LPDS
Lancashire Professional Development Service

English and Literacy
Home Learning Read and Respond Units
Year 4 - Week 8

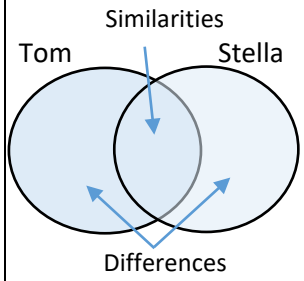


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Week Eight					
Year 4	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Focus text: *The Secret Lake* by Karen Inglis Embark on an adventure with *The Secret Lake* by Karen Inglis. Two siblings, Tom and Stella, who have recently moved to London from Hong Kong, try to solve the case of a disappearing dog! **When following links, parents should monitor that children are remaining on that page only and are keeping safe online.** (Note: You will need to register with LoveReading4Kids to view the extracts this week. Membership is free).	Before you begin to read the extract, have a look at the picture of the book on the website below. What can you see? Who do you think the characters are? What is in their hands? What are they doing? Write down your answers to these questions. https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html  The title is *The Secret Lake.* Can you make any connections with the book? Have you read any books before that have taken the characters to	Read **Chapter 1** of the extract; you may wish to print it out. https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html Spot the vocabulary that you explored yesterday. If you have printed the extract out, then you can highlight the words when you spot them. Talk about about their meaning in the sentences in which they appear. Think about the characters of Tom and Stella. What are your first impressions of them? How are they similar to each other? How are they different?	Read **Chapter 2** of the extract: https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html Note down any unfamiliar vocabulary and find out the definitions. https://www.wordhippo.com/ Imagine that you are Stella or Tom. You are going to write a diary entry for one of them. Think about what has happened that day and how you are feeling as either Stella or Tom. Tips for writing a diary. - Write in first person (you are Stella or Tom) - Write events that have happened that day in chronological (time) order - Include how you	Have a look at the words below; do you know what they mean? *scout, hollow, trotting, loomed, soundly, jaunt* Complete a chart like the one underneath this table. Use a dictionary to find the definitions. Now read **Chapter 3** of the extract; you may wish to print it out: https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html Spot the vocabulary that you have been exploring. Think about their meaning in the sentences in which they appear. What do you think is going to happen next? Will Tom and Stella find Harry? Where is the water coming from?	Today you are going to write the next part of the story from the plan that you created yesterday. When you are writing, think about the following: -write in the past tense -write in third person (*Stella went … they found … etc.)* - Use paragraphs when you change scene or change time - Use some of the words you have explored this week - Include some Year 4 sentence types/ grammar skills that you have covered, e.g. *fronted adverbials for where or when, or complex sentences with adverb starters (Carefully lowering himself down from the tree, Tom surveyed the uneven ground in front of him.)*

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	a secret place? Can you think of any films/TV shows that take you to a secret place? Have you ever been to a secret place? Write a short paragraph about any connections that you make, e.g. *This book reminds me of … because …* Now have a look at the words below; do you know what they mean? *mercilessly, tuft, squinting, loomed, array, communal, vast* Complete a chart like the one underneath this table including definitions (what the word means) and synonyms (words that mean the same). Use a dictionary to find definitions and synonyms https://www.wordhippo.com/	Compare the characters using a Venn diagram.  Explain your Venn diagram to someone in your household. Try to support points you have made with evidence from the text. E.g. *I can say that Tom is …. because the text says ….* .	(Stella or Tom) are feeling about the things that have happened. - Try to include some of the new words that you have explored this week. Think about also including some of the Year 4 grammar/ sentence types that you have looked at with your teacher. Read your work through and check for spelling and punctuation. Could you improve your writing in any way?	Will they have an adventure? What will they find? Will they tell anyone or keep it a secret? Will the gardener catch them? You are going to plan the next chapter of the story today before writing your chapter tomorrow. Consider the questions above. Think about the title of the book. How does this tie in with the story? How can you make your story exciting? Plan your chapter using a method that you have used at school, e.g. a story mountain or a story board, etc.	-Include some dialogue between the characters. Make sure that you use inverted commas (speech marks) and other punctuation to indicate direct speech, e.g. *"I wonder where Harry goes every time," Tom said with a frown as he picked at the mound of grass with his trowel.* You could try showing characterisation through the use of description, action and dialogue, e.g. *Tom stepped back and kicked the log in frustration. "Look," said Stella firmly, "it's no use making a fuss now. We'll come back tomorrow."* Remember to keep reading through your work to check it makes sense and to check for spelling and punctuation.

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Word	What I think it means	Dictionary definition	Synonyms

Additional Activities: If you have enjoyed this extract you might enjoy other adventure stories such as:

- *The Magician's Nephew* by C.S. Lewis https://novel22.net/242821-the-magicians-nephew.html
- *The Firework Maker's Daughter* by Philip Pullman https://www.lovereading4kids.co.uk/book/2672/The-Firework-makers-Daughter-by-Philip-Pullman.html

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