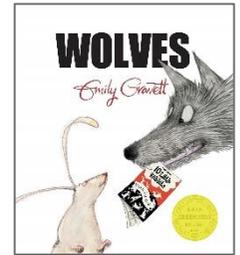


English Learning Letter

Wolves



Here is a plan of each Lesson this week. On Google Classroom you will find videos, worksheets and links.

All work can be completed on paper or a computer. There is a worksheet to go with each lesson in case that's an easier option.

Lesson 1: Can you make predictions and answer questions about a text?

Guided Reading

Success Criteria:

*I understand the different **features** of a book cover.

*I can **find answers** in a text. **(Literal)**

*I can begin to use **inference** to answer questions.

*I can **make connections** between **characters** and **storylines**.

Lesson Content:

There is a letter from the library and we find the book **Wolves** by Emily Gravitt.

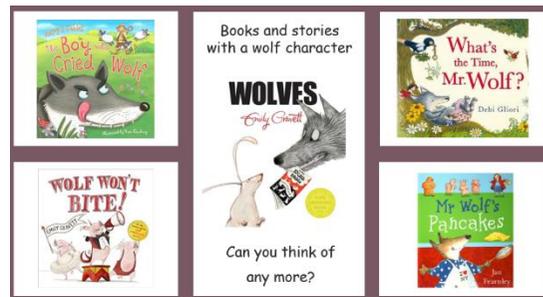
Looking at the cover we discuss:

What is the title?

Who is the author/ illustrator?

What can you see on the cover?

Other books with wolves...



What do you associate with wolves?

What are wolf characters like?

There is a reading about rabbits too at the end with some missing words for you to fill in.

Task: Guided Reading Questions

Write the answer on paper or print

Label the cover & answer questions

Year 2 Home Learning Lesson 1 **WOLVES**

LQ: Can you make predictions and answer questions about a text?
 Success Criteria: I understand the different **features** of a book cover
 I can **find answers** in a text. **(Literal)**
 I can begin to use **inference** to answer questions.
 I can **make connections** between characters and storylines.

Label the cover drawing arrows

title illustration author and illustrator

What can you see on the cover? **Write 3 notes**

Which other books/ stories have a wolf character?

* _____

* _____

* _____

What do you associate with a wolf? **Write 3 key words**

Who do you think the story is about? **Why? *Class- because**

I think the story is about _____

Lesson 2: Can you identify appropriate descriptive vocabulary?

Success Criteria:

*I understand what an **adjective** is.

*I can select appropriate **adjectives**.

*I can **decide** how important/**relevant** each **adjective** is.

Lesson Content:

We explore what we know about wolves already. Then, make a prediction before reading the story.

I think that the wolf will be _____
as/ because _____

Read story

hairy	nasty	gentle	wild
mean	large	angry	tame
kind	sly	friendly	dangerous
sneaky	cunning	strong	wicked
menacing	shaggy	bad	big
fast	powerful	wise	beautiful

Identify words that describe the wolf

Where would the words go?

Wolves

Zone of relevance

The **most** relevant words go in the **middle**
All wolves are hairy

The **least** relevant words go in the **green**
some wolves are tame but not many

1. Choose your wolf words
 2. Sort them into:
 - *very relevant
 - *relevant
 - *a little relevant
 3. Place words on the zone of relevance
- *Words that **aren't** relevant don't go in a circle.

English- Grammar

Task: Complete your own
Zone of Relevance
for Wolves

Print the sheet or draw your own

Year 2 Home Learning English Lesson 2 Week 3

Learning Questions: Can you identify appropriate descriptive vocabulary?
Success Criteria: *I understand what an adjective is.
*I can select appropriate adjectives. *I can decide how important/ relevant each adjective is.

Wolves

hairy	nasty	gentle	wild
mean	large	angry	tame
kind	sly	friendly	dangerous
sneaky	cunning	strong	wicked
menacing	shaggy	bad	big
fast	powerful	wise	beautiful

Can you think of any other
wolf words that are **relevant**?

Write them on your
Zone of Relevance

Keep this work safe!

Success Criteria:

*I can **gather adjectives**.

*I can **select appropriate adjectives** to describe a character.

*I can **explain** what is the **same** and what is **different** about the two characters.

*I can **edit and improve**
Read your sentences.
Check punctuation A , .

Lesson Content:

There is a video call from **Little Red Riding Hood** who needs our help. The fairy tale folk are hearing lots of rumours about wolves and they don't know if they are fact or fiction- we need to find out!

Little Red Riding Hood sends us another book **Good Little Wolf** by Nadia Shireen
We read it and discover there are two different wolves.

Big Bad Wolf



Good Little Wolf



We discuss what each character likes to do and compare them.

Then, we collect **adjectives** to describe the characters and label them.

At the end of the lesson we email **Little Red Riding Hood** and ask her for more information.

Task: Character Comparison

Print or complete on own paper

To draw the characters:
<http://www.guardian.co.uk/childrens-bookssite/gallery/2012/jan/27/how-to-draw-wolves-nadiashireen>

Write relevant adjectives around the two characters

Complete the sentences explaining what is the **same** about both characters and what is **different**.

Success Criteria:

*I can identify a **fact** sentence.

*I can identify a **fiction** sentence.

*I can **give reasons why**.

*I can **edit and improve** Read your sentences.

Check punctuation A , .

Lesson Content:



At the beginning of the lesson, we receive an email from **Little Red Riding Hood** with the rumours attached.

The rumours are downloaded and we need to sort the statements into fact or fiction.

We look for **clues** in the books: **Wolves & Good Little Wolf** and discuss other stories we know.

We place the statements in the correct column Fact or Fiction.

Use the information collected to write two paragraphs under the following subheadings:

Facts about Wolves

Wolves have 42 sharp teeth which they use to eat meat. They hunt for...

Rumours about Wolves

Wolves do not use clothes and dress up as someone's grandma. In fairy tales they...but in real life they do not..

Edit & Improve

Remember to **read** your sentences.

Check punctuation and each sentence **makes sense**.

Task: Sorting Statements

Options to complete

1. Print, cut and stick
2. Open on computer and colour code
3. Write out under the two subheadings

The screenshot shows a worksheet titled "Wolves" with two columns: "Facts" and "Fiction". Below the columns is a list of statements in boxes, each intended to be placed in either the Facts or Fiction column. The statements are: blow houses down, live in Arctic, eat meat, huff and puff, have sharp claws, dress-up, have bushy tails, eat vegetables, hunt, live in houses, howl, eats people up, has 42 teeth, climb down chimneys, live in packs, howl at the moon, bake cakes, have dense fur, read books, live in forests, speak English, and have fleas and ticks.

Complete two short pieces of writing

Facts about Wolves

Rumours about Wolves

Success Criteria:

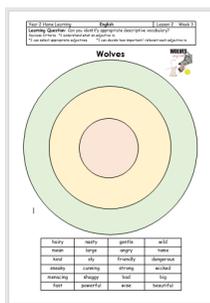
- *I can use the **correct punctuation**. A , . !
- *I can use **different sentence starters**.
- *I can **select appropriate adjectives** to describe a character.
- *I can use **comparative adjectives**. -er

- *I can **edit and improve** Read your sentences.
- Check punctuation** A , .

Lesson Content:

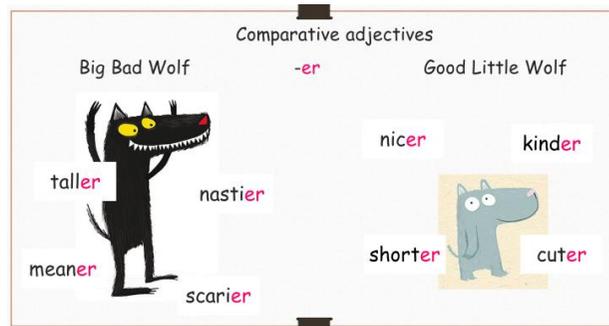
A little fact or fiction quiz starts the lesson. We email **Little Red Riding Hood** to tell her we have sorted the rumours and will continue our research. Then, **Little Red Riding Hood** video calls to thank us.

Find our previous work to help us.



FACTS	FICTION
slow horses down	eat people up
live in Arctic	have 42 teeth
eat meat	climb down chimneys
huff and puff	live in packs
have sharp claws	howl at the moon
dress up	bake cakes
have bushy tails	have dense fur
eat vegetables	need books
hunt	live in forests
live in houses	speak English
howl	have fleas and ticks

Choosing relevant **comparative adjectives** -er



Model Write

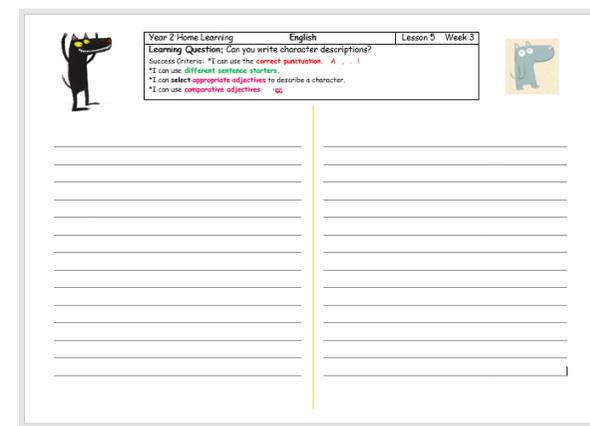
Big Bad Wolf is a large, black wolf with huge yellow eyes. He is much taller than Good Little Wolf and a lot scarier too. His sharp, white teeth are so big that they stick out of his mouth. At the end of his long stout is a small, red nose.

Task: Character description of the Wolves

Write on paper or print the worksheet

To draw the characters:
<http://www.guardian.co.uk/childrens-bookssite/gallery/2012/jan/27/how-to-draw-wolves-nadiashireen>

Write sentences to describe each of the wolves from 'Good Little Wolf'



Use **different sentence starters** and keep your sentences interesting by using **adjectives** to describe.

Edit & Improve
 Read your sentences.
 Check punctuation