

# COUNDON PRIMARY SCHOOL

## YEAR 4 GUIDED READING HOME LEARNING WEEK 6



WEEK COMMENCING 27.4.20

# ACTIVITIES INCLUDED IN THIS POWERPOINT

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- Included in this PowerPoint are a selection of comprehension activities in the style that we would usually use in school. There are enough activities for 1 week (5 days) of learning if you wish to use them. All activities can be completed in your child's exercise book. Activities can be completed with or without adult support.
- Each activity is based on some of the following reading skills:

**Decode:** Give / explain the meaning of words in context.

**Retrieve:** Retrieve and record information / identify key details from fiction and non-fiction

**Summarise:** Summarise main ideas from more than one paragraph

**Infer:** Make inferences from the text / explain and justify inferences with evidence from the text

**Predict:** Predict what might happen from details stated and implied

**Meaning:** Identify / explain how information / narrative content is related and contributes to meaning as a whole

**Language:** Identify / explain how a meaning is enhanced through choice of words and phrases

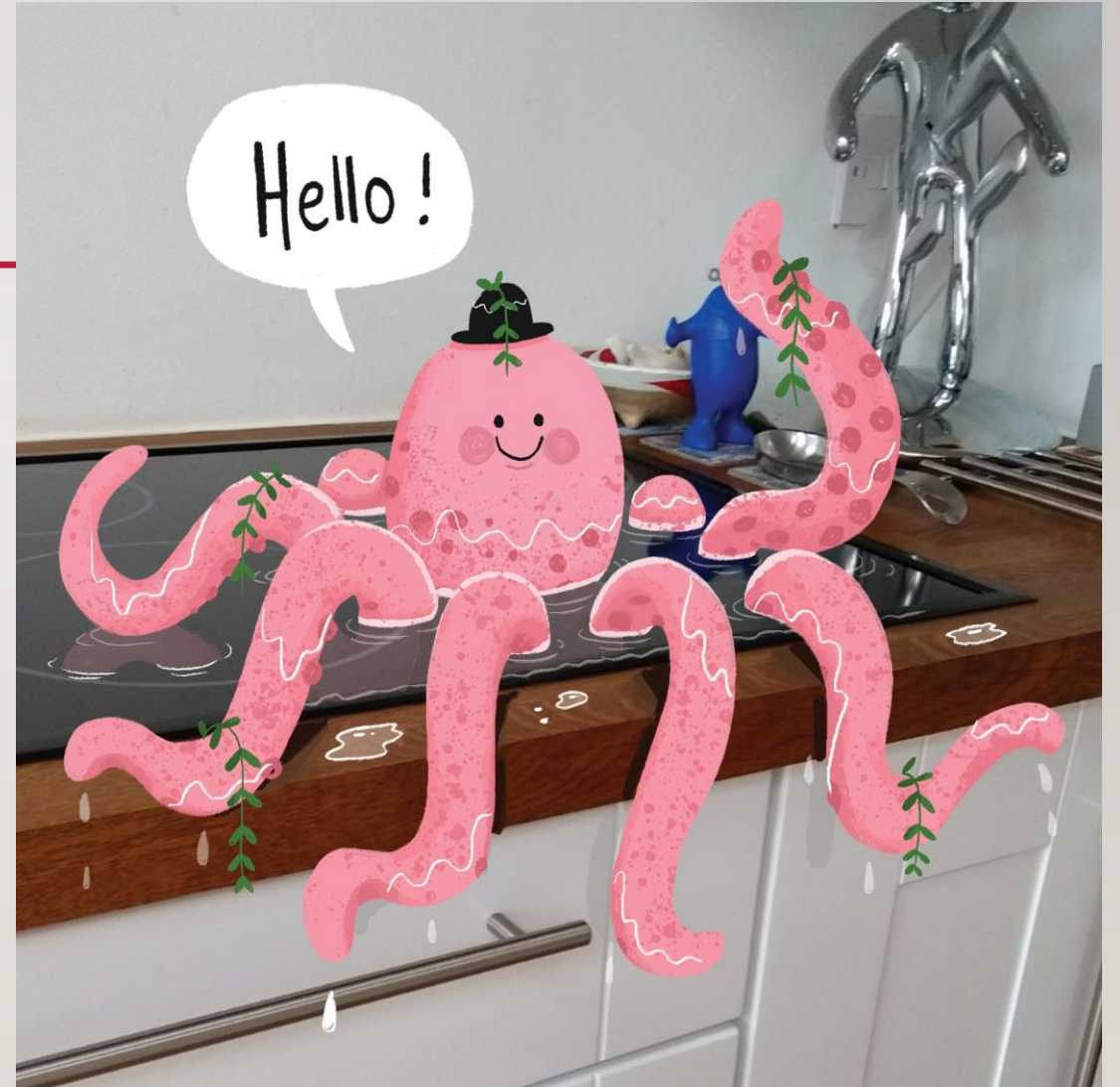
**Compare:** Make comparisons within the text



# ACTIVITY ONE

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- Discuss the following questions:
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- How did the octopus get here?
- Why is it wearing a hat?
- Is it speaking your language? Do you understand what it's saying?
- Where did the plants come from?
- How would you describe the octopus?
- What sort of character do you think he is? Funny, friendly? Why?



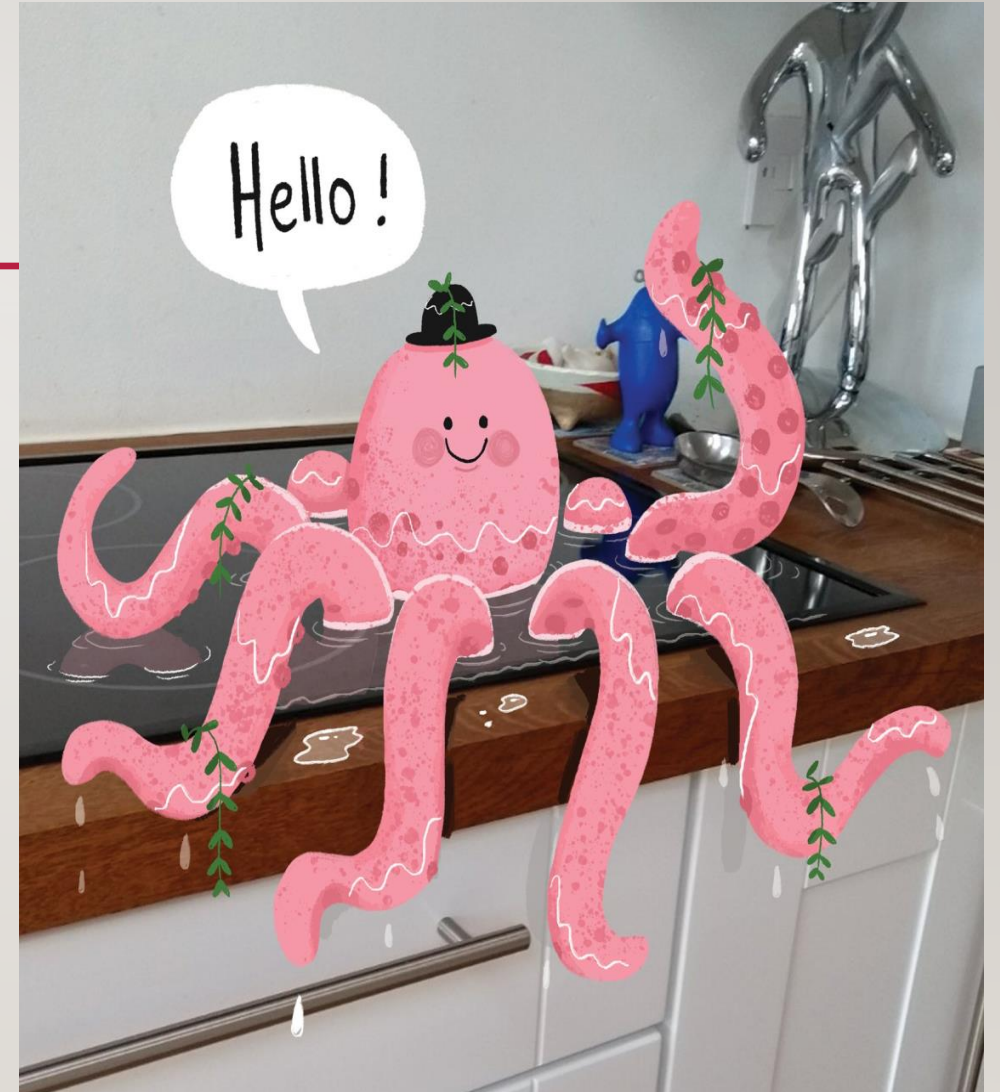
# ACTIVITY ONE

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- *You have just walked into the kitchen to find this...*

You decide to let the octopus stay here, but the next morning you come into your kitchen to find it joined by another creature. What might it be?

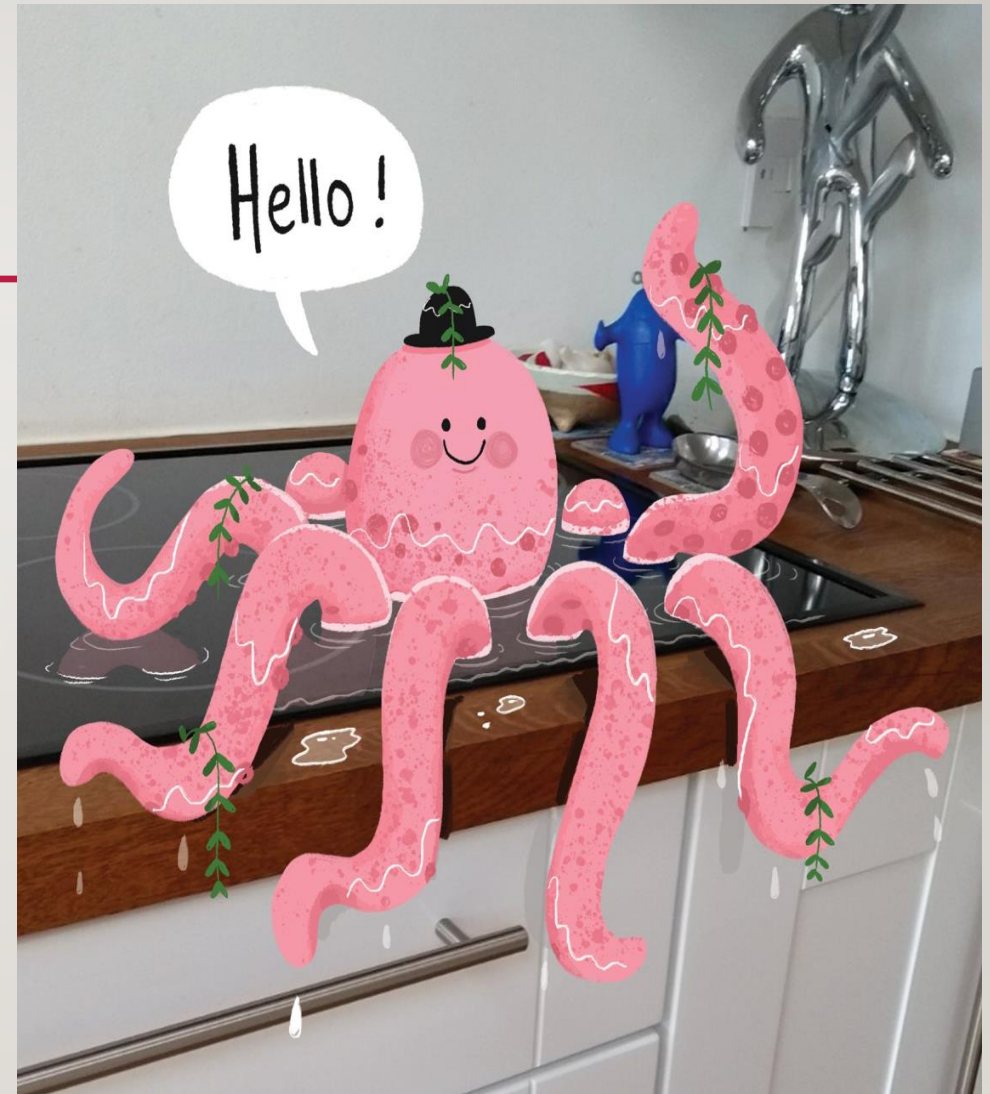
- Draw a picture of your new creature. Label around the outside what it looks like using expanded noun phrases, eg. Long, pink snake like tentacles
- What sort of character is your new creature? How is it similar/different to the octopus?
- Write a few sentences to answer these questions.



# ACTIVITY TWO

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- Write a short story of how the octopus came to be here, and what happens next.
- Be as imaginative as you want.
- Where has it come from? How did it get here? What does it want? Why is it here?
- Can you write the story in less than 250 words?



# ACTIVITY THREE

- Discuss the following questions:
- Which animal would be suited to working in the health clinic?
- Can you give suggestions as to the occupations of the other animals in the picture?
- If you could have any job, what would it be and why?
- If you could be any animal, what would it be and why?
- What problems might they encounter in Animal Town that humans don't encounter in human towns?
- Are there any similar problems that both animals and humans experience?
- Would animals be better off without humans? Would humans be better off without animals?



# ACTIVITY THREE

- Most visitors are a little shocked (to put it mildly) when they arrive at Animal Town. Despite the fact that the name of the town gives a slight indication to passers-by that the inhabitants of the town are 'not normal', it's as if people don't believe things until they see them with their own eyes!
- Once you get used to being in Animal Town – or so they say – seeing an orangutan behind a desk in a sheriff's office and upholding the law to an impeccably high standard becomes relatively 'normal'...
- Imagine you are a visitor in Animal Town.
- Predict some of things that you might see or might happen.



# Activity Four

- Read the short extract on the right.
- Answer the questions on the following page

## Plastic Pollution: A Plea

We must remember that we only have one planet. Please give it the respect it deserves!

Modern humans have lived on earth for around 200,000 years. Plastics were first made less than 200 years ago but only became popular in the 1960s (just half a century ago). Yet, in this short time, people's plastic rubbish can now be found all over our world, from the deepest seas to the highest mountains.

Shouldn't we rethink our habits? How can we remember the three Rs of managing waste: reduce, reuse, recycle? There is so much that all seven billion of us can do to protect our earth for ourselves, the creatures we share it with and for future generations.

National Curriculum References:

2a - Give / explain the meaning of words in context.

2d - Make inferences from the text/explain and justify inferences with evidence from the text.

2g - Identify / explain how meaning is enhanced through choice of words and phrases.

Purpose



# • Activity Four – answers on the next slide

## Plastic Pollution: A Plea Comprehension Questions

### Purpose

Answer the questions about the **purpose** of this text, using the sentence starters to help you.

1. Why do you think the author has written this text? *The author has written it because*
2. The author is telling us to be kind to our planet. **Find** and **copy** one sentence which shows this.
3. What effect does using the first person **we** have on the reader? *Using we makes the reader...*
4. How does the author feel about plastic pollution? Explain your answer. *The author feels...*
5. When the author says, 'There is so much that all seven billion of us can do to protect our earth', what does he or she mean? *The author means that...*
6. How do you feel about plastic pollution after reading this? *I feel...*

National Curriculum References:

2a - Give / explain the meaning of words in context.

2d - Make inferences from the text/explain and justify inferences with evidence from the text.

2g - Identify / explain how meaning is enhanced through choice of words and phrases.

# ANSWERS

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1. The author has written the text to try and persuade people to think about the amount of plastic they use and to not pollute the planet.
2. We only have one planet. Please give it the respect it deserves.
3. Using we makes the reader feel like the author is talking directly to them.
4. The author feels very strongly that plastic pollution is ruining the planet we live on. It is taking over the one planet we have been given and that it needs protecting, along with the animals now and for future generations.
5. The author means that there are a lot of people on the planet and that all of us can do something about plastic pollution to help save the world.
6. I feel.... Share your opinion and give a reason why.

# Activity Five – read the text and answer the questions in your book. Answers are on the next slide.

## Energy Drink Ban

**9** Selling energy drinks to anyone under 18 could be  
**17** banned in England, Prime Minister Theresa May has  
**26** said. It's part of the government's plan to improve  
**28** children's health.  
**37** Energy drinks have lots of sugar and caffeine in  
**46** them so they can give you energy quickly. Doctors  
**55** say drinking too many can lead to headaches and  
**57** tooth decay.  
**65** Both caffeine and sugar are also stimulants. They  
**74** give you energy but they can cause sleep problems  
**78** and make children hyperactive in school.  
**89** Some groups don't think the law is necessary and  
**98** that 16-year-olds are old enough to make their own  
**99** decisions.  
**107** However, celebrity chef Jamie Oliver called the ban  
**109** 'great news'.



## Quick Questions

1. Find a verb which means to make something better.  
\_\_\_\_\_
2. Find and compare two different opinions about the planned ban.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How do you think dentists feel about energy drinks?  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think this ban will make children healthier? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ANSWERS

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1. Improve
2. The different opinions are for and against. On one hand energy drinks give you energy quickly, however they contain a lot of sugar and caffeine which are unhealthy for you. Also, they can cause headaches, tooth decay, sleep problems and hyperactivity.
3. Energy drinks can give you tooth decay.
4. Give your opinion and explain your reasons why.

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- If you would like more resources, we would recommend that you continue to access fiction express and other suggested websites that contain books and reading activities that were suggested in the last pack. We have listed these websites again below for your information. Reading with/to your child is also recommended.

- <https://en.fictionexpress.com/>

- <https://www.topmarks.co.uk/english-games/7-11-years/reading>

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVu dDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjplcw==>

- <https://www.oxfordowl.co.uk/for-home>

- [http://oareadathon.cml2.com/oa\\_readathonlz/lz.aspx?pl=MMcDUIMDMwMTFTMTcxMToyMUM4MTg4MTY2Q0FCQkVBODU3NTkzMTNDQTI4MDQ3Mw==-&CC=&p=0](http://oareadathon.cml2.com/oa_readathonlz/lz.aspx?pl=MMcDUIMDMwMTFTMTcxMToyMUM4MTg4MTY2Q0FCQkVBODU3NTkzMTNDQTI4MDQ3Mw==-&CC=&p=0)