

Year 4 Home Learning 1.6.20-5.6.20

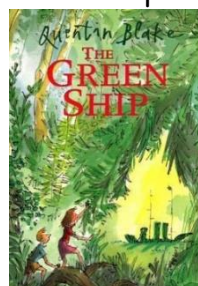
Literacy Support Document

This half term, Year 4 will be looking at the picture book by Quentin Blake. 'The Green Ship'. There are a variety of resources available to help you. Two videos will be provided of the story for you to follow along with. These will be on the VLE and the school website.

Literacy 1 - Guided Reading.

Watch the first video of 'The Green Ship'. Use this to help you answer the following questions and predictions.

Answer the following questions about 'The Green Ship' using your retrieval and dictionary skills. Use what you already know about 'The Green Ship' to predict what might happen next in the story.



1. How long had they been staying at their aunts?
2. Why did they climb over the wall?
3. What is the garden compared to?
4. How did they travel into the undergrowth?
5. What does 'plunged' mean?
6. What picture do you imagine when you read 'screen of branches'?
7. What does 'astonishing' mean?
8. What shape had the bushes been cut into?
9. Name two other features of the boat.
10. How was the tree stump described? What does this tell you about you about it?
11. What was on the little shelf?
12. Who do you think the man is in the photo? Why do you think this?
13. Who do you think the surprise voice is and why?

What do you think is going to happen next? Use evidence from the story so far to make your prediction.

Literacy 2 - Write the next part of the story based on your prediction.

Using your prediction and the information you already know about the story to write the second part of the story. Use the model and other resources to help you. Think carefully about your description, punctuation, and direct speech.

| | | |
|---|--|--|
| LO: To use what I already know and my plan about 'The Green Ship' to write the next part of the story, based on my prediction. | | |
| ALL: I can use descriptive language within my narrative writing to help develop a setting. | | |
| MOST: I can correct punctuate speech to include dialogue in my narrative. | | |
| SOME: I can use a variety of sentence structures to help my narrative writing to be more entertaining. | | |

Model:

"Well, what have we here, Bosun? Stowaways?"

There was a thin lady with an elegant dark dress, which flowed with the wind, like the sea waves in a gentle breeze.

"What do you think Bosun? Shall we make them walk the plank?" whispered the thin lady, with a hint of humour to her tone.

"Oh no they are only youngsters, leave 'em be for now. Do you wish to join us aboard for an adventure of a life time?" bellowed Bosun.

I remember the feeling in my stomach very carefully, hundreds and hundreds of knots looped together, forever tangled. However, they were for nerves and excitement. Alice reached for my arm pulling me towards a rope silhouette. It wasn't before we got closer, I realised it was a thick and sturdy vine the colour of the deepest emerald. Enchanted by the amazing ship and the opportunity of an adventure of a life time, I tripped on a bucket (which I later learnt was for swabbing the deck), trying to catch my fall, I grasped for a wooden leaver.

Within a blink of an eye the luscious forest like jungle was transformed to the wide and vast open sea. You could see for miles and miles. Alice and I often think we could see to the end of the earth.

"What on earth just happened?" Alice and I cried at once.

"Well, by the looks of it, you found the travelling leaver sooner than we intended," stated Bosun.

"Mrs Tredegar, all hands on deck! It's going to be a rough sail ahead!" shouted Bosun.

"What do you mean a rough sail ahead?" whimpered Alice

That's when the wind picked up is speed and force, knocking the ships side to side, with little consideration to us passengers on board. Bosun and Mrs Tredegar were everywhere at once. Pulling, pushing and tying. You name it and they were doing it. Alice and I made our way across the slippery as slime deck to assist where we could. The salty sea water pelting our faces endlessly.

CRASH! That sound is still clear as anything to me. We had hit an ugly and terrify dark rock. Soon the water was entering the boat which great speed, it could win any race it entered.

"Stay calm! This is easily solved! Always happened to my father the Captain" Mrs Tredegar explained holding the photo in the wooden frame up.

"That's your father?" I exclaimed.

"Indeed, one of the best Captains of his time!" explained Mrs Tredegar.

As if he was lifting a feather, Bosun pulled on a hidden rope and the various shades of brown deck. Again, within a blink of an eye, we were back in the familiar setting of the forest garden. Relief washed over me and I took in the millions of plants within my sight.

"How about a cup of tea and cake? I can explain the stories of my father's adventures while Bosun repairs the boat." Mrs Tredegar said with a kind smile.

Alice and I always loved a story, our parents would often tell them to us before bed. We both nodded at the same time in agreement.

We sat for hours listening to the adventures of the green ship.

Inverted Commas

There are two places where inverted commas are needed when writing direct speech:

"What's the matter, Dina?" said Sid.

Inverted Commas

Inverted Commas

You need to **open** your inverted commas with a " (66) before the first word which is being spoken.

You need to **close** your inverted commas with a " (99) after the last word **which is** being spoken.

Imagine that inverted commas are like hands;
They hold within them **only** the words which are being spoken.

Back



"What's the matter, Dina?" said Sid.



Literacy 3 – Guided Reading

Watch the second video of 'The Green Ship'. Use this information to help you with your next activity.

Use the map below to plot the different places 'The Green Ship' travels to. Write the country/place and then the quote from the text that tells you where they travel.



Challenge: Edit the following piece of text using the correct punctuation, including punctuation for direct speech.

Use these punctuation marks:

| | | | | |
|---------------|---------|-------|-----------------|-----------|
| ? | ... | , | " " | . |
| Question mark | Ellipse | Comma | Inverted commas | Full stop |

Don't forget to start a new line for each new speaker!
You will need to rewrite the extract.

Can Dog sleep in the tent with us tonight Dad I ask grabbing Dog around the belly so that he can't run off after a frenzied squirrel We can't have that Bee Dad says The tent is for humans Dog wants to sleep outside where the air is fresh If any dog deserves to sleep inside it's him I say Plus it's raining Dog loves the rain says Dad Gloopy brain, gloopy brain he sings Dad is always singing to himself He's that sort of dad No Dog hates the rain I say defiantly as Dog breaks free and trots off cheerfully through the hammering drops into the underbrush He's having the time of his life says Dad Now get inside before you're soaked I'll lead Dog over to the others My furs are soggy and my tangled hair is full of drips I leave Dad to chase after Dog and I clamber into the tent