

English Support Pack

In this pack, you will find instructions on how to complete your English lessons for this week. The theme for your English lessons this week is foxes!

Lesson 1 - Reading

Starter: Complete the SPaG questions below!

a
Add in the correct verbs to make this a present perfect sentence:

The firefighters _____ to put out the fire.



b
Write these verbs in their past tense form:

I bring _____

I buy _____

I deal _____

I freeze _____

Log onto the VLE, or use the home learning page on the school website, to listen to Miss Knight reading 'how the fox came to be where it is' from the book 'How the whale became and other stories' by Ted Hughes. Print out the chapter and read along with me! When you have finished reading it, complete the following questions!

- Q1. Find and copy the description of Slylooking and Foursquare from the text.
- Q2. Why do you think the animal is called Slylooking?
- Q3. Why did Slylooking ask Rabbit to dig him a hole to the hen house?
- Q4. Why did Man employ Slylooking to protect his farm?
- Q5. Why does Slylooking lose the taste for cabbages? What has he been eating instead?
- Q6. How does Slylooking plan on getting rid of Foursquare?
- Q7. What type of animal do you think Foursquare is? Think about his appearance, his behaviour and what happens to him at the end of the story?

Q8. Write a short letter, as Slylooking, apologising to the farmer and Foursquare for his actions. Don't forget to set it out in the correct format and to really emphasise how sorry you are,

When you have completed these questions, use the literacy support answer pack to mark your work. How did you do? Were there any questions you found tricky?




Lesson 2 - Similes and Metaphors

Starter: Complete the homophone questions below:

c


Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find three of them?

_____	act



d

Write an exclamation sentence and a question sentence about this picture.



For today's lesson, you will be completing the BBC Bitesize online lesson about similes and metaphors. Click on the link below and work your way through the website. If you do not have access to a computer, read through the work below.

BBC Bitesize similes and metaphors -

<https://www.bbc.co.uk/bitesize/articles/zmmpscw>

Home learning focus

To identify similes and metaphors and be able to use them in your writing.

This lesson includes:

- ♥ two videos to help you understand similes and metaphors
- ♥ three activities



Metaphors

A metaphor is a word or a phrase used to describe something **as if it were something else**.

For example: *A wave of terror washed over him.*

The terror isn't actually a wave, but a wave is a good way to describe the feeling.

Another example is: *Jess is dynamite.*

Jess isn't made of dynamite, but it's a good way to explain how exciting she is.

Similes

A simile describes something by **comparing it to something else**, using the words **like** or **as**.

For example:

- ♥ The snake moved *like* a ripple on a pond.
- ♥ It was *as* slippery *as* an eel.
- ♥ Jess is *as* graceful *as* a gazelle.

Writers use similes and metaphors to create a clear picture for their readers.

For example: '*The light was as bright as the sun*' gives us more description than '*the light was bright*'.



Listen to this man describe his encounter with the Loch Ness monster.

Did you spot these **similes**?

- ♥ The sun was '*like a giant egg yolk*'.
- ♥ The creature was '*as big as an oil tanker*'.

How about this **metaphor**?

♥ The water 'foamed and boiled'.

Think: Did you prefer listening to the man's version of the story or the policeman's version? Can you explain why?

Practise

You may need paper and a pen or pencil for some of these activities.

Activity 1

Check how well you understood the videos by completing this short activity.

You need to say whether each sentence is a **simile** or a **metaphor**.

Top tip!

Metaphors say something **is** something else. Similes says something is **like** or **as** something else.



Label each sentence as **metaphor** or **simile**.

She is as slippery as an eel.

A wave of terror washed over him.

The striker was a goal machine.

Activity 2

Complete this 'Simile or Metaphor?' activity sheet.

You need to read the phrase inside each cloud and decide whether it is a **simile** or a **metaphor**.

You can either print the activity sheet and colour the similes blue and the metaphors yellow, or copy the phrases out into two lists: similes and metaphors.

Top tip!

Remember if a phrase uses the word **like** or **as** it is a **simile**.

Simile or Metaphor?

If the sentence contains a simile, colour it blue. If it is a metaphor, colour it yellow.

The car moved
like a snail.

The house was a zoo.

The librarian was as
sweet as candy.

The stars are
diamonds in the sky.

The puppy was as
fast as a cheetah.

The test was a breeze.

He is a walking
dictionary.

Abigail is as tall
as a giraffe.

My dad is a teddy bear.

My brother eats
like a pig.

Her heart was as
big as the ocean.

Peter is an angel.

Activity 3

Some similes are used a lot, like 'as cool as a cucumber' or 'as busy as a bee'.

Complete this 'Inventing New Similes' activity sheet by rewriting the well-known similes and updating them with your own ideas.

For example: 'As tall as a giraffe' could become 'As tall as a skyscraper'.

Either print out the activity sheet or write your new similes on a piece of paper.

Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

New version: As happy as...

2. As fresh as a daisy.

New version: As fresh as...

3. As busy as a bee.

New version: As busy as...

4. As cool as a cucumber.

New version: As cool as...

5. As clean as a whistle.

New version: As clean as...

6. As flat as a pancake.

New version: As flat as...

7. As quick as a wink.

New version: As quick as...

8. As snug as a bug in a rug.

New version: As snug as...

Lesson 3 - Writing

Starter: Complete the homophone questions below!

e

Add the prefixes inter-, auto- or anti- to these root words:

active _____

social _____

pilot _____

f

Place the homophones 'seen' and 'scene' correctly in this sentence:

Have you _____ the _____ in the movie where the dinosaur appears?

Now, can you write the homophones 'meat' and 'meet' in one sentence?

Watch the two videos below all about foxes! One is a fact video, with more details about foxes and the other is a song all about the different noises foxes make - sorry in advance, parents!

Animals for Kids - <https://www.youtube.com/watch?v=GBMDbldWx-c>

What does the fox say? - https://www.youtube.com/watch?v=jofNR_WkoCE



Using the chapter 'How the fox came to be where it is', fox facts and the song above, you need to write a poem about these sly animals. You must include similes and metaphors to describe the creatures.

Challenge - Can you write a fox poem using only similes and metaphors?

Super Challenge - Write a second poem about another animal, but do not say what it is! Describe the animal in detail so that I can guess what the animal could be!

Ultimate Challenge - Create your own animal and write a poem about it. Draw your animal underneath your poem and use your writing to tell me about it.

Use the WAGOLL below to help you with your poem. I have annotated it in lots of different colours to help you. Below it is the success criteria that you must make sure you have in your finished piece of writing.

Prowling through the rich darkness,
Was a creature of the night.
His fur, like the flames of fire, keeps him warm,
As he prepares to jump and fight.

His cousin, the dog, disagrees with his life,
As he keeps moving through the trees
Which were twisted like witches fingers
And swayed in the frosty breeze.

He finds his way to the hen house,
And knocks on the patterned wood door.
He pushes it to the side, with a sly smile,
And crept onto the rickety wood floor.

He licks his lips and smiles
"Well hello you pretty things"
As SNAP! He closes his jaws tightly shut.
A chicken dinner, fit for a king.

Each night, he comes back for more,
Like a greedy pig, constantly hungry.

But one night he was not so quiet
And came to a frightful discovery.

The farmers dog was waiting,
Ready to chase off the beast.

The farmers gun went BANG in the night
The fox no longer came back feast.

Rhyming Couplets

Similes

Inspiration from the story

Facts about foxes

Metaphors



You might want to write down everything you know about foxes first and then start thinking about your poem. It doesn't have to rhyme so don't panic if you cannot think of rhyming words! Remember, if you need support, message Miss Knight or Miss Ramsier on the VLE!

Success Criteria

- ✓ Similes
- ✓ Metaphors
- ✓ Paragraphs
- ✓ Imagery - helps to form a picture in the readers mind
- ✓ Rhyming couplets - this can be tricky so don't panic if your poem doesn't rhyme all of the way through!

Good luck and I look forward to reading your animal poems!

Well done for completing your literacy work for this week! Don't forget to send it Miss Knight or Miss Ramsier so we can see the fantastic work you have been doing!

