

**Week 7 (WC 08.06.20)**  
**Year 4 Literacy Home Learning**  
**Activities 1,2 and 3.**

*All activities are to be completed either on the worksheets provided or in your work book.*

## **Activity 1**

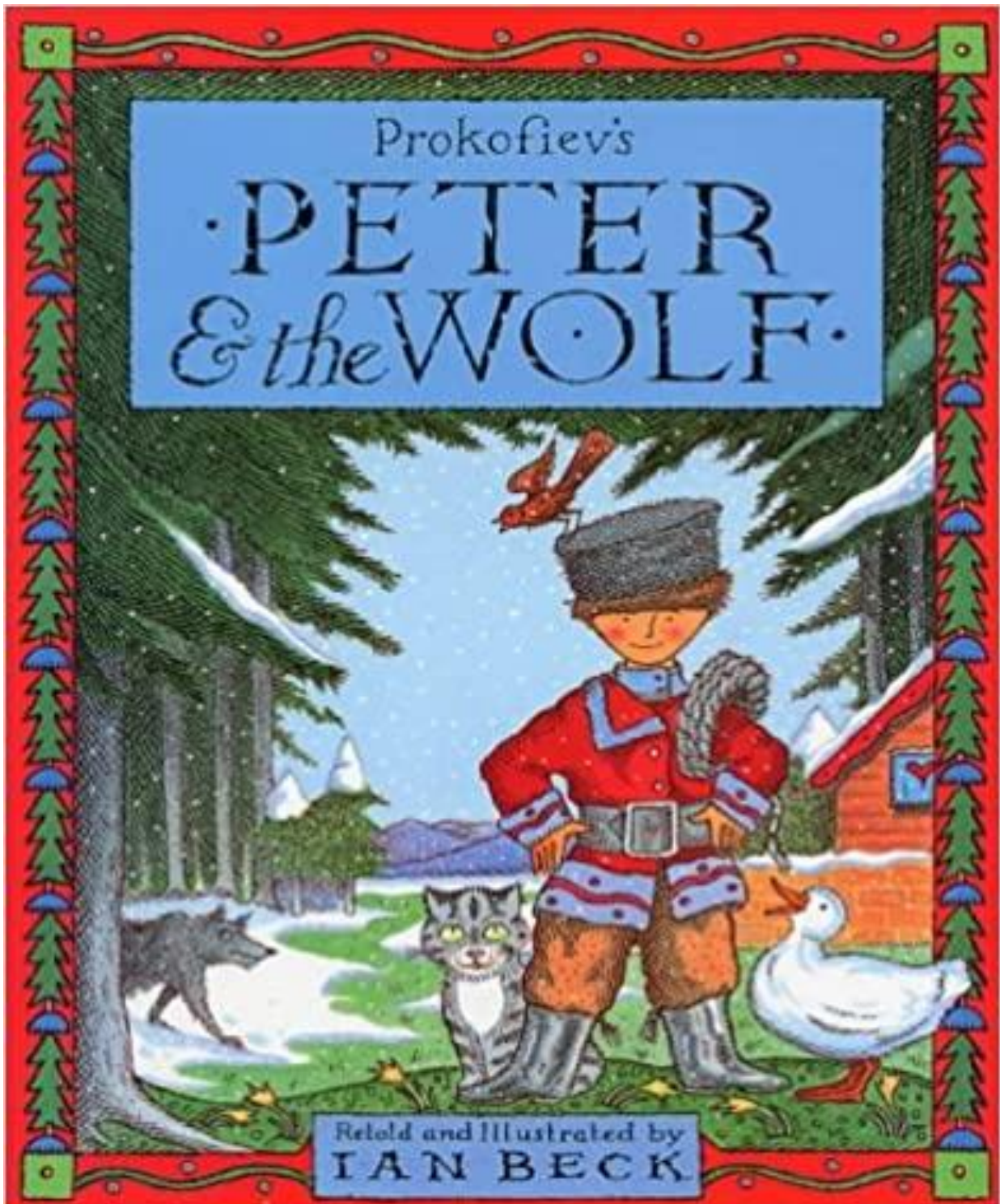
### **1. Make predictions**

- Look at *Front Cover*. Write notes to say what you notice and what predictions you can make about the book. Who do you think could be the characters in this story? What could happen?
- Listen to the story being read <https://www.youtube.com/watch?v=ickziSniXkl> . Did some of your predictions occur?

### **2. Remind yourself about speech marks and reporting clauses.**

- Use the *Revision Card* to remind yourself *about speech marks and reporting clauses*.
- Complete *Peter and the Wolf Sentences*. You can use some of the *Said Synonyms* for your reporting clauses.

Front Cover



## Revision Card – Direct Speech and Reporting Clauses

### Punctuating Speech – direct speech & reporting clauses

Speech bubbles can show us what a character is saying.



All is quiet, all is quiet.

The words that are spoken are called **direct speech**.

*"All is quiet, all is quiet," sang the bird.*

Bubbles would take up too much room in a story so we use **speech marks** instead.

**Speech marks** work in pairs to hug the **direct speech**.

We report who is speaking using a **reporting clause**.

Speech marks are also called *inverted commas*.

### Punctuating Speech – direct speech & reporting clauses

We hug the **direct speech** with **speech marks** and add **reporting clauses**.

Bird



What kind of bird are *you* if you can't fly?

What kind of bird are *you* if you can't swim?

Duck



*"What kind of bird are you if you can't fly?"* said the bird.

*"What kind of bird are you if you can't swim?"* replied the duck.

## Peter and the Wolf Sentences

*Add speech marks to these sentences. Add a reporting clause to 5-10.*

1. All is quiet, all is quiet, sang the bird.
2. What kind of bird are you if you can't fly? he asked.
3. What kind of bird are you if you can't swim? she answered, as she dived into the water.
4. While the little bird is so busy arguing with that duck, I'll just grab him thought the cat, stealthily creeping nearer.
5. Look out!
6. Is it worth climbing up so high?
7. It's a dangerous place, this. Suppose a wolf were to come out of the forest.
8. Fly down and circle around the wolf's head.
9. Don't shoot!
10. My, what brave fellows we are, Peter and I.  
Look what we've caught

Speakers:

*5. Peter 6. The cat 7. Grandfather 8. Peter 9. Peter 10. The bird*

## Said Synonyms

### Anger

Shouted, bellowed, yelled, snapped, cautioned, rebuked.

### Affection

Consoled, comforted, reassured, admired, soothed.

### Excitement:

Shouted, yelled, babbled, gushed, exclaimed.

### Fear:

Whispered, stuttered, stammered, gasped, urged, hissed, babbled, blurted.

### Determination:

Declared, insisted, maintained, commanded.

### Happiness:

Sighed, murmured, gushed, laughed.

### Sadness:

Cried, mumbled, sobbed, sighed, lamented.

### Amusement

Teased, joked, laughed, chuckled, chortled, sniggered, guffawed, giggled, roared.

## **Activity 2**

### **1. Look carefully at an illustration**

- Look at the picture of *Duck and Bird*.
- What is happening in the story before this picture? What will happen just after? (Use your Story Summary from Day 1 to remind you).
- Listen to the music that goes with this part of the story:  
<https://www.youtube.com/watch?v=Vp2Y8ytYDns>
- What do you picture when you hear this music? How could you describe the picture in your head?

### **2. Imagine some speech**

- Imagine all the things that Duck and Bird might have said in their argument? What else might they have boasted about? How might they have insulted each other?
- Write your ideas on *Duck and Bird Arguments*.

### **3. Now for some writing**

- Write a paragraph that tells this part of the story.
- Include some direct speech in your writing. Use the *Revision Card* to remind you about how to do this.



Duck and Bird



## Duck and Bird Arguments

*What else might Duck and Bird said to one another? Try to think of 3-5 ideas for each.*

<b>Duck</b>	<b>Bird</b>
<p data-bbox="212 507 967 547"><i>What sort of bird are you if you can't swim?</i></p>	<p data-bbox="1283 507 1989 547"><i>What sort of bird are you if you can't fly?</i></p> <p data-bbox="1379 611 1892 651"><i>Why are your feet so orange?</i></p>



## Revision Card – Punctuating Speech

### Punctuating Speech – capital letters open **direct speech**

**Direct speech** begins with a capital letter, even if it is in the middle of a sentence.

*The cat was thinking, “While he argues, I’ll just grab him.”*

*Peter shouted, “Look out!”*

It is the beginning of the speaker’s sentence so a capital letter is used.



### Punctuating Speech – interrupted **direct speech**

**Direct speech** begins with a capital letter, even if it is in the middle of a sentence.

One exception - If the speech sentence is interrupted by a reporting clause, the speech sentence continues with a lowercase word.

*“A wolf might appear from the forest at any moment,” warned Grandfather.*

*“A wolf,” warned Grandfather, “might appear from the forest at any moment.”*



lowercase

### Punctuating Speech – commas separate clauses

**Direct speech** and reporting clauses are usually separated by a comma.

*“I want to say outside,” complained Peter. He pulled his grandfather’s arm.*

*Grandfather insisted, “It’s too dangerous!”*

The comma is placed at the end of the first clause.  
If it is after the **direct speech**,  
the comma is placed inside the speech marks.



### Punctuating Speech – exclamations and questions

If the speech ends in a **!** or **?** we do not need a comma after the speech.

*“Don’t shoot!” called out Peter.*

*“What if Peter hadn’t caught the wolf?” asked Grandfather.*



The punctuation is placed inside the speech marks.  
The reporting clause still starts with a lower-case letter.

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## Duck and Bird Argument

A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is ruled with horizontal lines, providing a space for writing an argument. The border consists of a repeating pattern of orange zigzags and black dots.

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## Activity 3

### The Romans-reading comprehension

Read the following article carefully.

## The Oracle

The newspaper that seeks the truth!

XVIII July LXIV AD

### Burning Hatred

Christians Blamed for Setting Rome Alight... *But did they?*

The mighty city of Rome is in chaos tonight as an out of control fire sweeps across the city. Citizens have been forced to flee their burning homes, as buildings collapse and businesses are ruined. Fanned by strong winds, the raging inferno quickly devoured whole sections of this wonderful city as flames like living devils leapt from building to building. People are fighting a losing battle, with some officials claiming this could be the end of Rome as we know it!



‘We were just bathing when we heard the terrible sound of a nearby building collapsing accompanied by horrendous screams!’ one citizen tells us. ‘There was suddenly choking smoke. My poor wife burnt her arm and my brother is still missing. Someone said it was the Christians. Those Christians have a lot to answer for!’

But Octavia Lucida, an XI-year-old, claims she was an eyewitness to the beginning of this terrifying event. She has a different theory and it does not include blaming the Christians. ‘They are a peaceful people. Their religion is based on peace, and it is becoming more and more popular,’ she explained to us. She was one of the lucky ones to have escaped the fire.

She went on to tell us how she saw a suspicious-looking fellow behind the Circus Maximus – the main chariot racing station. She was with her younger brother Tacitus near the shop. A fellow wearing a red cloak, with a wicked, single glittering eye and an eye-patch, had started a fire in the doorway. He was then seen to run away with a grin on his face. ‘The Christians have set my shop alight!’ she heard him cry.

But minutes later, the shop owner himself came around the corner, only to see his livelihood go up in smoke. He is a Christian – so none of this makes any sense...

This is beginning to look more like a hate crime to us at The Oracle. Will these poor Christians ever be accepted in our usually tolerant city?

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Answer the following questions. Hunt down the answers if you think they are in the text. Some of the answers may be inferred (suggested in the text), so you must think about these very carefully.

1. Why did the reporter choose the two words in the headline?

**They chose the word 'burning' because** .....

**They chose the word 'hatred' because** .....

2. Copy the words from the subheading that tell you the reporter is not sure if it was the Christians who caused the fire. ....  
.....

3. Look in the first paragraph to find two different words which are used instead of the word 'fire':

**word 1:** ..... **word 2:** .....

4. How did the citizen who was bathing know that something was wrong?

Give **two** ways that he knew:

i. ....  
.....

ii. ....  
.....

5. Give **two** pieces of evidence which persuaded the reporter that the fire at the shop was not started by the Christians. Explain why you chose the evidence:

i. ....  
.....

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