

Hello 5B!

As you already know, our FS, Y1 and Y6 children have been invited to return to school on the 1<sup>st</sup> June and some of them have decided to do so. We haven't forgotten about everyone else though and will be setting work for you to complete at home as normal, until we can all get back together again. Please don't think that you're missing out; school during June will be very different from before and I'm sure you'll have lots of fun at home.

I am very grateful for Mrs Birchenall's help in designing your next two weeks of home learning, to make sure that all our Year 5 children are covering roughly the same work, across all classes. We have set a bit more work this time so that it matches what might be going on in Upper KS2 lessons in school, from the 1<sup>st</sup> June. Please don't worry about that, just complete as much of the work as you can. If you need any help, remember that you can contact me through school on 01400 659001 or by email: [enquiries@cranwell.lincs.sch.uk](mailto:enquiries@cranwell.lincs.sch.uk).

Mrs Barrett and I will be in school daily from the 1<sup>st</sup> June. It will be a bit of a shock getting up early again! We have both enjoyed being at home with our children over the past few weeks; I wonder if they will keep working hard when we aren't there to keep an eye on them?!! I have been enjoying the sunshine in my garden and at the stables, looking after my horse. Mrs Barrett has recently managed to find a lake to swim in, which is a bit bigger than her paddling pool. We hope that you and your families are happy and well, and we are really looking forwards to seeing you again soon.

Mrs Bullement

#### Maths – Week beginning 1/6/20

Please continue to complete your daily maths lesson, using the White Rose resources from the website. Have a go at the questions on the video, on a piece of paper. Remember to also follow the links to BBC Bitesize for even more practise. You can find your lessons here: <https://whiterosemaths.com/homelearning/year-5/> Please move onto the section labelled 'Summer Term Week 6 w/c 1<sup>st</sup> June'. The videos are also available on Facebook, if the website is overloaded.

Of course, I'll continue to set tasks on Mathletics, but only do these if you have spare time!

Want an extra challenge? Complete the horses and hay question below (answers at the end).



Bored? Have a look at this website: it's a weekly FREE maths 'newspaper' which is full of interesting challenges <https://www.cdmasterworks.co.uk/the-daily-rigour/>

#### Maths – Week beginning 8/6/20

Please continue to complete your daily maths lesson, using the White Rose resources from the website. Have a go at the questions on the video, on a piece of paper. Remember to also follow the links to BBC Bitesize for even more practise. You can find your lessons here: <https://whiterosemaths.com/homelearning/year-5/> Please move onto the section labelled 'Summer Term Week 7 w/c 8th June'. The videos are also available on Facebook, if the website is overloaded.

Of course, I'll continue to set tasks on Mathletics, but only do these if you have spare time!

Want an extra challenge? Try the fraction problem below (there's a hint and answers at the end, but try not to cheat!).

Bored? Have a go at this week's maths challenges in the Daily Rigour! <https://www.cdmasterworks.co.uk/the-daily-rigour/>

### Literacy – Week beginning 1/6/20

Attached below is a booklet from 'Talk for Writing' called "One Chance". It takes the form of a booklet which I have included below this table. Inside it you will find lots of things to work through that will help with your reading and writing skills and build on the work that we do in school.

It all begins with a moral...be careful what you wish for!

Monday – complete the section called Just One Wish – what would you wish for? Think very carefully! When you have done that, complete the next section - The Downside. When you have finished that section then move on to The Mirror of Wishes, followed by The Mirror of Despair.

Tuesday – Read or listen to the story (there is a link in the booklet to an audio version if you need some support or if you prefer to listen to it). After reading the text and completing the small tasks, move to the section What do the Words Mean? If you are finding it hard and don't have a thesaurus or dictionary at home then try an online one such as: <https://www.wordsmyth.net/> or <https://kids.britannica.com/kids/browse/dictionary>. Next complete Similar Meaning or Opposite Meaning.

Wednesday – Complete Likes, Dislikes, Puzzles and Surprises, before moving on to Closer Reading.

Thursday – Complete Creating a Mood with a Sentence of 3(a) followed by (b) before completing Writing Speech Effectively.

Friday – Time to write your story! Complete the section Now Plan Your Own Wishing Story. When you are happy with your planning, Use Your Plan to Draft Your New Wishing Tale. Share your tale with another human being or even maybe your pet. 😊

### Literacy – Week beginning 8/6/20

NEWSFLASH – you have reached the grand old age of 99! Happy Birthday!! You have decided it is time to write your autobiography (auto=self; bio=life; graphy=to write).

We are giving you the chance to look back on your life to reflect on the wonderful things you have done, the places you have been, and the inspirational people you have met.

You will need to ensure that you are mentioning any major events (the Coronavirus pandemic would probably be one of these as it is a global event and you can record what it was like to have been a child during this unprecedented time). You could also include being invited back to your school when you were 60 to open a Covid-19 time capsule, buried by Mr Wilson in 2020!

What other major or memorable events might happen in your lifetime? Could anything happen in space travel? Will all vehicles be electric? Will something have been invented to replace aeroplanes? Will we still be a country of dog and cat lovers or are we all now bee keepers?

Will you have had children? Grandchildren? Great-grandchildren? Perhaps you could include an imaginary family tree within your autobiography, to make it seem authentic?

Who will be on the throne when you are 99? Who will have been on the throne between now and then (remember our learning in the Autumn Term, about the Royal Family)? Thinking about how music has changed throughout the decades, what will you be listening to when you are 99?

What career did you choose? Did you have more than one career choice? Try to keep it realistic – most people don't tend to be famous footballers, famous popstars or famous YouTubers! What experiences did you enjoy in your working life? If you became a vet, did you manage to go overseas to work with big cats in a Kenyan wildlife reserve, for instance? If you became a volcanologist, which volcanoes have you visited in your research? Maybe your love of dancing led to you creating your own dance school after a career in a ballet company?

Tell me all about your exciting life-to-come!

### Reading/Art task – Week beginning 1/6/20

This week we would like you to create a new book cover for the book that you are **currently reading**. Have a good look at the existing book cover. Why did the illustrator choose that image for the book's front cover? Does the picture on the front cover give anything important away or just enough to get you interested? What image do you think would represent the book well and make people want to read it? Don't forget the title, author, illustrator and publisher information. You will need to write a blurb for the back cover too.

Remember to allow yourself some time to continue reading your book – at least 20 minutes a day. You could even create a den in the garden to relax in with your lovely book, and allow the author to transport you somewhere else! You don't always need to leave your home to have an adventure. ☺

### Reading/Art task – Week beginning 8/6/20

This week we would like you to think about **your favourite book** that you have ever read. I remember, when I was a very young child, I loved the 'Mog' books by Judith Kerr, especially at bedtime, and I have read all of them to my own children too. When I was about your age, I was (still am!) pony-mad, so my favourite books were the 'Jill' series, by Ruby Ferguson. I used to read them by torchlight, under my duvet, after 'lights out'! Later on, I particularly enjoyed reading The Lord of the Rings books, by Tolkien, which were exciting, scary and 'unputdownable'! There are lots of interesting and wonderful books out there, whether you crave adventure or sci-fi; animals or 'Gangsta Grannies'. Give yourself time to think about which you feel would be your favourite still, when you are 99 years old.

Once you have decided, design and create a new book cover for it. Remember the book cover should give a hint of the story within without giving anything away; it needs the title, author and publisher information. You will also need to include the blurb for the back cover and perhaps the price.

Remember to find time to read undisturbed too!

### Geography – Week beginning 1/6/20

#### WHAT ARE NATURAL RESOURCES?

Jot down what you think natural resources are before watching the following clip from BBC Bitesize and see if you were right:

<https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q> - the end made me chuckle! Watch the clip again and this time make notes – you could just use a spider diagram like we do on the board at school.

Next have a look at the nine pictures included below. What is happening in each of the pictures? Ask older siblings or your parents if you are stuck – or even share them with other relatives, if you video call them.

Some other countries also have valuable natural resources. For example: South Africa has gold; New Zealanders farm sheep, which suit their landscape perfectly; Venezuela has lots of oil, and Iceland has plenty of ocean to fish.

**Your task** this week is to find out as much as you can about the countries in the example above (South Africa, New Zealand, Venezuela and Iceland) and their amazing natural resources. You could make a min-fact file for each or a

### Geography – Week beginning 8/6/20

#### RENEWABLE AND NON-RENEWABLE RESOURCES – WHICH IS WHICH?

Jot down as many different energy sources as you can think of. Ask siblings, parents and relatives to help you. Now watch the short video clip on BBC Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zntxgwx>

Have a look at the list you created before the video clip. Have you been able to add any more to it?

There are some ENERGY CARDS attached below. Sort the cards into two groups: renewable energy sources and non-renewable energy sources. Don't worry if you can't print them off: you could look at them on the screen and write them in two columns. Next explain to another human being why you chose them to be in each group – how good are you at explaining?

Draw an annotated (labelled) poster for each of the two groups, to show which energy sources belong in which. Make sure you label them clearly!

Ask a sibling, parent or relative (via the phone) what they think the advantages of renewable energy might be. Do they all agree? What do you think? Now ask what they think the disadvantages might be. Do they all agree? What do you think? You

PowerPoint, if you have the chance to use the computer. I will leave the presentation and format up to you!

could use the activity sheet attached below (ADVANTAGES AND DISADVANTAGES SHEET), if you are finding it hard.

**Your task** this week is to choose one of the following energy sources and to research it and create a fact file or PowerPoint about it. Here is the list to choose from (the ones in green are trickier if you want a challenge!):

Renewable – wind, **geo-thermal**, **biomass**, hydro-electricity.

Non-renewable – coal, **natural gas**, oil, **nuclear**.

### Spelling Task – Week beginning 1/6/20

Can you use a dictionary to find out what these words and terms mean, and then learn how to spell them? Don't worry if you don't have a dictionary at home, you can, with your parents' permission, use Google, <https://www.wordsmyth.net/> or <https://kids.britannica.com/kids/browse/dictionary>.

Here are this week's topical words / terms:

1. Natural resources
2. Agricultural resources
3. Geological resources
4. Crops
5. Oil
6. Wind
7. Rivers
8. Tides
9. Minerals
10. Fossils fuels
11. Renewable energy
12. Non-renewable energy

### Spelling Task – Week beginning 8/6/20

Just like last week, can you use a dictionary to find out what these words mean and then learn how to spell them? Try to use the words in your work in your Geography work. Remember, if you don't have a dictionary at home, with your parents' permission, try one of the online ones: <https://www.wordsmyth.net/> or <https://kids.britannica.com/kids/browse/dictionary>.

Here are this week's topical words:

1. Geothermal
2. Biomass
3. Hydroelectricity
4. Nuclear
5. Natural gas
6. Coal
7. Oil
8. Distribution
9. Imbalance
10. Starvation
11. Conservation

**French**

We hope you have been enjoying practising your French, using Duo Lingo. Keep having a quick go each day (5 minutes is fine) – it’s fun and you’ll learn so many new words! <https://www.duolingo.com/>

**Art/Relaxation**

If you would like to colour in some mindfulness pictures, then there are some attached below. Colouring in is great food for your soul. It helps relax your brain and gives you space to just “be”.

Here is a link to a bumper pack of free colouring pages from Twinkl: <https://www.twinkl.co.uk/resource/t-c-1551-mindfulness-colouring-sheets-bumper-pack>

Or...

Like Andy Goldsworthy, <https://www.kidzworld.com/article/29663-andy-goldsworthy-the-art-of-nature> can you try a pebble balance challenge? <https://www.youtube.com/watch?v=HBvgaOIR9J4> or this <https://www.youtube.com/watch?v=hdjPYsPZaks> have lots of fun but be careful and remember to ask permission from your parents/carers before deciding where to create your challenge.

**PE**

Keep up with Joe Wicks every day or if you prefer to move around to music try Just Dance. Perhaps yoga is your thing?

<https://www.youtube.com/user/CosmicKidsYoga>

Mrs Owen has sent lots of ideas via Parent Mail which I hope you are enjoying completing.

**PSHE**

At times like this people can often experience a wide range of emotions. You are missing those you love, like family and friends; missing normal routines and school; missing your clubs and activities; missing going shopping for toys and games; missing birthday parties and celebrations outside your home; missing being free to move around the country and to travel on a plane; missing eating out in restaurants and going to the cinema.

There are lots of things that I am sure you all miss that I haven’t mentioned. It’s ok to feel like this. It’s ok to miss people, things and opportunities. It is all perfectly natural.

What can we do about it? Well we can’t change how things are, that’s for certain, but we can think of ways to tell people how much we miss them. Why not try one of these ways below:

- You could create a “hug” out of paper for someone you miss, make sure the arms are long enough! Then write all the things you love about them along each of the paper arms and put it in an envelope to send to the person you miss, perhaps your grandparents or another relative.
- You could write a letter, thanking someone for being them, or just to say “hi”. It’s nice to receive a letter through the post, that someone has taken the time to write; maybe you will be lucky and receive one back?
- You could write a gratitude diary listing all of the things you are grateful to have in your life and all the things that you are looking forward to doing one day soon. They will be worth the wait!

**PE**

Keep up with Joe Wicks every day – it is important to keep moving around and to be active.

If you fancy a change, why not try skipping? Here is a link for an explanation of how to begin to skip if you can’t already do so

<https://www.youtube.com/watch?v=OKu5s-2RyiQ> and then once you have mastered the skill, there are many more challenges to complete:

[https://www.youtube.com/results?sp=mAEB&search\\_query=dan+skipping+man](https://www.youtube.com/results?sp=mAEB&search_query=dan+skipping+man)

**1. Joy is going on holiday and has left a note for Nellie with instructions for looking after her three horses while she is away.**

**Unfortunately, it has fallen on the floor and someone has trodden on it with their muddy boot!**

**1. I have left you 13 bales of hay for each day.**

**2. Each of the 3 horses needs bales of hay a day.**



**Nellie remembers that the total of the digits in the mixed number add up to the total number of hay bales that Joy has left for each day.**

**Investigate the possible mixed number of hay bales each horse needs.**

**1. The aim of this game is to make a set of 3 cards: 2 equal calculations and their matching answer.**

- Shuffle the pack of cards. Deal 3 each.
- Place the remaining cards face down in a pile. The first player takes a card from the top.
  - They can keep it or replace it – face up – next to the pile.
- If they keep it, then they must place another of your cards – face up – next to the pile.
  - The next player can choose to take the top card from either pile.
  - Players must always keep 3 cards in their hand.
- Players take it in turns until one of them has collected a matching set of 3 cards.

56 groups of  $\frac{7}{8}$

$\frac{7}{4}$  of 48

$49 \times \frac{9}{7}$

72

84

$\frac{8}{6}$  of 54

$\frac{7}{8}$  of 56

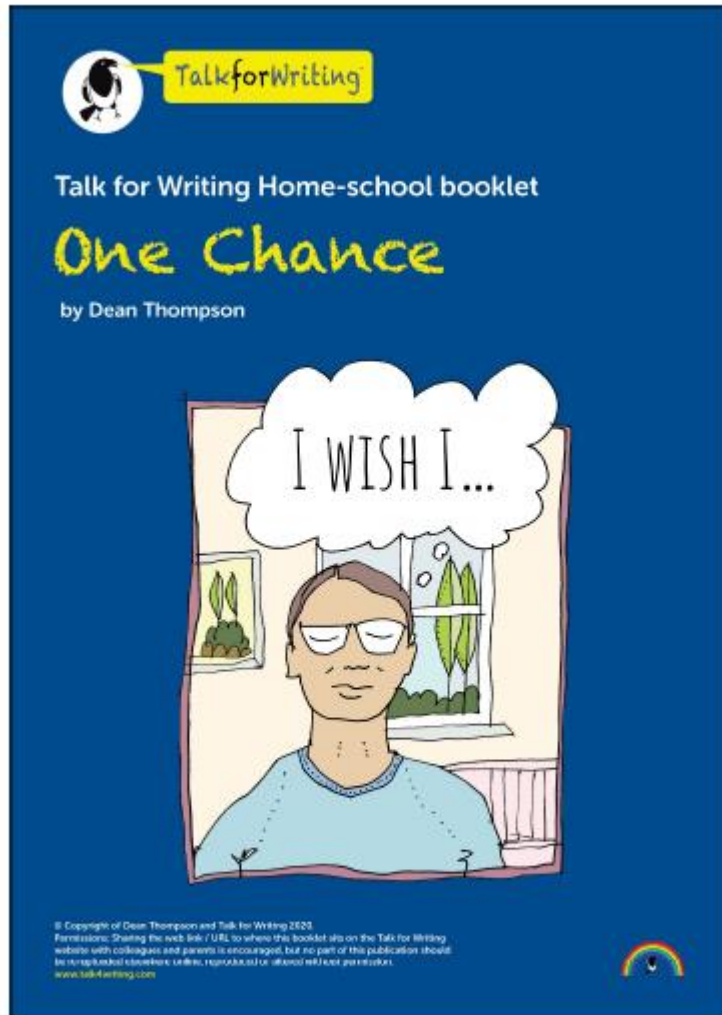
48 lots of  $\frac{7}{4}$

$\frac{9}{7}$  of 49

49

$54 \times \frac{8}{6}$

63



## Welcome to the One Chance workbook



Inside you'll find lots of things to work through that will help you with your reading and writing skills and build on the work you do at school.

I'm your virtual teacher, so let's explore together and get your journey started

### Introduction

*"Be careful what you wish for,  
 you may receive it."* – anonymous

Have you ever thought about what this means?

The underlying moral of the wishing tale is often played out in real life. Every week many people dream of winning the lottery – they make a wish. Someone then wins a huge sum of money. While this might seem like great news, the story often leads to misery and unhappiness. The sudden win changes lives. Friends and family may be lost. The 'winner' may lose a sense of purpose as they no longer have to go to work.

This moral message is one that has been used many, many times in stories across the world. It was first thought to have been used in Aesop's Fables. Aesop was a slave and storyteller believed to have lived in ancient Greece.

The aim of this workbook is to enjoy and explore wishing stories, leading to you having a go at writing your own version.

### Just one wish



If you had just one chance to make a wish, what would you wish for? Brainstorm some ideas. For example, I might wish for a new car, a dog or a yacht. Or to be a world-famous footballer or not to have to go to school!





## The downside

Now try and think about the positives and negatives of having that wish granted.

For example,

I wish I had a bright red Ferrari. I could drive at immense speed and win many great races.

*However*, I would be adding to the destruction of the planet, be breaking the speed limit and endangering my life and the lives of others.

I wish I had a small, brown Dachshund. I could take it for long, leisurely walks in the countryside.

*However*, I would have to leave it alone for hours on end while I was at school.

Now have a go yourself:

*I wish I ...*

*I could*

*However,*

*I wish I ...*

*I could*

*However,*



Now try to be a little more magical. Anything is possible! For example: I wish I was in Hogwarts and befriended Hermione. I could learn some magical spells, play Quidditch and soar high on my enchanted broom.

*However*, I might let them all know what happens in the story and ruin it for everyone.

*I wish*

*I could*

*However,*

*I wish*

*I could*

*However,*

## The Mirror of Wishes



Do you remember how, in *Snow White*, the wicked Queen used a mirror that always told the truth? This poem is about what happens when different characters look into a mirror that shows what you wish for. Make a list of people who might look into the wishing mirror and think about what they would wish to see. Pie decided to write about – *a teacher, a sailor, a superhero, an astronaut, a pirate, a dragon hunter and a writer.*

As you can see, he has written each idea using the same pattern, based on two lines. Copy his pattern but use your own characters and ideas about what they might wish for. Write your poem in your notebook.

### The Mirror of Wishes

The teacher looked into the mirror  
And saw a class of hard-working children.

A sailor looked into the mirror  
And saw the still waters of the Atlantic.

Batman looked into the mirror  
And saw a crime free day in Gotham City.

An astronaut looked into the mirror  
And saw his capsule landing in the sea.

A pirate looked into the mirror  
And saw where a treasure chest lay buried.

A dragon hunter looked into the mirror  
And saw the location of a dragon's cave.

A writer looked into the mirror  
And saw stories waiting to be told.

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## The Mirror of Despair



On the wall, there is also the mirror of despair! This always shows what you fear most of all happening. Either make a new list of people who might look into the mirror of despair and think about what they would most fear to see or write about the same characters to find out what they might most fear. Once again, Pie has written each idea using the same pattern.

Try copying his pattern but use your own characters and ideas about what they might most hate to have happen in their lives. Write your poem in your notebook.

### The Mirror of Despair

The teacher looked into the mirror  
And saw children throwing paper airplanes.

A sailor looked into the mirror  
And saw a tsunami approaching.

Superman looked into the mirror  
And saw he was wearing a pair of kryptonite tights!

An astronaut looked into the mirror  
And saw an asteroid as big as Bristol approaching

A pirate looked into the mirror  
And saw sharks gathering beneath the plank.

A dragon hunter looked into the mirror  
And saw that he had picked up a plastic sword by mistake.

A writer looked into the mirror  
And saw a library burst into flames.

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## Now read or listen to this story:

You can listen to it here:

<https://soundcloud.com/talkforwriting/one-chance/s-A35QppItbOx>

### One Chance

Outside, the evening was cold and wet. A squally wind howled, rattling the roof tiles and shaking the window frames of 13 Wager Road. Inside, shabby curtains were drawn, a humble fire crackled and a couple sat in silence. Jack stretched out on the tired couch with an amused smile, turning the page of his favourite novel. Sarah scowled, silently seething. She scanned the room, noticing the worn-out furniture, peeling paint and, in her opinion, a pointless, idle husband. She deserved so much more than this.

Suddenly, the letterbox jangled and there was a solitary but decisive knock on the door. Hope, the Labrador, barked. Sarah pulled back the curtain and watched as a hooded figure slipped silently away up the road. Puzzled, she stared down at a golden card that had appeared, glinting on the frayed doormat.

Tentatively, she gathered it up and read it out loud:

*Golden Lottery Ticket Ltd.*

*Congratulations!*

*You have been selected as one of our lucky lottery winners.*

*This golden ticket entitles you to receive one of three exclusive wishes.*

*Simply, scratch the card and make your wish.*

*Once you have claimed your wish, pass on the luck!*

<i>Wish 1</i>	<i>Redeemed</i>
<i>Wish 2</i>	<i>Scratch here</i>
<i>Wish 3</i>	<i>Scratch here</i>

*Small print: Remember to use your precious wish wisely - wealth is not the root of happiness.*

What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.



I predict...

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Now let's find out how close your predictions were. Read on!

Sarah gasped. This is just what she was looking for - another chance. Maybe lose the idle husband as well, she thought, shaking her head.

"I am going to give this a go. I am thinking lots of money to buy expensive clothes and maybe you can finally sort this house out," she said to Jack, rummaging desperately in the drawer for a coin.

"Utter nonsense," muttered Jack, glancing up from his book and taking in the room. "I love this old house and you just the way you are. Even if all that did come true, there'll be a catch. No one gets something for nothing. Just throw it away."

Sarah stopped and nodded sullenly. He was right. She made to throw the ticket on the fire, but something stopped her. Furtively, she stashed it in her pocket.

Later that evening, as Jack slept, Sarah retrieved the ticket and greedily scratched 'Wish 2', dreaming of immense riches or, to be precise, €100,000. Outside, a squally wind howled. Inside, nothing happened. Bitterly, she tossed the ticket into the bin.

The next day, the wind died down to a cool, whispering breeze. Jack prepared for his early morning walk with Hope. Pulling his woollen hat firmly down over his ears, he called out to Sarah that he wouldn't be out long and left. Sarah scowled. She could barely respond.

Eight hours passed and Sarah began to worry – where were Jack and Hope? Shaking with fear, she dialled 999, hoping for the best but fearing the worst.

A massive search was launched but there was no sign. Jack and Hope had simply vanished. Sarah was distraught. Deep down she worried if their disappearance had anything to do the golden ticket.

Days later, as the wind whipped up again, a woman in a black cloak knocked at the door. She told Sarah she had been sent to offer some compensation for her sad loss. Sarah was feeling desperate so asked, "How much?"

"Shall we say... €100,000?"

Shocked, Sarah recalled the greedy sum she had wished for. Could it be true? Had her selfish wish actually been granted? Quickly, she raced outside and rummaged desperately through the bin, trying to locate the discarded ticket. With sickening dread, she smoothed out the crumpled ticket and gasped in horror. It was true. The second wish had been redeemed.



Sarah leaned against the bin for support, her head spinning, her thoughts in turmoil. Then she gathered herself together. There was still one final wish left ... Could she use it to try and bring Jack and Hope back? She needed a coin, quick.

Just then, without warning, the squally wind howled and snatched the ticket from her hand. It spiralled, higher and higher like autumn leaves in a storm and then, like the mysterious woman herself, it was gone. Sarah cried out of helpless pain.

Inside, the shabby curtains were drawn and a humble fire crackled.

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## What do the words mean?



Have a look back at the story. All of the words below are in bold. See if you can work out what they mean from the context of the story and jot your ideas down here.

If you are stuck, there is a list of matching words below to help you. If you are still stuck, you could ask someone else in your home to tell you, or use a dictionary or the web.

Target Word	Definition that fits with the story
squally	
shabby	
humble	
scowled	
seething	
tentatively	
redeemed	
exclusive	
rummaging, rummaged	
sullenly	
stashed	
immense	

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howled	
distraught	
compensation	
discarded	
turmoil	
gathered herself together	

### Similar words help box

upset    sulkily    uncertainly    searching    confusion  
 roared    damages    furious    frowned    became  
 calmer    enormous    small    threw away    put away  
 claimed    unique    stormy    tatty



Challenge: Many words can mean different things depending on the context they are used in. Investigate whether there are other possible meanings for the word using a dictionary or the web. Jot your findings in the grid above.

## Similar meaning or opposite meaning

Now investigate words that are similar (synonyms) or opposite (antonyms or near antonyms). Fill in the grid below

Target word	Synonym	Antonym or near antonym
squally	stormy, windy, <b>tempestuous</b> , blowy, blustery, breezy	calm, pleasant, serene, <b>tranquil</b> motionless, undisturbed
shabby		
humble		
scowled		
rummaged		
stashed		
distraught		
discarded		
turmoil		

Challenge: For some words, is there an order from the 'weak' to 'strong'?

For example, **seething**



Some synonyms for seething:

*irate*    *cross*    *livid*    *furious*  
 'weaker'     $\longrightarrow$     'stronger'

If you have managed to put a number of alternative words in the grid above, circle the words that are the strongest alternatives in each box. I've done the first one for you.



Now try and use some of your favourite words from the list above in a sentence.

For example, *seething*

Sarah's *seething* resentment finally reached boiling point.

At the end of the match, the *seething* mass spilt out of the football ground.




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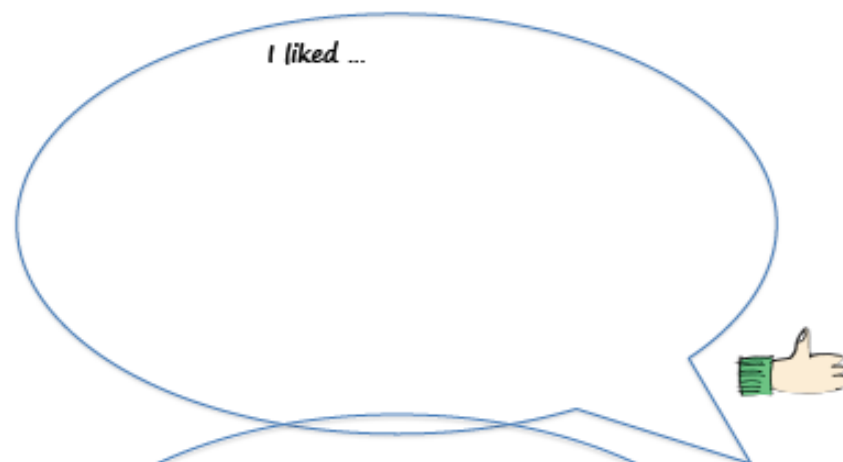


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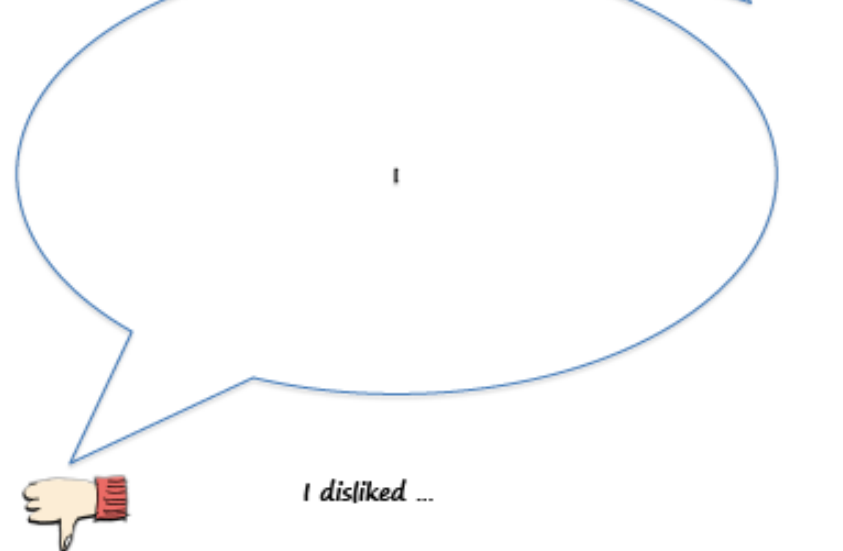
## Likes, dislikes, puzzles & surprises!

Now you have read the whole story, what did you like and dislike?

*I liked ...*



*I disliked ...*





What puzzled you (what questions do you have – Why? What? How?) and what other stories did it remind you of?

*I would like to know ...*



*The story reminded me of...*



## Closer reading



Let's look more closely at the opening of the story.

Re-read the opening, thinking about the words chosen by the writer.

What words has the writer used to try to show what Jack and Sarah are like? I have highlighted words that show what Jack is like here:

Extract from *One Chance 1*.

Outside, the evening was cold and wet. A squally wind howled, rattling the roof tiles and shaking the window frames of 13 Wager Road. Inside, shabby curtains were drawn, a humble fire crackled and a couple sat in silence. Jack stretched out on the tired couch with an amused smile, turning the page of his favourite novel. Sarah scowled, silently seething. She scanned the room, noticing the worn-out furniture, peeling paint and, in her opinion, a pointless, idle husband. She deserved so much more than this.

This is what these words make me think about Jack:

"The word 'stretched' makes me think Jack is lying down and very relaxed. He is reading one of his favourite novels or books which I think he has read many times. In addition, he appears to be happy and content because he has an 'amused smile'."

Now it is your turn.

What words could you highlight that show us what Sarah is like?

Extract from *One Chance 1*.

Outside, the evening was cold and wet. A squally wind howled, rattling the roof tiles and shaking the window frames of 13 Wager Road. Inside, shabby curtains were drawn, a humble fire crackled and a couple sat in silence. Jack stretched out on the tired couch with an amused smile, turning the page of his favourite novel. Sarah scowled, silently seething. She scanned the room, noticing the worn-out furniture, peeling paint and, in her opinion, a pointless, idle husband. She deserved so much more than this.

What do these words make tell you about what Sarah is like?



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Challenge:  
 What mood has been created in this opening and how has it been created?

Extract from *One Chance 1*.

Outside, the evening was cold and wet. A squally wind howled, rattling the roof tiles and shaking the window frames of 13 Wager Road. Inside, shabby curtains were drawn, a humble fire crackled and a couple sat in silence. Jack stretched out on the tired couch with an amused smile, slowly turning the page of his favourite novel. Sarah scowled, silently seething. She scanned the room, noticing the worn-out furniture, peeling paint and, in her opinion, a pointless, idle husband. She deserved so much more than this.



Is there a difference between the outside and the inside?

Outside \_\_\_\_\_

---

Inside \_\_\_\_\_

---



### Creating a mood with a sentence of 3 (a)

In the story, I've tried to create an atmosphere or mood by writing a brief description of the setting, using the prepositions 'outside' and 'inside' to start the sentences to contrast the moods and using sentences of 3 to build the description. If you look at the 'outside' sentence below carefully, you'll see that it tells us 3 things that the wind is doing.

Use the weather to create an atmosphere - a storm brewing!

Make the weather seem 'alive' using animal sounds

Select three things that the weather (the wind) is doing

Outside, a squally wind howled, rattling the roof tiles and shaking the window frames.

Have a go at writing your versions of this sentence to create an atmosphere by telling your reader 3 things the weather is doing. **And remember the commas!**

Outside, \_\_\_\_\_

---

Outside, \_\_\_\_\_

---

Outside, \_\_\_\_\_

Outside, \_\_\_\_\_

---



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### Creating a mood with a sentence of 3 (b)

Now add a second sentence of three. Look at the 'inside' sentence below and you'll see that it gives us three details about the inside of the house.

*Outside*, a squally wind howled, rattling the roof tiles and shaking the window frames. *Inside*, shabby curtains were drawn, a humble fire crackled and Jack read, silently.

Pick out 3 details to create a list sentence of 3

Have a go at writing your own versions of this 'inside' sentence by picking out 3 details. Here I chose curtains, a fire and Jack. Then I added some descriptive detail. Look about you and pick out three things to describe like the TV, a mug and the dog.

*Inside*, the TV was muted, a chipped mug of coffee steamed on a small pine table and a white dog slept, whimpering.

Inside, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Inside, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Inside, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Writing speech effectively

In a bit, you will be writing your own story. Start thinking of two characters who will be in your story. You might want to create a character who was always wishing that he or she didn't have to go to school and is now regretting their wish! The other character warns them against this.

In stories, one character often speaks and another replies. This helps move the story along and should tell the reader something about the characters. We need to make sure we lay out the speech clearly and punctuate the way that they speak so that the reader knows:

- what's said
- who said it
- how they said it.

There are some golden rules for writing speech:

- 1) Put inverted commas (" ") around what is actually said.
- 2) Begin a new line (paragraph) for every new speaker.
- 3) Always begin a new piece of speech with a capital letter.
- 4) Always put some punctuation at the end of the speech - . , ! or ?
- 5) To make it interesting, tell us how the words were spoken.

Have a look at my cartoon example:



With cartoons, you want the words spoken to interest the reader and move the story along and you use the images to help them picture what the speaker is like, how they feel etc. Writing speech in a story is very similar except this time you have to use words to paint the picture of how the speaker is feeling and how they react to what someone else has said. Look at the example below:

The speech marks go around what is said.  
The first word of speech has a capital letter  
The last word spoken has punctuation after it,  
inside the speech marks.

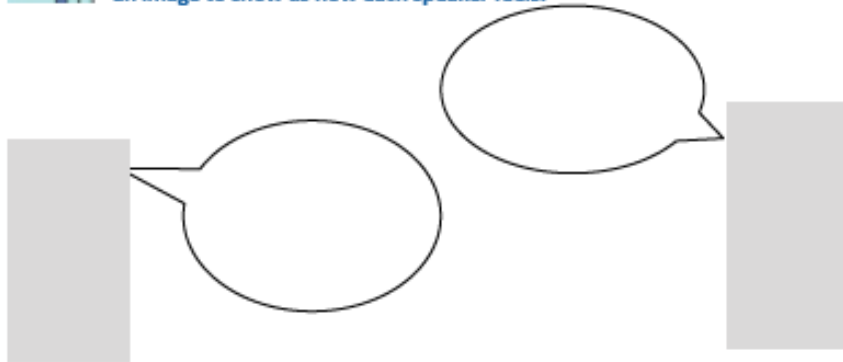
This is what his  
mum replies  
(new speaker = new  
paragraph)

That morning, Dwayne was endlessly  
muttering under his breath, "If only I  
didn't have to go to school."  
"Bet you'd miss it if it wasn't there!"  
retorted his mum, tired of his endless  
grumbling.

This tells us who  
said it & how  
they felt when  
they said it.



Now it's your turn. Decide on your two characters. Make character 1 wish something and character 2 react. Let the reader know how each character feels. Write what they say into the speech bubbles and draw an image to show us how each speaker feels.



Now turn your cartoon into a short dialogue from a wishing story. Use the pattern and punctuation that I used on the previous page to help you. Use the words you select help the reader picture the scene.



**Now decide on what happens in your wishing story**

In my story, the wish arrived in the form of a lucky scratch card or golden ticket. Here are some objects that have been used in stories before:



**What other objects could be used?**

**Some ideas**

You might want to pick an interesting object you could use in your story and then think about how this might arrive and how this could link to a setting and different characters. Try to have two characters who are different. One could be cautious and ignore the warning, the other will not, causing something else to happen that they did not expect – be careful what you wish for! Think about the mood or atmosphere. How might you make the weather reflect the bad news that is coming?

**If you want some help, try reading some other wishing tales:**

Sausage Nose, a Swedish Folktale retold by Dianne de Las Casas 2008  
<https://professionalstoryteller.ning.com/m/group/discussion?id=1984817%3ATopic%3A18302>

The Golden Touch  
[http://classictales.educ.cam.ac.uk/stories/metamorphoses/kingmidas/Midas\\_Part\\_1\\_transcript.pdf](http://classictales.educ.cam.ac.uk/stories/metamorphoses/kingmidas/Midas_Part_1_transcript.pdf)

## Now plan your own wishing story

Here is the underlying pattern of the story to help you plan a new version. Jot down some ideas in note form before starting so that you know where your story is going. You can always alter the plan a bit to fit your story and remember, you can always change your mind as you write.

Underlying story pattern	Plan for your story
Main characters in a safe, homely setting: one dreaming of a fortune or change	
An object arrives with a 'too good to be true' promise or wish	
One character warns against, but the other character ignores the warning and makes a wish. Nothing happens. Yet!	
Wish comes true but with unforeseen consequences.	
Character wants to use another wish to put things right, but the object has disappeared.	



Use your plan to draft your new wishing tale.

## Challenges

Try to use:

- words carefully to build up the picture you want to create of how the characters feel, what they do and what happens;
- the outside/inside opening to create an atmosphere or mood and have the weather hint at the terrible events that are coming;
- speech to show how the characters are opposite through what they say and what they do and feel as they speak.

Edit your draft as you go along. Once you've completed your draft, read it through and give it a final edit.

Well done! Now that you have a new wishing tale, why not publish it?

Below are some simple instructions for making a mini book from a piece of A4 paper.



If you have access to the Internet, type this into Google:

<https://cutt.ly/QtvAkWq>

Here, you can watch a mini-book being made and follow the instructions.

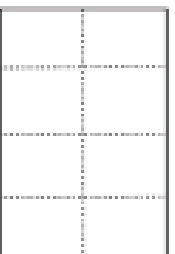
Or try this:

### How to Make a Six-Page Book With One Sheet of Paper!

1. One sheet of white paper, 12" X 18" (a good size to use).
2. Fold in half lengthwise. Also known as a "hamburger fold".



3. Fold in half again.



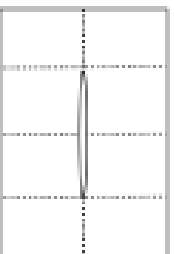
4. Fold in half again.



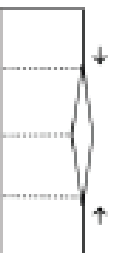
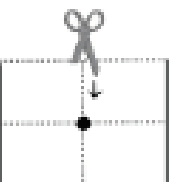
5. Now you have a very small folded sheet of paper that is sort of a book yet.



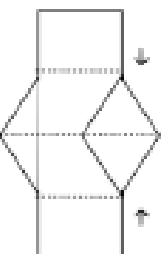
6. Unfold everything. Make it in a big sheet of paper with lots of fold lines.



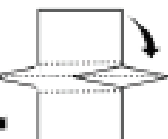
7. Fold in half in the middle - that line is a "hamburger fold". Make a mark with your pencil in the center of the folded sheet. Take your scissors and cut from the folded edge to the center dot. Stop cutting at the dot!



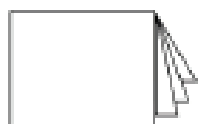
8. Unfold your sheet of paper. It should look like this with an open slit in the middle. Fold it in half lengthwise again. (Hamburger fold.)



10. Keep pushing edges together until diamond becomes a slit again, perpendicular to folded edges.



11. Fold one edge toward left and the opposite side toward folded edge.



12. Be sure to go over the creases to make them sharp. Now you have a small six-page book!

© 2012 Book-making Activity for Teachers About Your Day Today created by Lauren Stringer, [www.laurenstringer.com](http://www.laurenstringer.com)

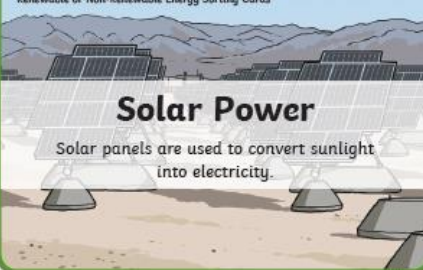
Make your book and illustrate it – enjoy!

We've reached the end of our journey and I hope you've had fun!



W


Renewable or Non-Renewable Energy Sorting Cards



### Solar Power

Solar panels are used to convert sunlight into electricity.


Renewable or Non-Renewable Energy Sorting Cards



### Wind Energy

Wind turbines are used to convert wind into electricity.


Renewable or Non-Renewable Energy Sorting Cards



### Nuclear Power

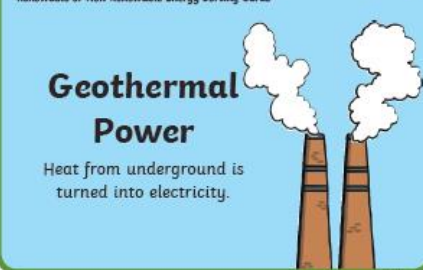
The metal uranium is used to make electricity.

Renewable or Non-Renewable Energy Sorting Cards



### Renewable

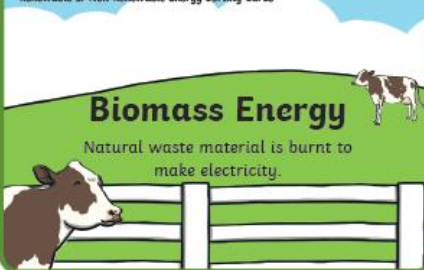
Renewable or Non-Renewable Energy Sorting Cards



### Geothermal Power

Heat from underground is turned into electricity.

Renewable or Non-Renewable Energy Sorting Cards



### Biomass Energy

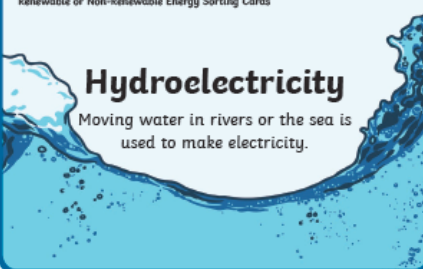
Natural waste material is burnt to make electricity.

Renewable or Non-Renewable Energy Sorting Cards



### Non-Renewable

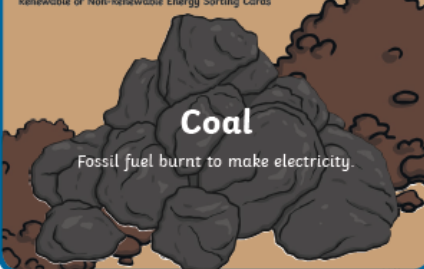
Renewable or Non-Renewable Energy Sorting Cards



### Hydroelectricity

Moving water in rivers or the sea is used to make electricity.

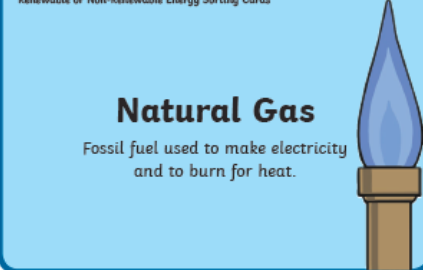
Renewable or Non-Renewable Energy Sorting Cards



### Coal

Fossil fuel burnt to make electricity.

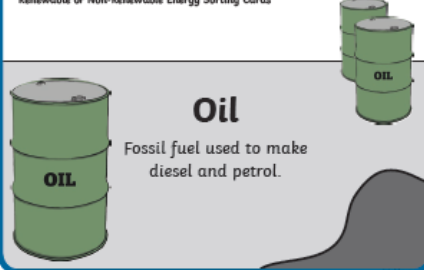
Renewable or Non-Renewable Energy Sorting Cards



### Natural Gas

Fossil fuel used to make electricity and to burn for heat.

Renewable or Non-Renewable Energy Sorting Cards



### Oil

Fossil fuel used to make diesel and petrol.


# Advantages and Disadvantages of Renewable Energy

Read each of the statements about renewable energy sources. Match them under the correct heading on the table to show whether the statement is describing an advantage or a disadvantage.

Renewable energy sources will not run out.	Wind turbines can only be used if the weather conditions are suitable.
Solar panels are cheap to maintain.	Renewable energy sources are clean to use as there are fewer greenhouse gas emissions.
Hydroelectric systems can harm environments and wildlife.	The technology required is often expensive to purchase.
Unused energy produced by households can be sold back to the main national grid.	Usually, the energy is produced at a slower rate than when using fossil fuels.
Wind turbines can be very noisy.	Due to use of a stable source of energy, the cost of renewable fuels does not change much.
Renewable energy technologies could produce many jobs in the future.	Renewable energy technologies can be used on small or large scales - e.g. one house or an entire wind farm.
Not all places in the world can make use of renewable energy sources.	A lot of land is required to set up large scale systems to make enough electricity.

1. Joy is going on holiday and has left a note for Nellie with instructions for looking after her three horses while she is away.

Unfortunately, it has fallen on the floor and someone has trodden on it with their muddy boot!

1. I have left you 13 bales of hay for each day.
2. Each of the 3 horses needs  bales of hay a day.

Nellie remembers that the total of the digits in the mixed number add up to the total number of hay bales that Joy has left for each day.

Investigate the possible mixed number of hay bales each horse needs.

Various answers, for example:  $4\frac{2}{7}$



1. The aim of this game is to make a set of 3 cards: 2 equal calculations and their matching answer.

- Shuffle the pack of cards. Deal 3 each.
- Place the remaining cards face down in a pile. The first player takes a card from the top.
  - They can keep it or replace it – face up – next to the pile.
- If they keep it, then they must place another of your cards – face up – next to the pile.
  - The next player can choose to take the top card from either pile.
  - Players must always keep 3 cards in their hand.
- Players take it in turns until one of them has collected a matching set of 3 cards.

56 groups of  $\frac{7}{8}$

$\frac{7}{8}$  of 56

49

$\frac{7}{4}$  of 48

48 lots of  $\frac{7}{4}$

84

$49 \times \frac{9}{7}$

$\frac{9}{7}$  of 49

63

$\frac{8}{6}$  of 54

$54 \times \frac{8}{6}$

72

# Advantages and Disadvantages of Renewable Energy Answers

Advantages	Disadvantages
Renewable energy sources will not run out.	Hydroelectric systems can harm environments and wildlife.
Solar panels are cheap to maintain.	Wind turbines can be very noisy.
Unused energy produced by households can be sold back to the main national grid.	Not all places in the world can make use of renewable energy sources.
Renewable energy technologies could produce many jobs in the future.	Wind turbines can only be used if the weather conditions are suitable.
Renewable energy sources are clean to use as there are fewer greenhouse gas emissions.	The technology required is often expensive to purchase.
Due to use of a stable source of energy, the cost of renewable fuels does not change much.	Usually, the energy is produced at a slower rate than when using fossil fuels.
Renewable energy technologies can be used on small or large scales - e.g. one house or an entire wind farm.	A lot of land is required to set up large scale systems to make enough electricity.