

5-a-day - Day 1

Set 3

GRAMMAR

Thinking Tom says;



These words are all synonyms for 'nice'.

good, pleasant, decent, nasty, polite

Which synonyms for nice can you think of?
Which synonyms for nasty
can you think of?



What do you think?

Can you explain the difference?

5-a-day - Day 2

Set 3

GRAMMAR

Thinking Tom says;



'Said' is not the most powerful
verb to use in this speech.

"Stop right now!" **said** the shopkeeper.

Which powerful verbs would make
the person sound angry?



Convince Me!

What do you think?

5-a-day - Day 3

GRAMMAR

Thinking Tom says;



'Walked' is not the most powerful verb to use when describing this monster moving.

The monster saw his prey in the distance and **walked** over to it.

Which powerful verbs would make the monster sound scary?

What do you think?

Convince Me!



5-a-day - Day 4

SPELLING

Thinking Tom says;

'ch' always makes the same sound in words.

chocolate

church

bench

Is this right?

Convince Me!




5-a-day - Day 5

SPELLING

Thinking Tom says:

To change these verbs into the past tense
you need to add 'ed'.

catch buy fight
think draw make

Is this true?

Will this give the correct answer?

A cartoon boy with brown hair, wearing a yellow shirt and green pants, sitting cross-legged and looking thoughtful with his hand on his chin. There are question marks around him.A cartoon boy with brown hair, wearing a yellow shirt and green pants, sitting cross-legged and smiling, pointing upwards. There are lightbulbs around him.

Summer 2 Week 6

Creating Characters

Lesson 1

When authors create a new **character** they have to know everything about them. This means answering a lot questions about what that **character** is like.

Visit this website and watch the clip about creating characters:

<https://www.bbc.co.uk/bitesize/articles/zd6n2v4>

Authors need to know everything about their **characters** so they know how they will act throughout the story.

They ask themselves questions like:

- What's the character's name?
- How does the character behave?
- What do they like to do?
- How old are they?
- What do they feel and what are they thinking?

Now play the clip to hear ex-England player **Eniola Aluko** read an extract from *Matilda* by **Roald Dahl**.

Listen carefully to the conversation between Matilda and Miss Trunchbull and think about what each character is like.

Copy and complete the table below. You need to think of two more **adjectives** (describing words) for each of the characters

Top tip: Think about what the characters say and do.

Matilda	Miss Trunchbull
1. Brave	1. Mean
2.	2.
3.	3.

Choose three of the adjectives and explain how you know that by referring to what happened in the story. Use the word 'because'.

For example: I know that Matilda is brave because she stands up to Miss Trunchbull.

Click here to type

Lesson 2

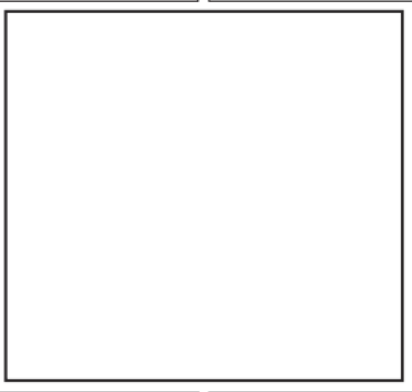
Imagine you are writing a story set in a school, like in *Matilda*.

You're going to create a **character** that would be in that story. It could be anyone - the head teacher, a teacher, a student, a coach, a caretaker.

Complete the 'Character Profile' activity sheet. You need to draw your **character** in the centre of the page and then fill in the surrounding boxes with information about them.

If you can't print the activity sheet, you can draw your character and answer the questions on a piece of paper instead.

Character Profile

My character looks like...	My character's actions are...	
My character's personality is...		My character changes because...

Lesson 3

Read this character description of a school caretaker called Mr Simmons.

He is a kind and happy person who likes to help others. This is shown through his actions.

Mr Simmons is the caretaker at Dillon Road Primary School. He is a small man, with white-grey hair and bright brown eyes. He wears round spectacles and the same blue overalls every day. He has been at Dillon Road for as long as anybody can remember.

Mr Simmons can often be found with his old yellow bucket and mop cleaning the corridors. When the children run in from play time, leaving shoe marks and muddy footprints behind them, Mr Simmons will tut, roll his eyes and clean up the mess. Although he's always hard at work, if he ever sees anyone who looks sad or upset, he'll pull funny faces in order to make them smile.

At the end of the day, when everyone has gone home, he cleans the classrooms and leaves happy messages on the whiteboards for the children and teachers to find in the morning. If ever he finds a missing jumper, a lost toy or some hidden sweets (which are strictly forbidden) he always finds out who they belong to (and won't tell you off!).



Write your own **character description** using the character profile you filled out in Lesson 2.

You should write between five and ten sentences.

Top tip!

Try to include:

- What your character looks like.
- What their job or role is.
- What their personality is like.
- Their actions – what they do in the school.

You could add an illustration of your character. We would love to see your finished character profiles!