

Year 4 Home Learning 22.6.20-26.6.20 Week 12

Literacy Support Document

Use the resources provided and your understanding of 'The Green Ship' to help you complete the activities set. Use the YouTube link to watch the story of 'The Green Ship': <https://www.youtube.com/watch?v=v-poeORGwac>

Lesson One: Synonyms and Antonyms

Synonyms are words with the same or similar meaning.

Antonyms are words with opposite meanings.

Synonyms are words with the same or similar meaning:

- Words such as **happy**, **cheerful** and **merry**.
- Words such as **sad**, **miserable** and **heartbroken**.

Antonyms are words with opposite meanings:

- Words such as **angry** and **peaceful**.
- Words such as **funny** and **serious**.

You can use a **thesaurus** to find synonyms and antonyms for words.

Follow the following link and watch the 2 videos.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk>

Activity:

Use the information above and a thesaurus to help you complete the activities.

Synonyms

Can you find **synonyms** for the **bold** words in this extract? Write them in the boxes.
If you can't think of a synonym, use a thesaurus to help you.

Chapter One

Far Too Young to be a Hero

Death was coming. It would fall from the skies like a **hail** of **deadly** meteors – not dropped by
some **malevolent** force from outer space, but **spawned** from the iron bellies of Hitler's **deadly**
Luftwaffe bombers.

Sirens wailed their nightly warning, conducting a drumbeat of **frightened** feet across the
pavements of London's East End. **Streams** of **panicked** citizens **spewed** through the **narrow**
streets; children **screamed** their resistance as mothers and fathers **hauled** them through **jostling**
crowds. Wardens **barked** orders and pointed instructions at the hordes, but few people paid
any attention. They were too **fearful** of the fire and **fury** that was roaring over the English
Channel towards them. **Terror** had already turned **pretty, young** faces into **ugly** balls of fear,
and the eyes of thousands turned constantly upwards, pulled wide and white by dread.

1. Read the text and replace the underlined words with either a suitable synonym or antonym.

"Excuse me waiter but this soup is excellent!" Harvey snorted. The waiter
re-arranged his face into a smile and turned to regard the delightful
Harvey, who was smirking cockily at his friends.

"I can assure you, young man, that the soup is quite stale," he said calmly.

"Perhaps," Harvey grinned. "But it still tastes divine!"
With a smile the waiter scooped up the bowl of soup and placed it on his
silver tray.

"I shall replace it at once," he said through clenched teeth. When he had
gone Harvey leant back in his chair feeling smug.

"Told you I'd get another bowl," he laughed. "This is possibly the
worst soup I've ever tasted."

Harvey's friends shifted around happily in their seats feeling very
embarrassed about Harvey's behaviour.

Lesson Two: 'The Green Ship' Newspaper Report

Imagine you are a reporter for a newspaper, write a newspaper report for the story of 'The Green Ship'. Remember to include the 5 W's.

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	



Planning a Newspaper Report



Name of newspaper: _____ Price: _____ Date: _____

Story headline: _____

Introduction	
Who was involved?	
What happened?	
Where did the event take place?	
When did it happen?	

Break up the story in time order.	
Paragraph 1	
Paragraph 2	
Paragraph 3	

Interviews	
Who will you interview? How are they involved in the events?	
What did they have to say? Will you use direct or reported speech?	

Final paragraph	
What are the characters doing now?	
What might happen in the future?	

Use the checklist and planning format above, as well as the following newspaper model below to help you structure your newspaper report.

All text: Uses the full range of spelling, grammar and punctuation features taught in previous year groups, including pronouns for cohesion, adverbials, and the correct tense throughout

² Selects appropriate grammar and vocabulary to match the purpose and audience

³ Uses organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining

⁴ Précises longer passages

⁵ Uses linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly

The Sporting Telegraph³

www.sporting-telegraph.com

The Number One Sports Newspaper

Brilliant Bolt Grabs Gold Again!³

Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals

Exclusive Report by John Stevens³



Usain Bolt: winner of three Olympic gold medals in London

Usain Bolt **reaffirmed**¹⁰ his title as the World's Fastest Man by achieving a marvellous third gold **medal**¹² of the games this week. In front of a **deafening**¹¹ **capacity crowd**² in London's Olympic Stadium,⁵ the 25-year-old **world record holder**² **completed**¹¹ a remarkable set of victories to **establish himself**² as one of the greatest sprinters of all time.⁴

Following **earlier victories** in both the 100m and 200m individual sprint,⁵ Bolt inspired his Jamaica team-mates to a **third triumph**² in the 4x100m relay. The three gold medals are added to his personal collection alongside similar **achievements**¹³ in the **corresponding**¹³ individual events of Beijing in 2008.

Afterwards,⁵ the **reigning**¹² 100m and 200m world champion was **understandably buoyant**² in his celebrations.

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Although other athletes have won more medals than Bolt,⁵ including American sprinter Carl Lewis who was commentating for a television network,⁶ and ⁸ no-one else can match the **explosive power**² and unrivalled pace exhibited by Bolt.

The sprinter's Jamaican team-mates were equally jubilant following their relay victory,⁹ describing it as a momentous day in Athletics history. Even the American team, who were disqualified from the relay following a **disastrous**¹³ illegal baton handover,⁶ and ⁸ were gracious in defeat. Admitting disappointment at missing out on a team medal, Justin Gatlin promised supporters that the team had given it all they could and refused to **criticise**¹¹ and ¹³ the officials' decision, but did **apologise**¹¹ to the US fans.

Now thinking ahead to his future⁵ and the potential of **bringing down the curtain**² on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. **Instead**,⁵ he **will**⁷ focus on charity work, a **likely**⁷ ambassador role in the sport or **could**⁷ even consider a dramatic switch to another sport such as football. As the crowds filtered out of the magnificent stadium,⁹ the talk was all about just one man -⁸ the incredible Usain Bolt,⁸ who is **surely**⁷ already an Olympic legend.⁶

⁶ Uses relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery

⁷ Uses adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might

⁸ Uses brackets, dashes or commas to indicate parenthesis

⁹ Uses commas to clarify meaning or to avoid ambiguity

¹⁰ Spells a wider range of verb prefixes correctly, e.g. deactivate, overturn, misconduct

¹¹ Spells nouns or adjectives converted into verbs using suffixes, e.g. designate, classify, criticise

¹² Spells more complex homophones correctly, e.g. affect/effect, practice/practise

¹³ Spells most words correctly from the Y5/6 statutory spelling list

Lesson Three: Comprehension

Read the poem 'The Star' and then using your reading skills, answer the questions provided.

The Star

A white star born in the evening glow
Looked to the round green world below,
And saw a pool in a wooded place
That held like a jewel her mirrored face.
She said to the pool: "Oh, wondrous deep,
I love you, I give you my light to keep.
Oh, more profound than the moving sea
That never has shown myself to me!
Oh, fathomless as the sky is far,
Hold forever your tremulous star!"
But out of the woods as night grew cool
A brown pig came to the little pool;
It grunted and splashed and waded in
And the deepest place but reached its chin.
The water gurgled with tender glee
And the mud churned up in it turbidly.
The star grew pale and hid her face
In a bit of floating cloud like lace.

By Sara Teasdale (1883-1933)



1. What time of day is it in the poem?

2. Find and copy **two** things that the star saw when she looked down.

1. _____

2. _____

3. What did the star give to the pool to keep? Circle one.

the moving sea

a jewel

her light

4. Look at line 4. Why is the star's face described as 'mirrored'?

5. Find and copy the line which shows us that the pig disturbs the peaceful setting.

6. *The star grew pale and hid her face*

In this line, the word 'pale' is closest in meaning to... (Tick one)

twinkling

☐

colourless

☐

sparkly

☐

bright

☐

7. How did the actions of the pig affect the star? Circle one.

the moving water didn't reflect the
star any more

the star didn't like
the pig so it hid itself

8. 'A brown pig came to the little pool;
It grunted and splashed and waded in
And the deepest place but reached its chin.'

What do these lines tell us about the depth of the pool?

9. Halfway through the poem (line 11) is the line '*But out of the woods as night grew cool*'. Using evidence from the text, give three ways in which the second half of the poem contrasts with the first half.

Challenge/Extension: Using the passage given, write it out in your best handwriting. Remember your cursive rules and where certain letters sit in relation to the line.

Read the following paragraph:

Uluru is one of Australia's most iconic landmarks. It is located in the 'Red Centre' in the Northern Territory, Australia. Uluru is located in the Uluru-Kata Tjuta National Park, in the middle of a typical Australian landscape of red dirt, plants and animals.

Copy the paragraph.

[illegible]