

Week 3

Focus & Resources	Lesson Notes
<p><b>Lesson 1</b></p> <p><b>Focus</b> To work on dialogue based on <i>Lost or Stolen?</i></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Language Anthology 4 Unit 1</li> <li>• English Workbook 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What did they say?</b> Worksheet 4 in <i>Eng Wbk 1</i> is a guided play writing exercise. Your child is given a range of short pieces of dialogue and asked to decide who would say what and then to arrange the dialogue in the form of a play. Let him read through the instructions and all the dialogue and then discuss who he thinks would be saying what. The first one is started for him and the last one is likely to be Dad returning home.</li> <li>• <b>Write the play.</b> Let him complete the playscript in the workbook and discuss this with him. Then take two parts each (or involve other children if possible) and act out the scene putting in plenty of expression so that each person sounds appropriately: cross, guilty, sulky, etc.</li> <li>• <b>Extension.</b> As an extension, let your child choose one of the characters and tell the story of the trip to the fair from their point of view, as if relating it to a friend. Encourage him to put in more detail and to elaborate on his or her own point of view. If possible, arrange an audience for this.</li> </ul>
<p><b>Lesson 2</b></p> <p><b>Focus</b> To explore dilemmas in a dangerous situation</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Nelson Comprehension Pupil Book 4 Unit 1</li> <li>• Dictionary</li> <li>• English exercise book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Crash.</b> This extract on page 8 in Unit 1 of <i>Comprehension 4</i> is another piece that relates to World War II. Read the introduction to your child and then ask him to read the text aloud or silently. Talk about the different points of view of the boys in the story and how such a situation could have happened.</li> <li>• <b>Understanding the text.</b> Discuss the answers to questions 1-5 letting your child pick the answers from the text. Discuss the meaning of the words in question 8, letting your child check meanings in the dictionary.</li> <li>• <b>Exploring the language and the characters.</b> Discuss questions 6 and 7 and then 9-13 and ask your child to write full answers to these in his exercise book.</li> <li>• <b>Extension.</b> This activity should be a verbal account.</li> </ul>
<p><b>Lesson 3</b></p> <p><b>Focus</b> To explore different types of noun</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Nelson Grammar Pupil Book 4 Unit 3</li> <li>• English exercise book</li> <li>• English Workbook 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Types of nouns.</b> Check that your child can tell you what a noun is and whether he can think of different types of noun and then turn to page 10 in Unit 3 of <i>Grammar 4</i>. Let your child read the text in the blue box. Make sure he understands the meaning of <b>abstract nouns</b>.</li> <li>• <b>Focus.</b> Let your child pick out the abstract noun in Focus 1-5 (no need for written answers).</li> <li>• <b>Practice.</b> Talk about ways of making abstract nouns from adjectives and then let him complete <i>Practice A</i> and <i>B</i>. Then look at the further text about abstract nouns and look together at <i>Practice C</i>. Most of these words need to be changed before the suffix <b>tion</b> or <b>sion</b> can be added. Go through them together. Leave out <i>Practice D</i> and let your child give verbal answers to the <i>Extension</i>.</li> <li>• <b>Categories.</b> On Worksheet 5 in <i>Eng Wbk 1</i> your child has to assign some nouns into various categories and then think of some collective nouns. He should be able to complete this independently.</li> </ul>
<p><b>Lesson 4</b></p> <p><b>Focus</b></p>	<ul style="list-style-type: none"> <li>• <b>Bertie and the Lion.</b> Check that your child has read this chapter in <i>The Butterfly Lion</i> then turn to Worksheet 6, <i>Powerful Words</i> in <i>Read Wbk 1</i> and ask him reread the extract which is from the beginning of the chapter. <i>How does the author make the scene exciting and involving?</i> On this worksheet, ask him to highlight all the words that describe <b>movement</b>. <i>Are these fast or slow movements? What effect</i></li> </ul>

<ul style="list-style-type: none"> <li>• To explore words to create excitement and movement.</li> <li>• To role play an emotional moment</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• The Butterfly Lion</li> <li>• Reading Workbook 1</li> </ul>	<p><i>do these words have? Why do you think the author uses short sentences at the end of the second paragraph and at the beginning of the third? What effect do they have? How does the author create suspense about the rifle shot?</i> (p.33) See Additional Teaching Points.</p> <ul style="list-style-type: none"> <li>• <b>I want to keep him.</b> Re-read the section (pages 37-39) together, in which Bertie’s mother and father argue about whether to let him keep the lion cub. <i>What reasons do they have for holding these views? Which one changes his or her mind? Why did they eventually agree that Bertie could keep the lion?</i> Role play this with your child.</li> <li>• Let your child complete worksheet 7 in <i>Read Wbk 1 (I want to keep him)</i>, drawing on your discussion and role play.</li> </ul>
<p><b>Lesson 5</b></p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• To explore the portrayal of feelings and emotions in the story</li> <li>• To establish that characters may have good and bad attributes</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• The Butterfly Lion</li> <li>• Reading Workbook 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Running Free.</b> Ask your child to read the first paragraph only of this chapter. <i>Why do you think the author tells us that the year ends painfully? What effect does this have on the way we read on?</i> Let him continue until the end of page 47. <i>What do you think Bertie is going to do? Why has he taken the gun with him?</i> Let your child read to the end of the chapter and then discuss events of this chapter, <i>Why do you think the author called this chapter ‘Running Free’? Who is running free now? Who is not?</i></li> <li>• <b>How do they feel?</b> Focus in on the point in the story (pages 44-45) when Bertie’s father tells him that the white lion cub is going to be sold to the zoo. Ask how Bertie feels at that moment and to think of various words to describe his emotions.</li> <li>• Let your child cut out the cards from Worksheet 8 in <i>Read Wbk 1 (How do they feel?)</i> and follow the activity suggested. There are no right or wrong answers, but he needs to support his ideas with explanation and evidence from the text - the first five chapters.</li> <li>• Share reading the chapter, <i>The Frenchman</i>. <i>Who is telling the story? To whom? How did Bertie feel? Discuss: Are the Frenchman and Bertie’s dad both baddies? Discuss the good and bad things about the characters. Let your child find evidence in the text.</i></li> </ul>

### Week 3 Additional Teaching Points



#### The Butterfly Lion

You need to read the chapter *Bertie and the Lion* before you start Lesson 4. Don’t read any further as you will be working from the next chapters in Lesson 5. You need to read *Strawbridge* before Lesson 5 next week.



#### Spelling

Look at the spelling lists for Weeks 1-3 in the *Term 1 Appendix* and encourage your child to practise these. They include patterns introduced in *Nelson Spelling Book 4* plus words from the national curriculum list for the end of Year 4.

#### The Butterfly Lion

Do go through the Suggested Answers for the exercises in the *Reading Workbook (Term 1 Appendix)* as your child completes the worksheets. In many cases these provide additional discussion points as well as answers.

**MATERIAL FROM WES WORKBOOK 1**

**Worksheet 4**

**Week 3**

**What did they say?**

Imagine that the children in **Lost or Stolen?** have arrived home very late from the fair. They have to face Ravi and Chandra's mum who is angry and upset. Their dad has gone back to the fair to look for them.



Look at the dialogue in the boxes below and decide what each person would say. Then write the dialogue you have chosen in the form of a play. Think carefully about what each one might want to say.

Remember each of the children may feel differently about the situation.

I'm really disappointed that you didn't think to let us know you would be late.	We didn't mean to be late but we were enjoying ourselves and forgot the time.	I'm sorry you were worried but you are making a lot of fuss.
It's not fair to make us feel guilty when we didn't mean to worry anyone.	Your dad has had to go back to the fair to look for you.	I do feel guilty about worrying you especially as you were kind enough to let me go to the fair too
I don't know why you were anxious you know we can look after ourselves	We are sorry you were upset but it's okay now isn't it – we can let Dad know we are back.	I have had to trail round the fair looking for you and am not very pleased about it.

Start off like this and continue on the next page:

**Mum:** I'm really disappointed .....

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### Categories

1 Put four things in each of these lists.

Flowers

Team games

Pets

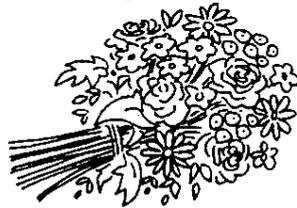
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2 Now sort the words opposite into the correct categories and add them to your lists. Some words do not fit in any of the lists.

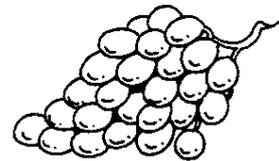


### Collective nouns

3 Fill in the missing collective nouns.



a A ..... of .....



c A ..... of .....



b A ..... of .....



d A ..... of .....

**MATERIAL FROM READING WORKBOOK 1 – BUTTERFLY LION**

Reading Worksheet 6

Week 3

**Powerful words**

One morning, a week or so later, Bertie was woken by a chorus of urgent neighing. He jumped out of his bed and ran to the window. A herd of zebras was scattering away from the waterhole chased by a couple of hyenas. Then he saw more hyenas, three of them, standing stock still, noses pointing, eyes fixed on the waterhole. It was only now that Bertie saw the lion cub. But this one wasn't white at all. He was covered in mud, with his back to the waterhole, and he was waving a pathetic paw at the hyenas who were beginning to circle. The lion cub had nowhere to run to, and the hyenas were sidling ever closer.



Bertie was downstairs in a flash, leaping off the veranda and racing barefoot across the compound, shouting at the top of his voice. He threw open the gate and charged down the hill towards the waterhole, yelling and screaming and waving his arms like a wild thing. Startled at this sudden intrusion, the hyenas turned tail and ran, but not far. Once within range Bertie hurled a broadside of pebbles at them and they ran ff again, but again not far. Then he was at the waterhole and between the lion cub and the hyenas shouting at them to go away. They didn't. They stood and watched, uncertain for a while. Then they began to circle again, closer, closer ....

That was when the shot rang out. The hyenas bolted into the long grass and were gone. When Bertie turned round he saw his mother in her nightgown, rifle in hand, running towards him down the hill.



**“I want to keep him”**

Bertie's mother and father have different ideas about keeping the white lion cub. Write down what they might be thinking.

**Bertie's father**

**Bertie's mother**

**How do they feel?**

Cut out the cards. Shuffle them and put them face down in a pile. Take the top card and read out the sentence. When does the character feel like this? Why?

<b>Bertie feels sad.</b>	<b>The old lady feels sad.</b>
<b>Bertie feels angry.</b>	<b>The old lady feels happy.</b>
<b>Bertie is excited.</b>	<b>The old lady is worried.</b>
<b>Bertie feels happy.</b>	<b>Bertie's mother feels sad.</b>
<b>Bertie is worried.</b>	<b>Bertie's mother feels happy.</b>
<b>Bertie's father is angry.</b>	<b>Bertie's father is worried.</b>