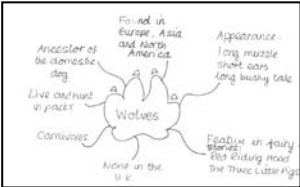


English and Literacy
Home Learning Read and Respond Units
Year 4 - Week 11



| Week Eleven | | | | | |
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| Year 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| <p>Focus text: <i>Run Wild</i> by Gill Lewis</p> <p>This week's unit is based around the book <i>Run Wild</i> by Gill Lewis. Set in London, it is a story of friendship, skateboarding and wolves! Enjoy reading the opening to the book, finding out about wolves and a little bit on skateboarding too!</p> <p>When following links, parents should monitor that children are remaining on that page only and are keeping safe online.</p> <p>Parental supervision and protective equipment are advised if you do choose to attempt or practise ollies!</p> | <p><i>Run Wild</i> by Gill Lewis Before reading the extract, here are some words to investigate. Use a table like the one below to investigate the words.</p> <p><i>cope, graffiti, forbidden, keen, glare, gritty</i></p> <p>Now read up to the bottom of page 9 in the extract below. Make sure you look out for the words that you have investigated.</p> <p><i>Run Wild</i> by Gill Lewis: https://www.lovereading4kids.co.uk/book/15590/Run-Wild-by-Gill-Lewis.html (Note: You will need to register with LoveReading4Kids to view the extract. Membership is free).</p> <p><i>You may wish to print the extract out for some of the sessions but this isn't essential.</i></p> | <p>Skateboarding Today you are going to write an explanation text on how to perform an ollie on a skateboard. First you need to watch this clip.</p> <p><i>How to ollie with Tony Hawk:</i> https://www.youtube.com/watch?v=jDZhiMMxlgM</p> <p>This next clip adds much more detail and technique. Watch up to 5:33 mins, although of course you can choose to watch it all!</p> <p><i>How to ollie the easiest way tutorial:</i> https://www.youtube.com/watch?v=VasSLuFO4wY</p> <p>Take notes as you watch about the process of how to carry out an ollie.</p> <p>Think about noting down any top tips or troubleshooting ideas that you hear too.</p> | <p><i>Run Wild</i> by Gill Lewis Continue reading from page 9 to the end of the extract.</p> <p><i>Run Wild</i> by Gill Lewis: https://www.lovereading4kids.co.uk/book/15590/Run-Wild-by-Gill-Lewis.html (Note: You will need to register with LoveReading4Kids to view the extract. Membership is free).</p> <p>Investigate any unfamiliar words.</p> <p>Think about Izzy's emotions throughout the extract. How has she been feeling at different points? Read back through and highlight (if you have printed the story out) or note down parts in the story where her emotions change, e.g. <i>Trying to get in the gas works – determined.</i></p> | <p>Wolves What do you know about wolves? Begin to create a mind map noting down everything you know.</p> <p>Example of a mind map:</p>  <p>Underneath, note down any questions that you would like to know the answers to about wolves.</p> <p>Now have a look at the websites below and watch the clip.</p> <p><i>Wolf Facts for Kids:</i> https://kids.kiddle.co/Wolf</p> <p><i>Wolf Facts:</i> https://www.coolkidfacts.com/wolf-facts/ (Note: contains American spellings).</p> | <p><i>Run Wild</i> by Gill Lewis Today you are going to complete some writing in response to what you have read this week. You can choose what you write from the following options.</p> <p>1 – What happens next? Carry on with the next part of the story <i>Run Wild</i>. What will the children do? Are they safe? What will the wolf do? How will they escape without the wolf noticing them, or does the wolf notice them?</p> <p>2 – Write your own story based on <i>Run Wild</i>. Try to stick closely to the plot of <i>Run Wild</i>, just changing one thing. You could change the characters, the setting, or change the wolf to a different dangerous animal. Plan your story out briefly then write it.</p> |

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| | <p>What are your first impressions of Luke and Scott (the Skull brothers), Izzy, Connor and Asher?</p> <p>Write a short paragraph for each of the characters explaining your first impressions. (Try to complete at least two). Make sure that you use evidence from the text to support your impression, e.g. <i>I think that Connor is sensible. However, he is easily persuaded. I think this because, at first, he warns the others about entering the gasworks but it only took a packet of crisps to persuade him to go along with them.</i></p> <p>When you are deciding which adjectives to use to describe the children, talk about the words with an adult and have a look at some synonyms in a thesaurus or dictionary to help.</p> <p>Think carefully about</p> | <p>From your notes, write an explanation text on how to perform an ollie. Things to include:</p> <ul style="list-style-type: none"> -a title -a short introduction -write in logical steps explaining how to complete an ollie -use time adverbials to start your sentences -use causal conjunctions to explain why, e.g. <i>because, so that, in order to</i> -write in the present tense -some diagrams/ illustrations. <p>Using the link below, look at the information pack if you need any more help on how to write an explanation text.</p> <p><i>How to write an explanation text:</i> https://www.teachingideas.co.uk/sites/default/files/theexplanationwritingpack.pdf</p> | <p>Complete an emotions graph to show how Izzy's emotions have changed throughout the extract.</p> <p>On the x-axis write the significant events of the extract, e.g. breaking into the gas works, practising an ollie etc. On the y-axis write a range of emotions, e.g. determined, anxious, etc.</p> <p>Think back to Monday and the choice of adjectives that you used to write your first impressions of the different characters. Could you use some of those?</p> <p>An example image of an emotions graph can be found here: https://eu-shop.scholastic.co.uk/resources/18880 (Click on the left hand image under the heading <i>Emotions Graph</i> to enlarge).</p> | <p><i>Wolves 101 – Nat Geo Wild:</i> https://www.youtube.com/watch?v=YXMo5w9aMNs (Note: contains American spellings).</p> <p>What have you learnt? Have you answered any of your questions?</p> <p>In a different colour pen, add on to your mind map all the new facts that you have learnt about wolves.</p> | <p>3 – Write a diary entry as if you are one of the characters. Recount what has happened to you and include thoughts and emotions of the character too.</p> <p>Whichever you choose, try to include some Year 4 sentence types/ grammar skills that you have covered, e.g. <i>fronted adverbials for where or when, or complex sentences with adverb starters (Nervously peering from behind the bush, Izzy put her hand to her mouth in fear.)</i></p> <p>Read your work through and check for spelling and punctuation.</p> |
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| | their meanings and try to use some of them in your writing instead of your first thought. | If you can already perform an ollie, you could film yourself and orally present your explanation! | | | |
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| Word | What I think it means | Dictionary definition | Synonyms |
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Additional Activities:

- Using all the information you have found, create a fact file about wolves.
- If you enjoyed the extract of *Run Wild*, you might enjoy extracts from the following:
 - *White Fang* by Jack London <https://www.lovereadings4kids.co.uk/book/3385/White-Fang-with-an-introduction-by-Richard-Adams-by-Jack-London.html>
 - *Wolf Brother* by Michelle Paver: <https://www.lovereadings4kids.co.uk/book/10559/Wolf-Brother-by-Michelle-Paver.html>
 (Note: You will need to register with LoveReading4Kids to view both these extracts. Membership is free).
- Watch the clip *Five Easy Skate Tricks You Can Learn Before an Ollie* https://www.youtube.com/watch?v=E_bhehhZDN4. Write an explanation text for any of these skills. If you have a skateboard, you could film your own tutorial.
- View this short video about explanation texts: *Explanation Text* https://www.youtube.com/watch?v=GGHQ0dL_ZHo