

## Home Learning – English task break down

### Monday:

#### Activity: short reading task

Look at the following text and then answer the questions. You can answer the questions by discussing them with someone (no writing needed) or by writing/typing up your answers using full sentences.

## The Haunted House

Inference

As her foot stepped over the gateway, she felt a shiver go down her spine as her imagination ran wild. The owls and bats were flying around, which made the whole thing even spookier. She cautiously crept up the broken, overgrown path and towards the front door where something scratched her leg as she stepped up to the porch through the undergrowth.

Then a light flickered on and off in the hallway. This was all that was needed to make her turn back and run as fast as she could, dropping some of her leaflets in her haste.



### The Haunted House Comprehension Questions

Inference

Work out the answers to these questions using evidence from the text:

1. What time of day is this set and how do you know?
2. How is she feeling and how do you know?
3. Does the house have a gardener and how do you know?
4. What scratched her leg and what evidence do you have for this?
5. What was she doing at the house and how do you know?
6. Where did she run to and what is your evidence for this?

## Tuesday:

### Activity: Spelling correct

The following sentences have one word spelt incorrectly. Write up the sentences (with full stops and capital letters) and correct the spelling. Underline the corrected word using a pen or coloured pencil. The words have all been in your spellings throughout the year. If you can/need to, use a dictionary to help you. (Answers at the end of the document.)

1. Put the date on the calindar or you might forget.
2. We are going swimming in cwarter of an hour.
3. The professor has a lot of knowlege about the planets and the universe.
4. I herd you had won the Under-12s League yesterday.
5. The bowler caurt the ball.
6. The bag seemed to apeear like magic!
7. Mum didn't notiss as I had sneaked upstairs.
8. The strongman lifted the heaviest waght with no trouble at all.

### Activity: Paragraph Punctuate

Read the following paragraph. When I wrote it, I forgot about all of the punctuation! Can you help me to put all the punctuation back in to the right places.

You may need full stops, capital letters, question marks, exclamation marks, commas and apostrophes.

- (1) scotland is one of the most beautiful countries in the world have you ever been there i love it the main cities of glasgow and edinburgh are great some of the views of the countryside are stunning

**Wednesday:**

**Activity: Creative Writing Plan**

**Ghost Stories**



The picture above shows an owl telling a spooky story around the campfire. I would like you to write the story that the owl is telling the chicks. Today, you will just create your plan.

You need to come up with;

- A main character
- A spooky setting
- A scary beast or monster
- Something precious. A treasure that the beast is guarding, that the main character is trying to get.

Use an 8 box story grid to plan your character's attempt at retrieving the treasure! I think it would be useful to include some vocabulary in your plan this week. You are trying to create a spooky, scary atmosphere so you will need to think about the language you choose.


## Thursday:

### Activity: Comprehension

Read the text below and then answer the following questions in full sentences.

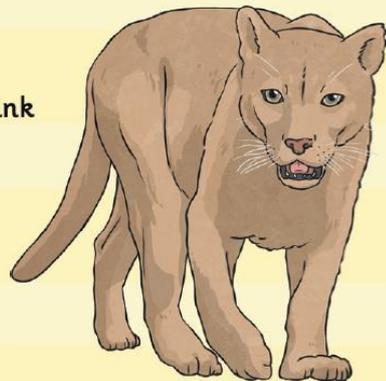
I know very well what I'd rather be  
If I didn't always have to be me!  
I'd rather be an owl,  
A downy feathered owl,  
A wink-ity, blink-ity, yellow-eyed owl  
In a hole in a hollow tree.  
I'd take my dinner in chipmunk town,  
And wouldn't I gobble the field mice down,  
If I were a wink-ity, blink-ity owl,  
And didn't always have to be me!



I know very well what I'd like to do  
If I didn't have to do what I do!  
I'd go and be a woodpecker,  
A rap-ity, tap-ity, red-headed woodpecker  
In the top of a tall old tree.  
And I'd never take a look  
At a lesson or a book,  
And I'd scold like a pirate on the sea,  
If I only had to do what I like to do,  
And didn't always have to be me!



Or I might be a puma,  
A single-coloured puma,  
A slinking, sly-foot puma  
As fierce as fierce could be!  
And I'd wait by the waterholes where antelope drink  
In the cool of the morning  
And I do  
not  
think  
That ever any antelope could get away from me.



But if I were a hunter,  
A red Indian hunter –  
I'd like to be a hunter, –  
I'd have a bow made of juniper wood  
From a lightning-blasted tree,  
And I'd creep and I'd creep on that puma asleep  
A flint tipped arrow,  
An eagle feathered arrow,  
For a puma kills calves and a puma kills sheep,  
And he'd never eat any more antelope  
If he once met up with me!



**Red Indian** - a dated European phrase that was used to describe the Indigenous peoples of North America. This phrase is no longer used as it is offensive.



### Questions:

1. Find and copy a words that means to eat hungrily.
2. In this version of the poem, which animals did the author want to be? Give two examples.
3. Where would the poet live if she became an owl?
4. What does the word 'creep' mean in the fourth verse?
5. How would you describe a woodpecker's character?
6. How does the puma move in this poem?
7. Look at the verse beginning 'Or I might be a puma...'. Find and copy a word or phrase that show the puma is dangerous.
8. Do you think the poet is happy being herself? Use the text to explain how you know.

## **Friday:**

### **Activity: Creative Writing**

Today you will write your spooky story using the plan you made on Wednesday. When you begin writing, I would like you to set a timer for 25 minutes. You should try to keep writing until the timer finishes.

Remember, being selective with your vocabulary is key to creating a spooky, creep atmosphere. Also, try to include time adverbials and subordinate clauses if you can. You should use paragraphs. It would be good to have at least 3 paragraphs, for the beginning the middle and the end, but you could have more. You must use full stops and capital letters.

Have fun, be imaginative!

## Monday Answers:

### **The Haunted House** Comprehension Answers

Inference

1. Night/evening because owls and bats are flying around and they are nocturnal.
2. Scared/cold – shiver down her spine.
3. No, the path is overgrown.
4. Suggestions of plants with sharp spikes or branches. She is stepping through undergrowth as it happens so it should be a plant but there could also be suggestions of items lost in the undergrowth such as a broken plank of wood.
5. Delivering leaflets as she dropped some on her way out.
6. Away from the house/back out of the gate. The text says she 'turns back' and this means going back the way you came which was through the gate.

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## Tuesday Spelling Answers

calendar
quarter
knowledge
heard
caught
appear
notice
weight

### Thursday Comprehension Questions

1. Gobble
2. An owl, a woodpecker, a puma
3. In a hole in a hollow tree
4. Tiptoe/sneak/sulk
5. Rebellious/naughty/busy/noisy/selfish
6. Slinks
7. Fierce/as fierce as can be
8. Various answers. Must be supported using evidence from the text.

