

Writing: Year 5 – Summer 2 Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<ol style="list-style-type: none"> Listen to a teacher reading Chapters 10, 11, 12 and 13 in this video Pause the video at the end of each chapter and summarise what happens in three key points. <ul style="list-style-type: none"> ➤ ➤ ➤ Write a prediction about what you think will happen in the next few chapters. Based on _____, I predict _____ I predict _____ because _____ 	<ol style="list-style-type: none"> Listen to a teacher reading in the following videos: Chapters 14 and 15 Chapters 16 and 17 Chapter 18 Pause the video at the end of each chapter and summarise what happens in three key points. <ul style="list-style-type: none"> ➤ ➤ ➤ Write a prediction about what you think will happen in the next few chapters. e.g. Based on _____, I predict _____ e.g. I predict _____ because _____ 	<p><u>Activity 3B.1</u></p> <p>Look at the page of dialogue from 'There's a Boy in the Girls' Bathroom' in Resource 3A</p> <p>What are the rules of writing speech? Write a list and check against the answers when you finish.</p> <p><u>Activity 3B.2</u></p> <p>Using these rules, correct the mistakes on the resource sheet.</p> <p><u>Activity 3B.3</u></p> <p>Write a conversation, using at least 5 lines of dialogue, between Bradley and Jeff. This is your starting line: "Hey Jeff. Why are you hanging out with that lot?" asked Bradley.</p>	<p>Next week, you will be writing an argument text about the following question: 'Was Jeff right to ditch Bradley?'</p> <p>Follow the instructions in Resource 4A to sort the arguments into two columns.</p> <p>Challenge: Put the arguments in order of what you think are the strongest arguments for and against Jeff ditching Bradley.</p>	<p>Look at the Resource 5A. <u>Activity 5.1</u></p> <p>Can you match up these informal and formal words with the same meaning? <u>Activity 5.2</u></p> <p>Use the Help Sheet and your answers from Activity 1 to change the informal paragraphs into formal argument writing.</p>
Resources			Resource 3A - Dialogue Resource 3B - Activity 1, 2 and 3 Resource 3C - Answers	Resource 4A - Organising arguments	Resource 5A - Activity 1 and 2 Resource 5B - Answers

Reading: Year 5 – Summer 2 Week 2

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	Chapter 26 - Israel Hands	Chapter 27 - Pieces of Eight	Chapter 28 - In the Enemy's Camp	Chapter 29 - The Black Spot Again	Chapter 30 - On Parole
	*	Maya Moore: Basketball Star Chapter 1	Maya Moore: Basketball Star Chapter 2	Maya Moore: Basketball Star Chapter 3	Maya Moore: Basketball Star Chapter 4	Maya Moore: Basketball Star Chapter 5
	**	Back on the Beam Chapters 1 & 2	Back on the Beam Chapters 3 & 4	Back on the Beam Chapters 5 & 6	Back on the Beam Chapters 7 & 8	Back on the Beam Chapter 9
	***	Rainforest food chains Pages 1-8	Rainforest food chains Pages 8-16	Rainforest food chains Pages 16-24	Rainforest food chains Pages 24-34	Rainforest food chains Pages 34-44
Spelling		correspond criticise curiosity definite desperate Challenge: Choose 5 more words from the Year 5 spelling list and practise spelling those. Use the school strategies to help you.				

DAY 3 - Resource 3A:

“Uh-oh,” Bradley said. “Here come those girls again. Try not to say hello to them.”

“Hello, Jeff,” said Lori.

“Hello,” said Jeff.

“Hi,” said Melinda.

“Hi,” said Jeff.

“Hi, Jeff,” whispered Colleen.

“Hi,” whispered Jeff.

Lori laughed as the three girls walked away.

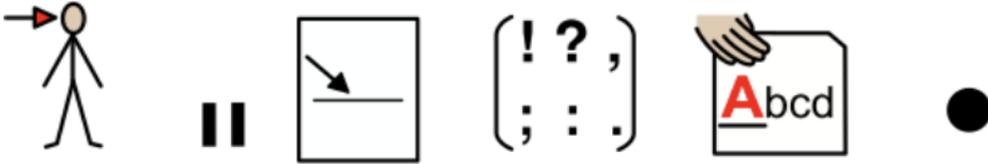
Jeff shrugged. “I can’t help it,” he said sadly.

“Let’s go beat them up!” said Bradley. “Then they won’t say hello to you anymore.” He started after them, but Jeff didn’t follow. “C’mon,” Bradley urged. “Girls are easy to beat up. You just have to hit them once, and they cry and run away.”

DAY 3 - Resource 3B: Activity 3B.1

Using the text above, write a list of 5-6 rules we have for writing speech or dialogue. Remember to check your work against the answer sheet at the bottom of this document.

Clues:



Activity 3B.2

Can you correct this piece of dialogue? There are 6 mistakes in total.

“Not now, said Jeff.

“why not?” asked Bradley

“Everyone will see us. We’ll get in trouble” answered Jeff.

“You’re right. Let’s get them after school.” Said Bradley.

Activity 3B.3

Write a conversation, using at least 5 lines of dialogue, between Bradley and Jeff.

This is your starting line:

“Hey Jeff. Why are you hanging out with that lot?” asked Bradley.

Resource 3C: Answers for Resource 3B

Activity 1 possible answers

1. Each new character's **speech** starts on a new line.
2. **Speech** is opened with **speech marks**.
3. **The speech** starts with a **capital**.
4. The **speech** ends with a **comma, exclamation mark or question mark**.
5. After the punctuation (comma, exclamation mark or question mark), you need to close the speech with **speech marks**.
6. Write **who said it** and then use a **full stop**.

Activity 2 answers

“Not now,” said Jeff.

“Why not?” asked Bradley .

“Everyone will see us. We’ll get in trouble,” answered Jeff.

“You’re right. Let’s get them after school,” said Bradley.

DAY 4 - Resource 4A: Organising an argument

Sort the arguments into two columns. The first column is for evidence that shows **Jeff was right**, and should ditch Bradley, and the second column is for evidence that **Jeff was wrong**, and shouldn’t ditch Bradley. You may want to add some of your own ideas to these columns too.

(Two have been done already as an example)

Challenge: Put the arguments in order of what you think is the strongest argument for and against Jeff ditching Bradley.

Bradley is glad to finally have a friend. Friendships are really important for people. Children don’t just learn from	Jeff could teach Bradley to be more polite. For example, he has already taught him that whenever anyone says	Bradley suggests doing things that make Jeff uncomfortable; for example, going into the girls’ bathroom. Friends should
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<p>adults. They need to have positive friendships in their lives.</p>	<p>'hello' it's polite to say hello back to them.</p>	<p>support you and not make you do things that you know are wrong.</p>
<p>Jeff is a positive influence on Bradley. Bradley is thinking about doing their homework together which shows that he is starting to open up. If Jeff is friends with him, Bradley might start trying harder with his work.</p>	<p>Robbie and the other boys call Jeff 'Fishnose'. Are they any better than Bradley?</p>	<p>Bradley once threatened to spit on Jeff and took money off him. He also wants to get into fights with the girls. This is aggressive behaviour and Jeff should play with other children that won't make him be mean.</p>
<p>Jeff is a young boy and shouldn't have the responsibility of changing another child's behaviour. That is the responsibility of teachers, counselors and parents.</p>	<p>Bradley is really fun, and he shows a lot of kindness when he plays with his toys. If Jeff gives him another chance, then he could have a great, fun, kind friend for life.</p>	<p>Bradley doesn't want Jeff to have other friends. It is important for Jeff to have other friends that share his interests, such as basketball. People shouldn't feel like they can only have one friend.</p>
<p>Bradley told his mum that Jeff had hit him.</p>	<p>Everyone deserves a second chance. If you're kind to people, they are often kind back. It can take time, but it is worth it over all.</p>	<p>Brian and Robbie are rude to Bradley and Jeff joins in. Will they have a negative influence on him?</p>

Day 5 - Resource 5A: Converting informal to formal language

Activity 1

Can you match up these informal words to their formal synonyms?



ditch



cruel



mean



insufficient



silly



reject



job.



positive



lose



inappropriate



chance



profession



good



sacrifice



not enough



opportunity

Activity 2

Can you convert this informal writing into a more formal text? Use the help sheet below and your work from [Activity 1](#) to help you.

I think Jeff should **ditch** Bradley because Bradley has been **mean** to him in the past. Also, he wants to do **silly** things like going into the girls' bathroom which makes Jeff feel weird. In her job as a counsellor, Carla should be helping Bradley and Jeff should give up on their friendship.

But I think he shouldn't ditch him because Bradley deserves a second **chance**. And Bradley does have a good heart and deep down he wants to do the right thing. And I believe Bradley hasn't had enough good friendships to help him have confidence.

Here are 5 help rules to help you to write formally:

- 1) Formal writing does not usually use apostrophes for omission; for example, 'would have' instead of 'would've'
- 2) Formal writing is often written in impersonal language; for example, instead of saying 'I believe' you might say 'Many people believe', 'some people suggest' or 'other people argue that'
- 3) Formal writing uses formal language- see Activity 1 for examples
- 4) Formal writing often uses conjunctions to link points. Instead of 'and' or 'also' you can use 'furthermore', 'in addition', or 'moreover' and instead of 'but' you can use 'however', 'on the other hand' or 'in contrast'. Instead of 'because' you can try 'due to the fact that'.

Resource 5B: Answers for Resource 5A

ditch-reject

mean-cruel

silly- inappropriate

job- profession

give up- sacrifice

chance- opportunity

good- positive

not enough- insufficient

OPTIONAL ANSWER for Activity 2

Many people believe that Jeff should reject Bradley due to the fact that Bradley has threatened him previously. Furthermore, he wants to do inappropriate actions such as going into the girls' bathroom which makes Jeff feel uncomfortable. In addition to this, in her profession as a counsellor, it is Carla's responsibility to help Bradley. Jeff should sacrifice their friendship for his own wellbeing.

On the other hand, some people suggest that Bradley deserves another opportunity to improve his behaviour. Moreover, they argue that Bradley is a kind boy who, deep down, wants to do the right thing. Other people argue that Bradley has had insufficient positive friendships to improve his confidence.