

Reading Activity 1- Creating a comic strip

Visualise

Encourage your child to read a few pages and summarise key points using illustrations on a comic strip template.

You can print this out or show your child some examples online to create their own layout.

This will help develop their visualisation and summarisation skills. Allow your child to think outside the box and use stick men if that makes it easier for them to draw!

Visualising is the reading strategy that helps your child create a picture in their head of what they're reading. It's almost as if your child is making videos or movies in their head, all built from their background knowledge, their imagination, and the content of the text. It is also based on their past experiences, their imagination, and how they interpret what they read, different children can picture different things from the same text.

By creating a rich mental picture, children are able to engage directly with a text and create their own visual context that helps to scaffold their comprehension as they read.

Research shows that students who create strong mental pictures...

- Have better recall
 - Create more connections
 - Ask more questions
 - Have a deeper comprehension of the text.
1. Encourage your child to use all five of their senses to build a more vivid picture. What do they see, hear, smell, taste, feel? Do a group mind-map to help cover all the senses.
 2. Practice visualising with students by having them close their eyes and picture a scene you are describing (it could be made up, or you could read a description from a book), then have them add further details from what they imagined.
 3. With a text in front of them, have your child point out the words that most helped them to visualise while reading. Have them compare with their peers to see if some words were more helpful than others, and why.

VISUALIZING



When we imagine the text and create a mental picture to deepen our understanding

... At the Movies

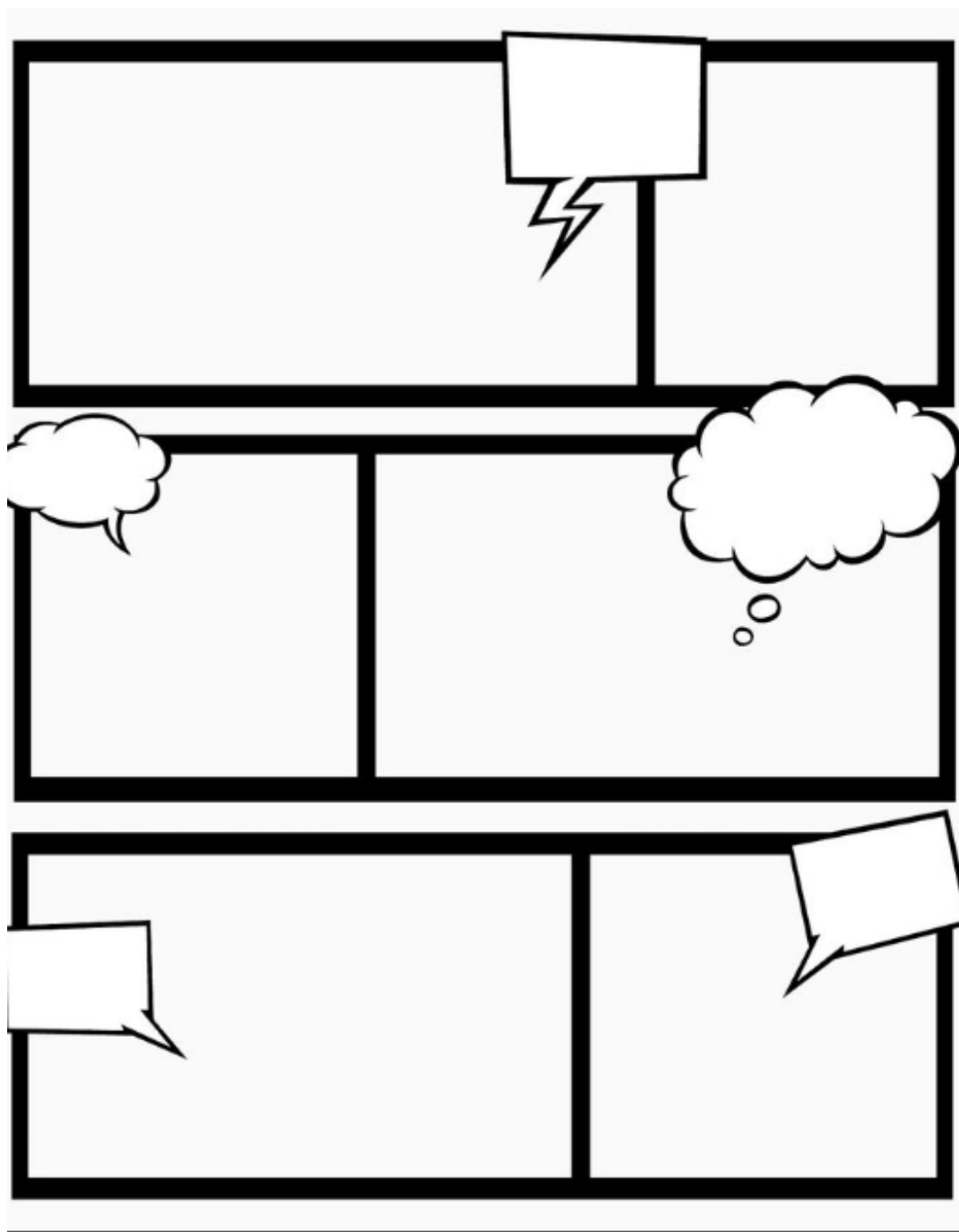
VISUALIZING



Our definition:

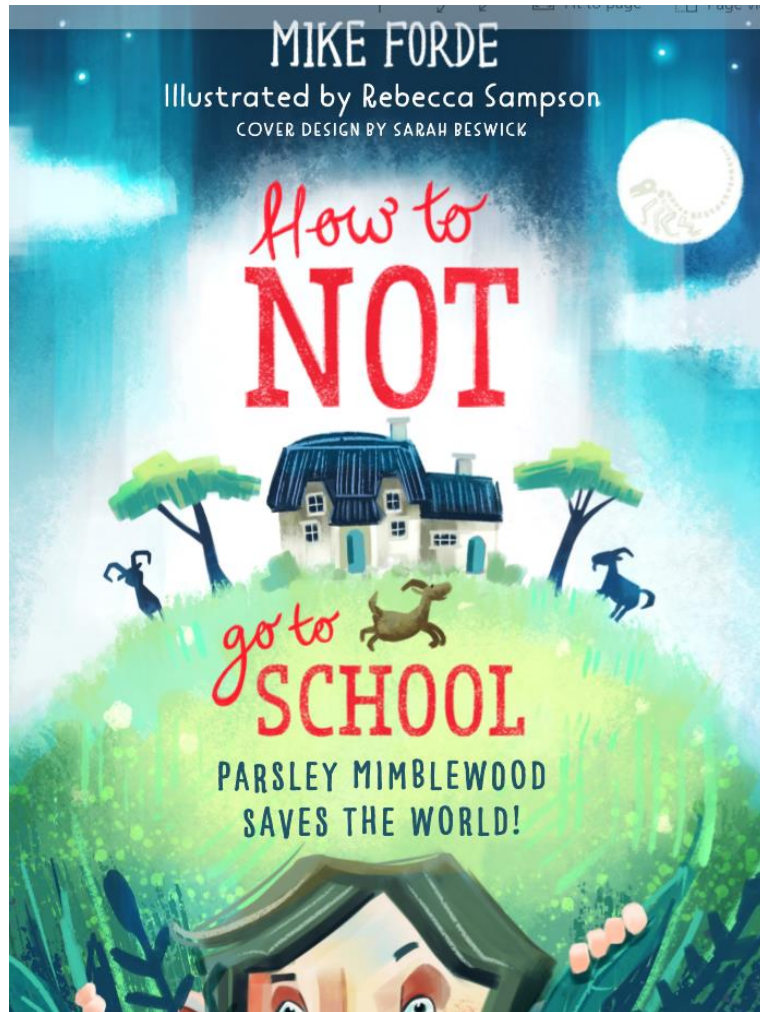
SEE	HEAR	SMELL	FEEL	TASTE
<ul style="list-style-type: none">• People• Rows of chairs• Projector screen• Snacks• A film	<ul style="list-style-type: none">• Sound effects• Music• People chatting	<ul style="list-style-type: none">• Popcorn cooking• Snacks	<ul style="list-style-type: none">• Excited• Scared• Happy• Sticky hands	<ul style="list-style-type: none">• Popcorn• Candy• Soda

SEE	HEAR	SMELL	FEEL	TASTE



Reading Activity 2

Please click on this [link](#) to access the entire text if your child wishes to finish the text. We will be using extracts from this text to help answer questions.



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CHAPTER 1

HOW TO NOT GO TO SCHOOL

Sunday 29th March 2020

I'm very good at not going to school. I've done it every single day of my life.

First, I wake up, get dressed and feed my animals:

- Alfred the Great (our very fat cat)
- Parsley (my imaginary guinea-pig)
- Molly Wobble and Maximillian Ironbelly II (my two real guinea-pigs)
- Einstein and Meatball (the dogs)
- Stick-asaurus the Stick Insect
- Dianne, Pam and Ann (the nanny goats)

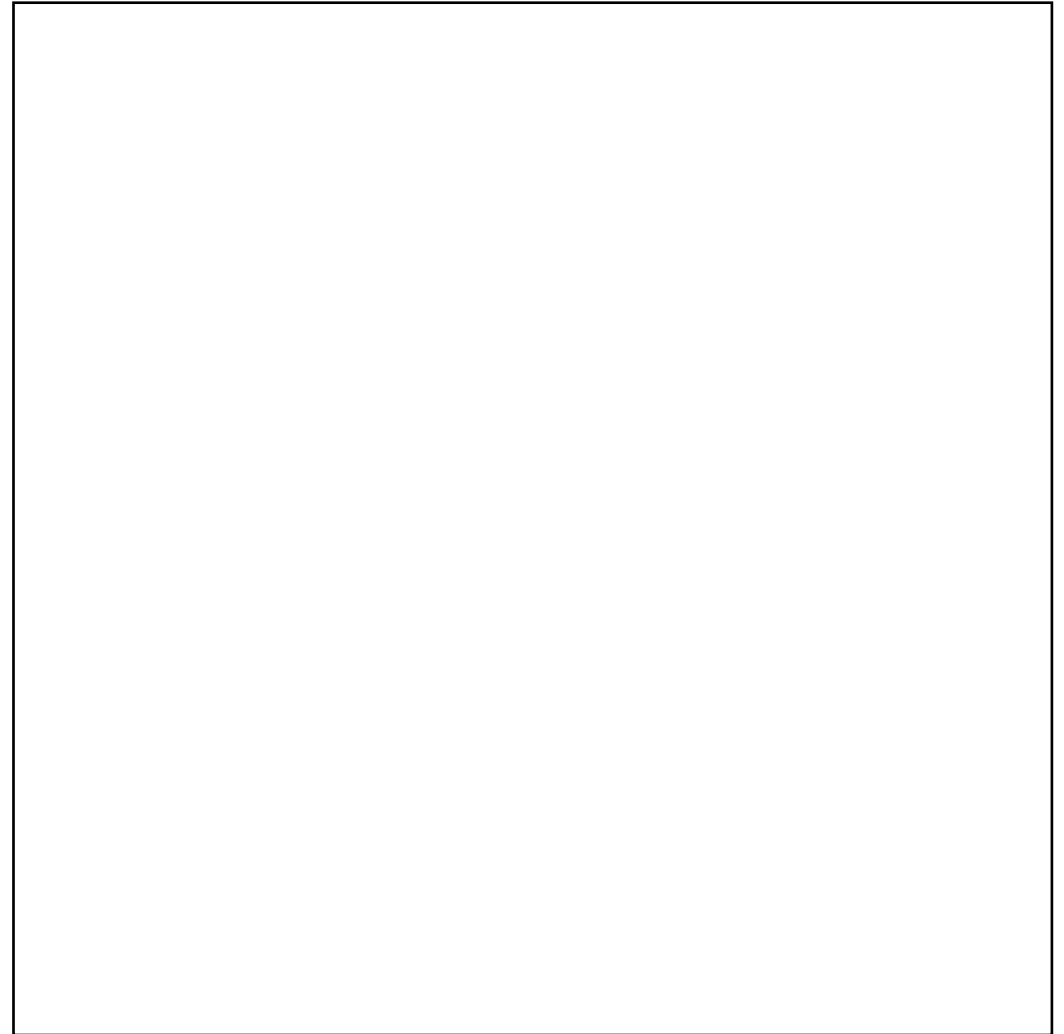
Next, I feed... me, I brush my teeth and then...

...I don't go to school.

For some of you, it might be a little more tricky. You've been going to school so long that it's seeped into your bones. You have times tables tattooed on your brain and your belly rumbles whenever the lunch bell rings.

Question 1 (Read Chapter 1 pages 1-3)

Can you sketch this child's bedroom? Think about where the animals might be kept. Does he keep a spotty, red and white cat bed by his wardrobe? How does he house his stick insect? Is it a tank on his windowsill? Is it a really a messy and smelly room or incredibly organised and neat?



You'll have to remember to NOT put on your school uniform and NOT pick up your packed lunch. You need to NOT go through the front door, NOT walk down the street, NOT cross the road with the lolly pop lady and absolutely, definitely NOT say good morning to your teacher.

And that's all before school's even started. Then you have to spend all day concentrating on NOT listening to what your teacher is saying.

I'm Parsley Miblewood by the way and I've never been to school. Not once. I've never put my hand up to answer a question. I've never ran a race on sports day and never eaten a school dinner.

Instead, I learn things at home with my mum and my little brother, Bo. Things like how to milk a grumpy nanny goat and how to extract the healing properties of crystals.

We live in a little ramshackle cottage, at the end of a windy narrow lane in the middle of the Moors (just beyond Wensleydale). It's so far from anywhere that whenever a car drives past we all come running out to say hello.

It's so far that it would take hours to get to school and back and anyway my mum says they don't teach you the important stuff at school like understanding the truth about crystals.

(She REALLY likes crystals)

Anyway, now, nobody is going to school. So, today, on Sunday 29th March 2020, I have decided to write a book for all of you. A book to explain exactly

HOW TO NOT GO TO SCHOOL.

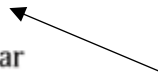


Can you ask your child to read this extract aloud, emphasising certain words that have been capitalised and using expression to convey the characters emotions.

Q2) What effect does the repetition of 'NOT' and 'never' have on the reader? What was the author trying to emphasise?

Q3) Can you illustrate the setting of Parsley's home. Use the adjectives used by the author to help you imagine where the characters live.

We live in a little ramshackle cottage, at the end of a windy narrow lane in the middle of the Moors (just beyond Wensleydale). It's so far from anywhere that whenever a car drives past we all come running out to say hello.

[illegible]

You can add colour to a black and white picture to make it more appealing and emotive. In the same way you can use adjectives and noun phrases to make a description more appealing. Can you edit this description? Use a thesaurus to help you.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

Writing Activity 1 - Diary Entry

CHAPTER 2

HOW TO CARE FOR YOUR GROWN-UPS

Monday 30th March 2020

This morning I was woken up by a dripping sound. Our roof has a lot of holes in it because our cottage is really old and tumbledown. And when it rains, we have to gather up all the buckets and bowls and bottles to put underneath the drips.

I don't mind the drip, drip, dripping because it makes our house sound like a deep dank cave but when we're all stuck inside together, everyone starts to go a bit crazy.

By the time I got up, Bo had already knocked over three bottles and spilt a bowl of Cheerios across the floor. I had to hop between the shrinking islands of dry crunchy cereal to avoid my slippers getting covered in soggy Cheerio mush.

Bo was being a very good boy because he was already cleaning up his mess by picking up and eating the dry Cheerios from the floor. I poured myself a bowl, but before I could get the spoon to my mouth, Mum had rushed in shouting things like, "Don't let your brother eat food off the floor!" "Where's my phone charger?" and "Arrrrghhhh...now I've got mush on my slippers!"

I tried to explain that she should hop between the dry islands of cereal, but she wasn't having any of it. By then, her phone

was plugged in and one eye was glazed over her screen whilst the other eye was glaring at me! Even though it was Bo's mess!

After a few moments, she tore herself away from her screen and sighed, "I think we've got a serious case of Cabin Fever?"

Cabin Fever is what happens when we all feel cooped up from being trapped together in our little house for too long.



Read the model above to help you construct a diary entry of a day in the life of 'yourself' during the 2020 lockdown. You can write about today or choose a more interesting day from the last few weeks. Below are some strategies to help you.

Diary Writing Checklist

Did I...

include the date and/or time?



write in the first person?

use past tense for the main events?



include an introduction to set the scene?

tell events in chronological order?

include personal emotions and feelings?



use time conjunctions and adverbials
(e.g. after that, before lunch, until sunset)?

Child

☐
☐
☐
☐
☐
☐
☐

Keep a diary, but don't just list all the things you did during the day. Pick one incident and write it up as a brief vignette. Give it colour, include quotes and dialogue, shape it like a story with a beginning, middle and end—as if it were a short story or an episode in a novel. It's great practice. Do this while figuring out what you want to write a book about. The book may even emerge from within this running diary.

Time	Comparison	Example
Meanwhile	Equally	Such as
Finally	A similar ...	For one thing
At last	Likewise	For instance
Presently	Similarly	For example
Currently	Comparable	That is
In the past	As with	Specifically
In the meantime	Another ... like	Illustrated by
Eventually	In the same way	In particular
Immediately		
Place	Summary	Addition
There	In short	Further
Here	In other word	Also
In the back	Anyway	Too
Adjacent to	In brief	Besides
Next to	It seems	Finally
Nearby	Clearly	Last
Beyond	In sum	Additionally
Opposite to	After all	In addition
At that point	In general	Then

Writing Challenge- Persuasive letter

Can you create an argument for or against the re-opening of schools on 1st of June for year 6? I would like you to decide if you are for or against this idea and write a persuasive letter to Mr Boris Johnson explaining yourself. Use the persuasive techniques below.

Sender's Address _____

Date _____

Dear _____,

(Heading) _____

Issue/Background Information

Evidence/Facts

Firstly

In addition

Furthermore

Conclusion

How to make someone do what you want them to:

- Tell your reader what he would like to hear.
- Use flattery
- Make the reader feel sorry for you
- Distort the facts / lie Abuse your opponents. (Keep it subtle as you don't want to appear malicious)
- Blind the reader with science. Fancy formulas and technical terms work well.
- Use emotive or biased vocabulary rather than straightforward words
- Quote statistics and use them to represent what you want them to mean.
- Use the words "surely", "obviously" and "of course".
- Make an emotional appeal to your reader. Animals and children always appeal.

What is the issue (problem or matter being discussed)?

(Try to think of a way of grabbing the reader's attention and getting them interested right from the beginning of your letter) _____

Who am I trying to persuade (AUDIENCE)

My point of view

Reasons/Facts/Evidence to back up my point of view

(1) _____

(2) _____

(3) _____

What can I promise or offer to the person I am writing to?
