Linked with this week’s theme of Inventors, we are going to use Taking Flight for our Literacy lesson this week. I’ve split the work up into five lessons for you to use each day of the week. We will be doing this work in school too! Some of the work builds on things we have covered over the last few weeks.

I really love this film and hope you do too!

**Monday – I am learning to use adjectives and preposition to describe a setting.**

Play the film up to the title. It is a short title and quite vague but can you make any predictions about what it could be about?

Play the clip up to 1 minute and 26 seconds. What has happened?

Who are the characters?

Can you make predictions as to what happens next?

Use the 5 Ws to summarise what you have seen so far.

**Focus on the scene of the garage at this point.**

What feelings do you get from it? Is it creepy/dusty and old/exciting etc.? What can you see on the shelves? What kind of things do you think might be in the boxes in Grandpa’s garage? Can you use descriptive language and adjectives?

There are boxes with ‘photographs’ and ‘memories’ written on them – would could the things inside show?

**Task:** Can you write a descriptive paragraph about the setting of the garage based on the shot at 1 minute 26 seconds? Try and use a range of adjectives, expanded noun phrases and some prepositional phrases. You can use the print out on the next page to present your work.

For example, one sentence could be: On the dusty shelf, there are piles of old newspapers, which look so old they might fall apart.
Tuesday – I am learning to improve my descriptive vocabulary using a thesaurus.

The young boy skipped happily down the cobbled street.

Can you identify the word classes within the sentence?
- Underline the adjectives and try and replace them with another word.
- Underline the adverbs and try and replace them with another word.

Can you rewrite the whole sentence with new adjectives and a new adverb?
Can the adverb be moved somewhere else in the sentence and still make sense?

Re-watch the clip of the film up to 1 minute and 26 seconds.

Who are the characters in the story? What can you gather about their relationships so far? Use the diagram below and create a mind map for each character using adjectives to describe them. Can you expand these into noun phrases?

Once you’ve completed the diagram, can you use a thesaurus to search for and improve some of the words on your mind map. Who can find the best synonym?

Use a thesaurus if you have one or this link: https://kidthesaurus.com/
Wednesday – I am learning to improve my vocabulary with a thesaurus

Play the clip from 1 minute and 26 seconds. Pause first at 2 minutes and thirteen seconds – did they see escaped zoo monkeys? Are they really there? What is happening?

Continue to play pausing at 2 minute and 15 seconds. What do you notice in the distance? Could this be real?

Run the clip until 2 minutes 52 seconds. What kind of things did Tony and his Grandpa see/do in the jungle? How did they use their imaginations to create this world?

Remember in the classroom how when we found a really good word in a book we wrote it in on the board at the back of the classroom and we found the synonyms and antonyms of that word? Refresh your memory on the difference using this link: https://www.youtube.com/watch?v=F_kvS4KYrqM

Following on from yesterday’s work, can you complete the grids below using a thesaurus or this link to an online thesaurus: https://kidthesaurus.com/. Improve each of the words using synonyms you already know or look up in the thesaurus.

Complete the table below to show how the words you use to describe something can be improved.

<table>
<thead>
<tr>
<th>Old</th>
<th>Colourful</th>
<th>Big</th>
<th>Strange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully</td>
<td>Excitedly</td>
<td>Slowly</td>
<td>Cleverly</td>
</tr>
</tbody>
</table>

Can you find synonyms for the words below, improving each time from bronze-silver-gold level? One has been done for you.

<table>
<thead>
<tr>
<th>dirty</th>
<th>filthy</th>
<th>unsanitary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thursday – I am learning to identify and use prefixes, suffixes and word families in my writing.

If I gave you the word ‘happy’, can you think of any letters that could be added to the beginning or end to make another word?

The letters that come before the root word happy are called a prefix e.g. unhappy.

The letters that come after the root word happy are called a suffix e.g. happiness.

Watch this jolly video to refresh your memory about them:

https://www.youtube.com/watch?v=H2Z4p0au1yk

This diagram is a word family. The common word is graph and the prefixes and suffixes has changed the meaning of the word. What has been added? What has been changed?

Complete the worksheet on the next page.

If you are up for a challenge, you can write sentences about the story so far using a variety of prefixes/suffixes.
Prefixes

A prefix is

Underline the prefix in these words.

Mislead    Anti-clockwise    Disadvantage    Subway    Unclear

How many words can you think of that begin with the following prefixes?

<table>
<thead>
<tr>
<th>In...</th>
<th>Sub...</th>
<th>Dis...</th>
<th>Re...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suffixes

A suffix is

Underline the suffix in these words.

Fortunately    Enormous    Wrongly    Hopeless    Information

How many words can you think of that end with the following suffixes?

<table>
<thead>
<tr>
<th>...tion</th>
<th>...ly</th>
<th>...ous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have a go at writing some sentences using these words.
Friday – I can use prefixes, suffixes and word families in my writing.

Well done on your work yesterday!

Today’s work is linked to it but it is a bit of a challenge. I hope you are up for it!

Watch the clip up to 2 minutes and 50 seconds. I’ve written the story up to a point below but can you write what happens next in the story…. BUT…. You must follow these rules:

1. You must include at least 3 words with the prefix ‘dis’
2. You must include at least 1 word with the prefix ‘re’
3. You must include at least 2 words with the suffix ‘ly’
4. You must include the root word ‘transport’ in your writing.
5. You must include the common word ‘imagine’ in your writing.

Begrudgingly, Tony strapped himself into the back seat of the car. He was disappointed- Dad had promised him an afternoon together to visit the local museum and travel there via the subway system transportation, which fascinated him.

He stared out of the window grumpily, counting the lampposts they passed until they arrived. It wasn’t that he didn’t like Grandpa Nono, he just found him fairly dull, except for his impressive collection of treasures in the garage.

As Grandpa meticulously mowed the lawn into parallel lines, Tony glanced up at the crowded shelves- row upon row of boxes and memories, stacked precariously on top of each other. Then he noticed a photograph at the top. He used an old wagon underneath a sheet to climb on to reach it, but misjudged the distance and fell to the ground with a crash...