|  |  |
| --- | --- |
| Metacognitive strategies  The learning sequence in the next column is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Image result for reading cartoonLiteracy Tasks (offline and online)  Main learning objectives:   1. To understand the function of a determiner and identify examples. 2. To understand the function of a pronoun and identify examples 3. To be know the difference between a prequel and a sequel. 4. To use FANBOYS and semicolons accurately to construct compound sentences.   Desired outcome: To create a comic strip based on The Clocktower. .  This is the second week of the unit of work based on The Clocktower.  Written work to be submitted **by Friday 24th September 2021**. |
|  | **All work can be found on the PowerPoint**  **Lesson one.**  What you will being learning about. 1. Identify words that act determiners. 2. Summarising ideas into correctly structured sentences.  **Part 1**  Look at these sentences. Identify the nouns being used. Then identify which words you think might be determiners.  ***watching over the villagers, a crooked clocktower dominated the centre of their settlement.***  ***A young girl, who wore an elegant red dress, lived high up in the tower.***  ***Several cogs sewn into the hem of her dress connected to an ancient mechanism, which kept the clock turning.***  **Part 2-**   * Tell someone what you can remember about what happened to the girl in the clocktower. * Try to write a summary of what happened in less than 100 words. The word summary is a noun. It means to give a brief account of the main points from something you have read or seen. If in school, try to do this with a partner. * Watch the video again, if you feel it will help you.   **Part 3**   * Find out what the word prequel means. Today, you are going to write a summary of a possible prequel to The Clocktower video. * First, we need to think about the possible reasons why she has ended up in the clocktower. See the PowerPoint for suggestions. * Your task is to use one of these ideas and draw out a simple timeline of events that leads up to the point where she is in the clocktower. * Write 6-8 sentences that would break your ideas in to a clear sequence of events that get her there. You need to think about who else might be involved and the reasons why she is there. * One of your sentences must be only a simple sentence. Aim to use at least three compound sentences with different FANBOYS, The other sentences can be any other type you know.   **Part 4.**   * Share your sentences with someone.   **Lesson two.**  What you will being learning about. 1. Different words that can be determiners. 2. Summarising ideas into correctly structured sentences.  **Part 1**   * Determiners are used to introduce or identify the word that is the noun. Look in a book and see if you can spot the position of a determiner. Do they always come before or after the noun being focused on? * We have seen that a group of special determiners, that we call articles, are the most common one used. These are – a, an, the. * Talk to someone else about what other words you think might be able to be used in front of these nouns: dog/dogs, chair/chairs, children book, * Some other words that act as determiners can be: ***my, your, his, her, its, our & their.*** These show ownership. We call them **possessive determiners** * You might have also used numbers or words like some, many, several. These are known as quantifiers. This means they lets you know how many.   **Part 2-**   * Yesterday we looked at what a prequel is. Tell someone what this meant. * Now find out what the word sequel means. The word sequel is a noun. It means to continue the story or theme from something already done. * Today, you are going to write a summary of a possible sequel to The Clocktower video. * First, we need to think about the possible reasons why she has ended up in the clocktower. See the PowerPoint for suggestions. * Your task is to use one of these ideas and draw out a simple timeline of events that leads up to the point where she is in the clocktower. * Write 6-8 sentences that would break your ideas in to a clear sequence of events that get her there. You need to think about who else might be involved and the reasons why she is there. * One of your sentences must be only a simple sentence. Aim to use at least three compound sentences with different FANBOYS, The other sentences can be any other type you know.   **Part 3**  Share your sentences with someone.  **Lesson three.**  What you will being learning about. 1 The function of a pronoun. 2. How to use a semi-colon.  **Part 1**   * Look at this sentence and tell someone what you think is wrong with it.   *The girl was spinning around when the girl saw a balloon floating in front of the window. The balloon was green and the girl was intrigued by the balloon. The girl walked to the window and the girl reached out to take the balloon. The balloon was in the girl’s fingers for a few moments until the balloon slipped from her grasp.*   * To make our writing clearer, we can use pronouns. These are words that can replace nouns. We use pronouns to stop us from over using nouns. * Look at the sentences again. Which nouns could be replaced with pronouns to make the sentence shorter and the meaning clearer? * Write a list of the pronouns you could use.   **Part 2-**   * Find out what a semi-colon looks like. We can use FANBOYS to link simple sentences together, which makes a compound sentence. Sometimes, instead of a FANBOY we can use a semi-colon to link the sentences. See PowerPoint for examples. Try to use a semi-colon * You will be using either your prequel or sequel ideas to create a storyboard. Decide which one you would like to use. * Using either your prequel or sequel proofread your sentences to spot mistakes such as spelling or missing words. * Now edit each sentence. Make sure you have used the best words possible. Check you have used a range of sentences. Check basic punctuation skills are correct.   **Part 3**   * Using A3 paper, organise the writing into the boxes provided. * Start to use cartoon style pictures to illustrate your work.   -------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson four.**  What you will being learning about. 1. The difference between personal and possessive pronouns. 2. How speech bubbles are used in comics.  **Part 1**   * Write down as many pronouns that you think you know. Remember, pronouns are words that can be used to replace nouns. * Use the PowerPoint to look at the difference between personal pronouns and possessive pronouns.   **Part 2-**   * Complete your comic strip style story. Use large pictures and make them colourful. * Look at the examples of types of writing used for comic style speech bubbles. * Use some examples in your work.   Part 3   * Check through your work for mistakes. * Share your comic with someone. |
|  |
|  |
|  |
|  |