Literacy planning week beginning 8.2 21

**Monday**

Remind that last week we started reading Dear Greenpeace. What had the little girl found in her pond? Who was she writing to?

Read the powerpoint again, pointing out the features of the letters such as ‘Dear’, ‘love from’ or ‘yours sincerely’ and ‘P.S.’. Look at some of the punctuation which has been used too – especially full stops, capital letters, exclamation marks and question marks.

Explain that we have a problem in our class. Last week we found a polar bear in class 1’s cupboard! I think we may need to write to Greenpeace and ask for their help!

**In our letter we need to:**

**Start our letter with Dear Greenpeace**

Explain what we have found and where it is

Describe it carefully

Explain what it was doing.

Ask them a question about it.

**End our letter with love from**

(Alternatively – your child could choose one of the polar animals they thought of last week and where they found it)

**Discuss their ideas first – describe the animal you found. Describe what it was doing. What questions could you ask Greenpeace about it?**

**Then ask your child to write their letter.**

**e.g**

**Dear Greenpeace,**

**I love polar bears and I think I saw one in the cupboard last week. It had huge paws with very sharp claws. It had thick fur, small ears and huge teeth. It was about 3 metres tall. It was growling and looking on the shelves for something to eat. What shall I feed it? Can you tell me how I can look after it?**

**Love from**

**…….**

Tuesday

Show your child this letter from Greenpeace and explain that it has arrived in the post this morning: ( you could change it to the animal they wrote about in their letter if it was not a polar bear)

**Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Thank you for your letter. I am afraid you can’t have a polar bear in your cupboard because polar bears don’t like warm places like cupboards. They live in cold places with lots of ice and snow. Polar bears like eating meat, including people, so if you do have a polar bear in your cupboard you need to stay right away from it.**

**Yours sincerely,**

**Greenpeace**

Re-read slides 10 and 11 where Emily meets the whale at the seaside and then waves goodbye. Explain that the sea is the natural habitat of the whale.

Look at this sentence:

It’s been the happiest day!

Point out the exclamation mark and talk about why it has been used in this sentence. (something surprising has happened). Point out It’s and explain that it is short for ‘it has’.

Write the word happy and show how to change it to happiest by replacing the y with i, then add est.

happy – happiest

Repeat with snowy and snowiest funny and funniest

Explain that today you are going to write a letter to Greenpeace Like Emily, explaining that It’s been the happiest day!

Ask – where might you have seen the polar bear outside? - e.g out in the woods in the snow.

What might you have given it to eat? – e.g a sausage sandwich.

Where might you have stroked it? – e.g on its paw

Then you said goodbye!

e.g

Dear Greenpeace,

It’s been the happiest day! I went outside in the snow and you’ll never guess but I saw the polar bear! I waved at him and he smiled. I gave him a sausage sandwich and stoked his huge paws. I said I loved him very much and then we said goodbye.

Love from

…………………….

Wednesday

Show poem Cat in the Window – read through together – what is the poem about? What do you notice about how this poem looks on the page?

e.g short lines, capital letter at the start of each line, full stop at the end of the poem, but not at the end of each line. Each line has an image that the poet wants us to remember. Lots of ‘ing’ doing words.

**Explain that the polar bear in class 1’s cupboard has disappeared!**

**Where could it have gone? - back to the Arctic**

Explain that we are going to write a poem called:

Polar Bear in the Arctic

What do you see?

Today they are going to plan their poem by thinking of powerful words to use in their own poem.

Then tomorrow they will write their poem.

Need nouns(things that the polar bear might see) and what those things could be doing (ing verbs)

( show a picture of the Arctic – you could use the geography pdf for this week ) and make a list of nouns, then ing verbs

e.g Icebergs floating

Glaciers moving slowly

Mountains pushing upwards

Lakes freezing

Rivers flowing

Ringed seals swimming

Snow falling

Children can record their ideas on the planning sheet - be ambitious and exciting with your words! Use powerful WOW words!

As an extension - Can you think of extra ideas about where/when/how? e.g Icebergs floating in the icy sea

**Thursday**

Explain that today they are going to use their ideas from yesterday to write their own poem like Cat in the Window. Re-read the poem and remind your child about the features of this poem -

**short lines, capital letter at the start of each line, full stop at the end of the poem, but not at the end of each line. Each line has an image that the poet wants us to remember. Lots of ‘ing’ doing words.**

**Show WALT:**

**Write our own poem**

**Start every line with a capital letter**

**Describe what the polar bear can see using powerful verbs**

**Use one image (picture) for each line**

Show your child how to start with:

Polar Bear in the Arctic

What do you see?

Then use their ideas from yesterday, and follow the pattern/layout of the cat poem to make their own poem.

Encourage them to add extra details that explain where/when/how

e.g Mountains pushing upwards into the cold blue sky

Ask them to read their poem to you at the end – does it follow the pattern/ layout of the original poem? Does it use exciting powerful WOW words?

Please send any finished poems – I would love to read them.