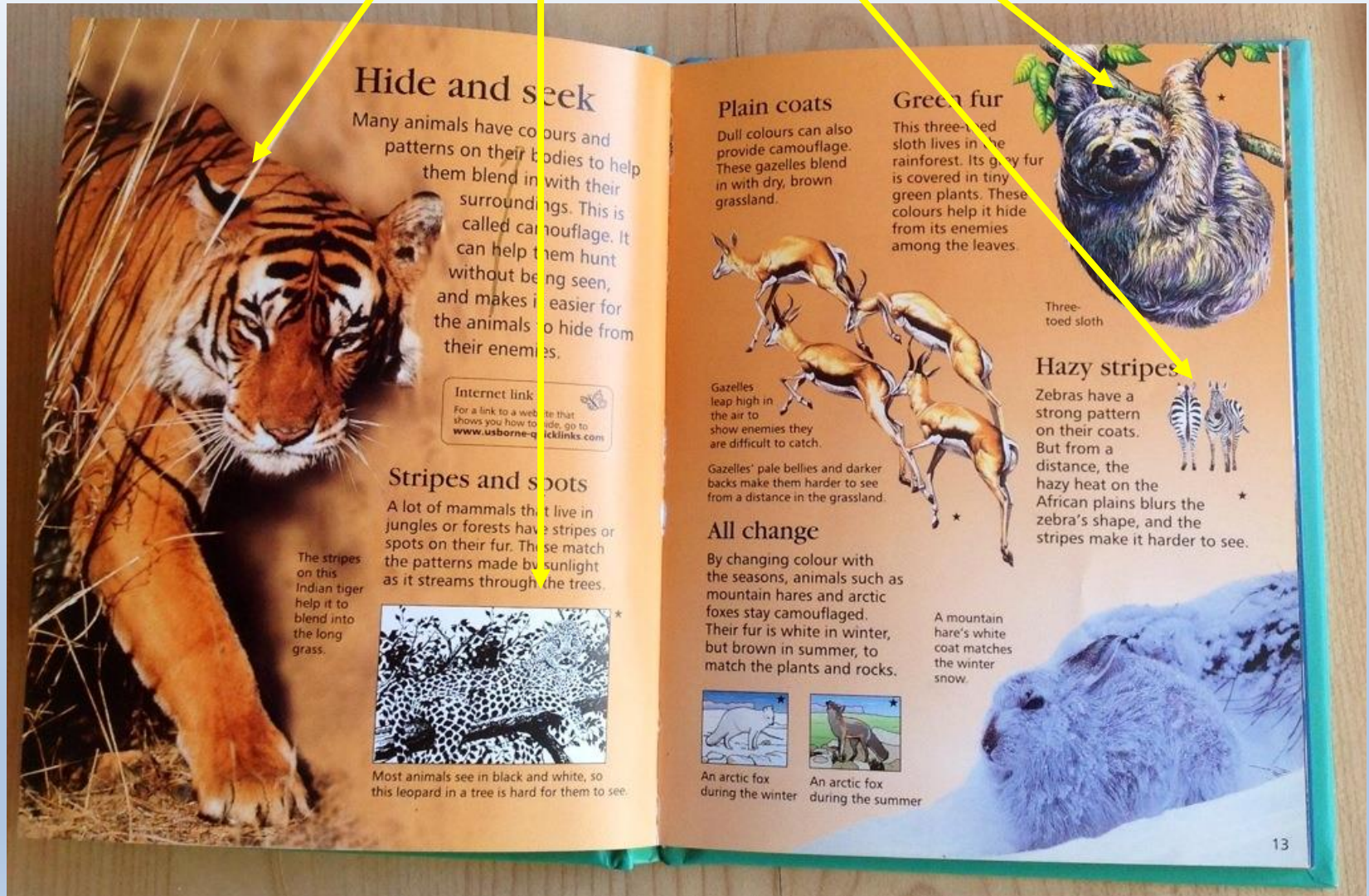
Sunflower	4
Gecko	6
Cow	8
Ostrich	10
Frog	12
Butterfly	14
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Sub headings



Photographs/ pictures



Hide and seek

Many animals have colours and patterns on their bodies to help them blend in with their surroundings. This is called camouflage. It can help them hunt without being seen, and makes it easier for the animals to hide from their enemies.

Internet link

For a link to a website that shows you how to hide, go to www.usborne-quicklinks.com

Stripes and spots

A lot of mammals that live in jungles or forests have stripes or spots on their fur. These match the patterns made by sunlight as it streams through the trees.

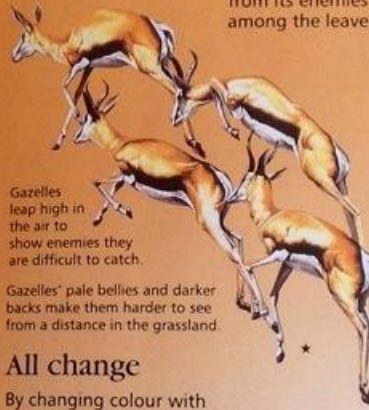
The stripes on this Indian tiger help it to blend into the long grass.



Most animals see in black and white, so this leopard in a tree is hard for them to see.

Plain coats

Dull colours can also provide camouflage. These gazelles blend in with dry, brown grassland.



Gazelles leap high in the air to show enemies they are difficult to catch.

Gazelles' pale bellies and darker backs make them harder to see from a distance in the grassland.

All change

By changing colour with the seasons, animals such as mountain hares and arctic foxes stay camouflaged. Their fur is white in winter, but brown in summer, to match the plants and rocks.



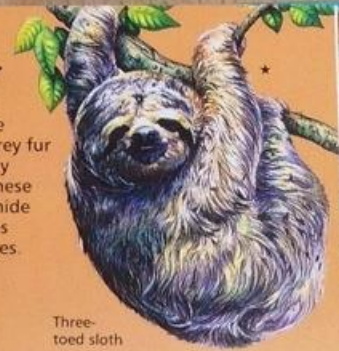
An arctic fox during the winter



An arctic fox during the summer

Green fur

This three-toed sloth lives in the rainforest. Its grey fur is covered in tiny green plants. These colours help it hide from its enemies among the leaves.



Three-toed sloth

Hazy stripes

Zebras have a strong pattern on their coats. But from a distance, the hazy heat on the African plains blurs the zebra's shape, and the stripes make it harder to see.

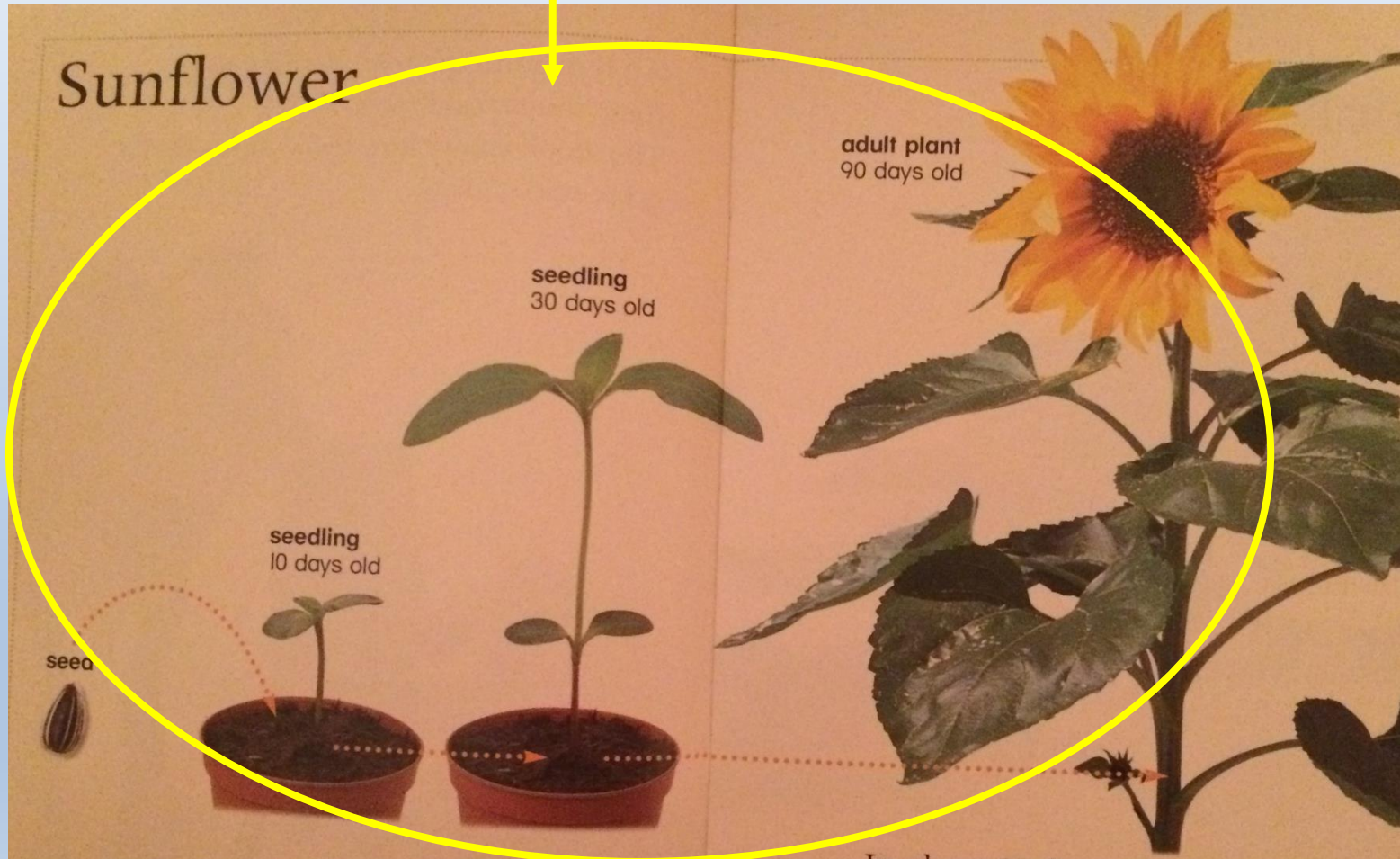


A mountain hare's white coat matches the winter snow.

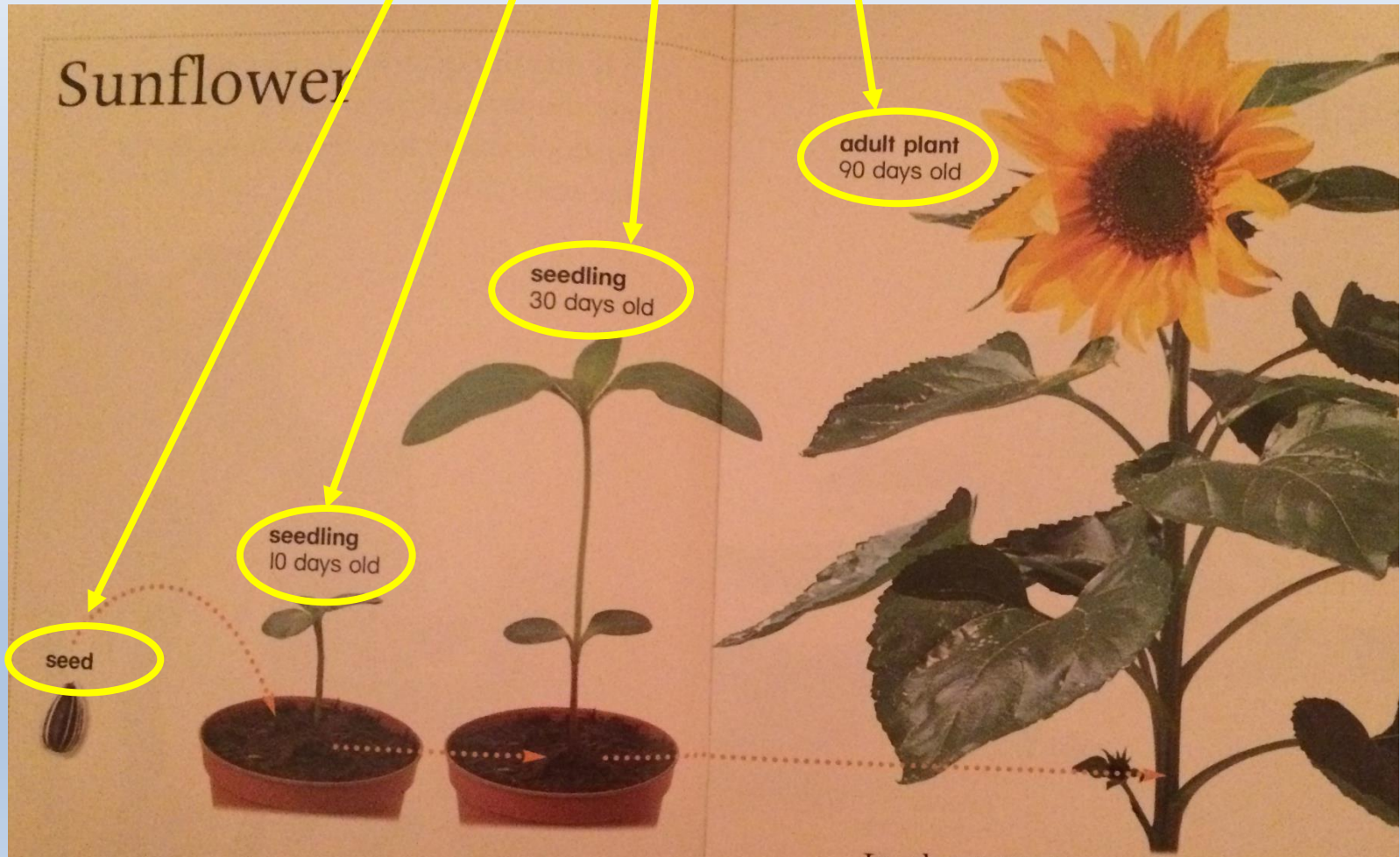


Captions

Diagram



Labels



Glossary

Glossary



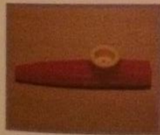
bongo

two small drums which are joined together



drumsticks

long, thin wooden sticks used to hit a drum



kazoo

plastic instrument you hum into to make a noise



musician

someone who makes music using instruments



shaker

instrument or anything you can make a sound out of by shaking

Index

Index

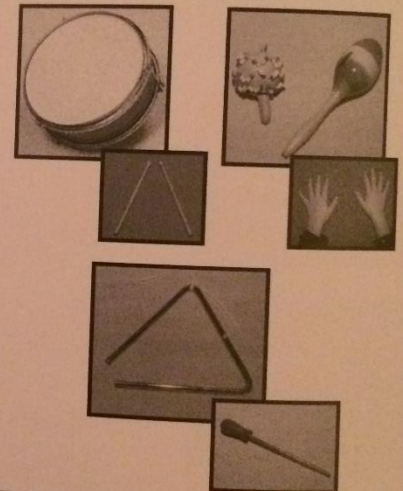
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tambourine 12, 13
triangle 8, 9
xylophone 16, 17

Answers to quiz on page 22



Features of an Information Text:

Introduction -
What is it about?

Sub-headings -
Separate your information.

Main information -
Facts about your topic.

Present Tense -
Imagine it is happening
now.

Third Person -
Use he, she, it, etc.

Pictures/Diagrams -
What does it look like?

Now it's time for you to complete the retrieval reading tasks- these can be found on the website too.

Task 1

TLHT: retrieve information from different texts.

When your reading tasks are finished, return later in the week to complete tasks 2 and 3.

Task 2

TLHT: plan an information text

Task 2.

You are going to write an Information Text based on our Let It Shine project. The writing will be Task 3.

Task 2 will be the planning.

You can use any work we have done so far at school, any project work you completed last week and also any further research you would like to carry out now.

Task 2

TLHT: plan an information text

- 1) Decide what you are going to write about,
Here are some examples of what you could choose:
- Man-made light sources
 - Natural light sources
 - Shadows
 - Shadow puppets
 - Torches
 - David Misell
 - Materials that are transparent, translucent or opaque

Task 2

TLHT: *plan an information text*

On the website you will find a planning grid template. You can use this to plan your ideas ready for writing in Task 3. Print it off if you are able to, if not then use the headings to guide you through and copy onto paper.

The following slides will show what the planning template looks like and what you should include in there.

There will be a reminder of the learning we have been doing in class which should help you with your planning.

Task 2

TLHT: plan an information text

Title: _____

Once you have decided what your information text will be about, choose a title and write it here.

Paragraph 1: Introduction

Bullet point the key ideas about what your text is going to be about.
This should be 2 or 3 sentences.

Paragraph 2 and 3

Subheading: _____

Decide on a subheading for your 2nd paragraph.

Words and phrases I will use in this paragraph:

Then think about what words and phrases you might include, do not write full sentences as this is just the plan. Think about any technical or scientific vocabulary you wish to include.

Coordinating conjunctions I will use in this paragraph:

Subordinating conjunctions I will use in this paragraph:

Remember we are trying to include lots of varied conjunctions. See slide 21 for a list of the different conjunctions you could use.

Task 2

TLHT: plan an information text

Pictures I will include:

Captions I will include:

Decide on 2 or 3 pictures and list them here, you do not need to include the actual picture on your plan.

Next to it write the caption you will include.

Diagrams I will include:

Extras I will include:

Decide on 1 or 2 diagrams that you wish to include, like the pictures you do not have to draw them on your plan.

Here you can list if you would like to include something extra, e.g. a 'Did You Know?' box. Give details but not full sentences about what would be in it.

Task 2

TLHT: *plan an information text*

List of conjunctions you could include in your information text:

Coordinating Conjunctions FANBOYS

for
and
but
or
yet
so

Subordinating Conjunctions

after	whereas
although	if
wherever	as
because	before
even if	unless
even though	whether
that	though
in order that	so that
until	since
when	whenever
while	

Now it's time for you to complete the planning - the template can be found on the website.

Don't forget to use the slides to guide you through.

Task 2

TLHT: plan an information text

When your plan is finished, return later in the week to complete task 3.

Task 3

TLHT: write an information text

Now you have a superb plan, you can start writing.

You can write in your exercise book, on plain paper or lined paper. If you are using plain paper, you could consider your layout to make it look like an information page or if you are using your exercise book then you could do it across a double page (you could look at the Information Texts about Big Ben etc... to give you some ideas of what layout you could use).

On the next slide you will find information about the non-negotiables you need to include when writing.

You will also find details on what your writing should include based on the learning we have been doing this year.

Task 3

TLHT: *write an information text*

Non-negotiables:

- *correct use of capital letters*
- *correct use of full stops*
- *commas in a list*
- *writing in paragraphs*

You must include:

- *simple sentences*
- *compound sentences with coordinating conjunctions*
- *compound sentences with subordinating conjunctions*

On the next 2 slides is a reminder of this skill.

Does your text contain the following features?

Features	
A Heading	
Subheadings	
Pictures	
Labels	
Captions	
Facts not opinions	
Technical words to do with the subject	
Text organised into paragraphs	

Task 3

TLHT: write an information text

Coordinating compound sentence =



Subordinating compound sentence =



Remember these can swap position in the sentence.

Task 3

TLHT: write an information text

Remember each clause in a compound sentence has to have a verb and a subject.

clause =
from start of the sentences
to 'lines'

Light travels in straight lines when it leaves
a light source.

conjunction.

subject

verb

clause =
from 'it' to the end of the sentence

1. The two clauses must contain a subject and a verb.
2. The conjunction must be the right type to link the two clauses together.

Task 3

TLHT: write an information text

Now it's time for you to write.

Don't forget to use slides 24, 25 and 26 to help you

Remember to look back on your plan as well.

Check your spellings as you go and make sure you are using all the spelling principles you have learnt so far.