English T1wk5

The Lighthouse keeper's lunch
Monday
What pesky seagulls

Mr Ginling worked in a lighthouse

What stopped the seagulls
Monday 2nd October
L.I. To be able to identify and spell key vocabulary from a story.

Listen to the story. Identify the key words and add them to the mind map.
Monday 2nd October
L.I. To be able to identify and spell key vocabulary from a story.

Write your key words into the lighthouse.
Make sure you spell them correctly!

Now colour in your lighthouse red and white.

Fast finishers: Get a white board and pen. Can you use these spellings in a sentence?
Tuesday
Talk Treasure Chest

This week's words are...

useful  tatty  ancient

Can you use these words in a sentence?
Tuesday 3rd October
L.I. To be able to retell a story.

- I can identify the characters in a story.
- I can identify the setting.
- I can retell what happens in the beginning, middle and end.
Tuesday 3rd October
L.I. To be able to retell a story.

Listen to the story carefully...

- What happened in the beginning / middle/ end?
- Did you like the story? Why?
- Who are the main characters?
- What is the setting?
Create your own story hand...

Tuesday 3rd October
L.I. To be able to retell a story.

Practise retelling the story using your story hand.
Tuesday 3rd October
L.I. To be able to retell a story.

**Success Criteria**

- Did you introduce the characters?
- Did you describe the setting?
- Did you explain what the problem was?
- Did you explain how the problem was solved?
- Did you tell them how the story ended?
Wednesday
Wednesday 4th October
L.I. To be able to sequence events of a familiar story.

I can order the events from 'The Lighthouse Keeper's Lunch'
Wednesday 4th October
L.I. To be able to sequence events of a familiar story.
Can you put these events from the story in chronological order?

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Wednesday 4th October
L.I. To be able to sequence events of a familiar story.
Activity: Order the events from the story

Challenge: Can you write captions for the pictures?
Plenary

How do you know the last picture is the last picture?

Wednesday 4th October
L.I. To be able to sequence events of a familiar story.
Thursday
Tuesday 3rd October
L.I. To be able to apply my understanding of a character.

I can explain why I think he would have these.
I can think of things that might be in Mr Grinling pocket.
Thursday 5th October
L.I. To be able to apply my understanding of a character.

What do we know about Mr Grinling?
Thursday 5th October
L.I. To be able to apply my understanding of a character.

What might Mr Grinling have in his pockets?
Thursday 5th October
L.I. To be able to apply my understanding of a character.

Explain why you think he might have those things in his pocket.

Mr Grinling might have a torch in his pocket so that he can see where he is going when it is dark his way home.
Thursday 5th October
L.I. To be able to apply my understanding of a character.

Activity

What might Mr Grinling have in his pockets?

Explain your ideas.

Mr Grinling might have...
Thursday 29th September
L.I. To be able to apply my understanding of a character.

Plenary

Hot seat Mr Grinling

What questions would you ask him?
Friday
The naughty seagulls stole Mr Grinling's lunch.
Friday 6th October
L.I. To be able to use powerful adjectives.

- I can upscale these adjectives to make them exciting.
- I can think of adjectives to describe nouns.
- I know adjectives are describing words.
Friday 6th October
L.I. To be able to use powerful adjectives.

Think of powerful adjectives to describe the characters.

Think about what they are like on the inside, and what they look like on the outside.
Activity:
Think of powerful adjectives to describe the characters.

1) Plan your adjectives on a post it first.
2) Then write a sentence in your book using that adjective.

EXAMPLE
Mrs Grinling is intelligent and creative because she thinks of different ways to stop the seagulls.
Choose your best and most powerful adjective for one of the characters.

Add it to that character on the display.