

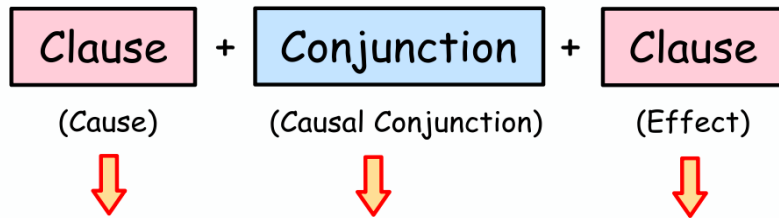
**Summer 2- Week 4- Lesson 3**

**GRAMMAR: To join clauses using appropriate clausal conjunctions**

**RED HOT and SPICY – complete the entire sheet**

**MILD- complete task 1 and 2. Challenge yourself on task 3**

**Causal conjunctions** link cause and effect.



It was raining **therefore** I brought my umbrella.

The TV broke **and as a result** Ned missed The Great British Bake off.

**Task 1:** Using a coloured pencil/pen underline the **causal conjunctions** in this paragraph.

**Task 2:** Now using a different colour, find the **cause** and in a different find the **effect** in the sentences.

I **didn't get into school on time** **and as a result** I **was late for the test**.

The Great Barrier Reef has safe shallow waters therefore hundreds of species of molluscs live there. Some molluscs have a hard shell consequently protecting them from predators. They are widely hunted and as a result they have learnt to hide well in the reef's cracks or sand. Other molluscs such as octopus and squid are predators themselves and for this reason they do not need shells.

**Task 3:** You have a selection of different clauses to match up. Then select an **appropriate causal conjunction** to link them together. Write up the complete sentences up into your book.

**I.e. Heidi isn't feeling well, for this reason she will not be in school today.**

Heidi isn't feeling very well	he is very cold	the school hall is being extended	I always practise my spellings at home
Miss Wright is an amazing singer	it was raining uncontrollably	I had to stay in at lunchtime	James forgot to bring his jumper
I forgot my homework	we have been having assemblies outside	I wasn't looking where I was going	she takes assembly on Thursdays
I walked into the door	I get them all right in my writing	<del>she will not be in school today</del>	I got soaking wet

**Year 4/5 Writing**

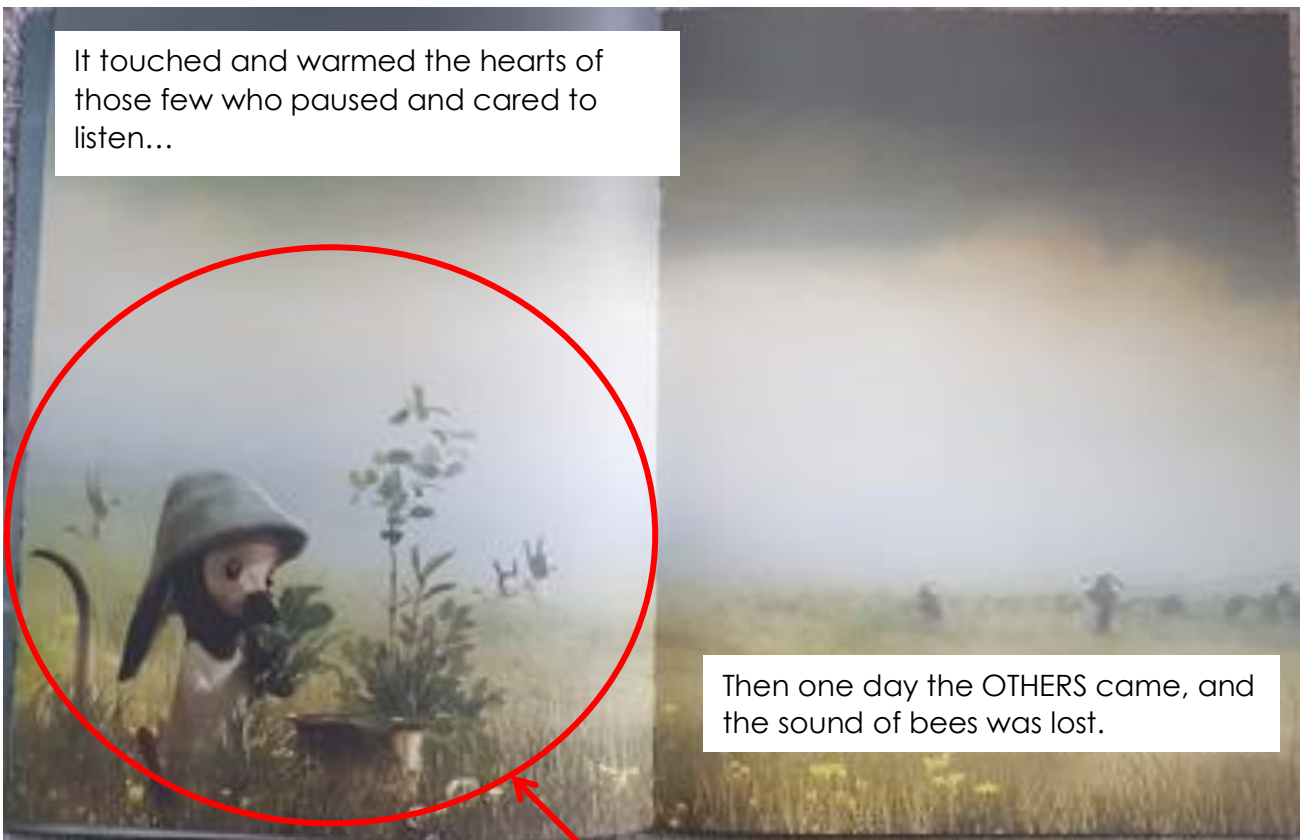
**Summer 2- Week 4- Lesson 3**

**LO: To write in the role of a character**

**Task 1 (with links):**

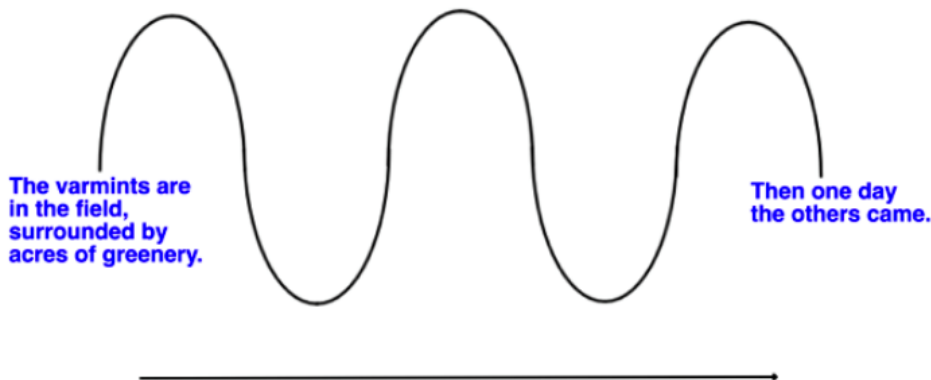
Listen to Aysha re-read some of the Varmints. (Daily video)

Think about this part of the book when others were coming.



On this side of the page, there are four varmints. Create a thought-tracking map to show what the varmints were feeling during this point in the story. Draw a thought tracking map, as shown below, into your book.

Note the thoughts or feelings that the varmints felt during this part of the story.



**Word bank:**

Here are some suggestions. Try to think of some of your own.

- Calm
- Safe
- Concerned
- Curious
- Anxious
- Irritated
- Uneasy

**Task 2:**

Thinking about this part of the story you are going to write in the role of a character.

**You are a varmint who is on the field, surrounded by lots of greenery. Suddenly the OTHERS appear and the thing you most enjoyed was gone.**

Write a diary entry as a varmint, expressing your thoughts and feelings as this sudden change occurred.

**SUCCESS CRITERIA:**

<b>1. Write in the first person</b>
<b>2. Include the events of the day leading to the change</b>
<b>3. Create empathy - Help your reader understand how you are feeling</b>
<b>4. Describe the situation- How are the events unfolding?</b>
<b>5. Use paragraphs</b>
<b>6. Include the vocabulary collated on your thought-tracking map</b>
<b>YEAR 5 CHALLENGE: include show not tell</b>

**STRUCTURE OF DIARY: You should aim to write four sections within this diary entry.**

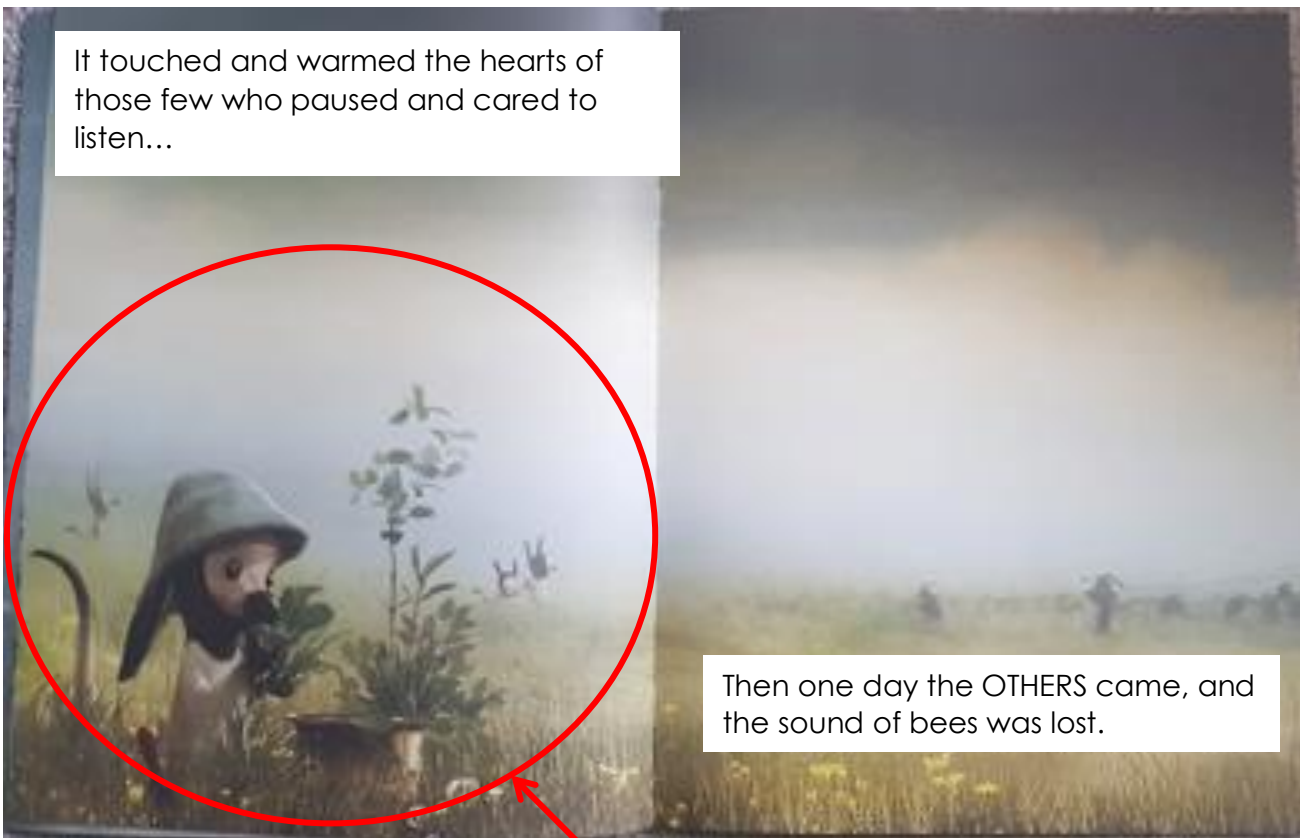
<b>Part 1:</b> Where were you? What were you doing?
<b>Part 2:</b> Why were you in this place? How does it make you feel?
<b>Part 3:</b> What did you begin to notice? What small changes did you notice or hear? Was this a good thing or a bad thing? Elaborate upon your thoughts and feelings.
<b>Part 4:</b> What are your thoughts for the future with this change? Is it good or bad?



**Task 1 (with links):**

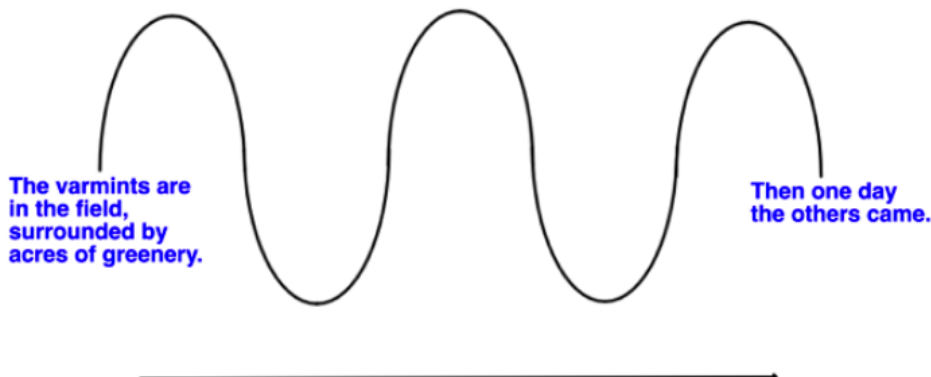
**Listen to Aysha re-read some of the Varmints. (Daily video)**

**Think about this part of the book when others were coming.**



**On this side of the page, there are four varmints. Create a thought-tracking map to show what the varmints were feeling during this point in the story. Draw a thought-tracking map, as shown below, into your book.**

**Note the thoughts or feelings that the varmints felt during this part of the story.**



**Word bank:**

Here are some suggestions. Try to think of some of your own.

- Calm
- Safe
- Confused
- Curious
- Worried
- Annoyed

**Task 2:**

Thinking about this part of the story you are going to write in the role of a character.

**You are a varmint who is on the field, surrounded by lots of greenery. Suddenly the OTHERS appear and the thing you most enjoyed was gone.**

Write a diary entry as a varmint, expressing your thoughts and feelings as this sudden change occurred.

**SUCCESS CRITERIA:**

1. Write in the first person
2. Include the events of the day leading to the change
3. Describe the situation- How are the events unfolding?
4. Describe your thoughts and feelings
5. Include the vocabulary collated on your thought-tracking map
6. Read through your work to check that it makes sense

**STRUCTURE OF DIARY: Use this guide to help you organise your writing.**

<b>Part 1:</b> <i>Where were you? What were you doing?</i>
<b>Part 2:</b> <i>Why were you in this place? How does it make you feel?</i>
<b>Part 3:</b> <i>What did you begin to notice?</i>  <i>What small changes did you notice or hear?</i>  <i>Was this a good thing or a bad thing?</i>  <i>Describe what you were thinking or feeling.</i>
<b>Part 4:</b> <i>What do you hope will happen? Are you worried about this? How/ why?</i>