

EVERYONE
ENGAGED



EXPLAIN AND
ELABORATE



ACTIVE
LISTENING



TEACH AND
SUPPORT



JOB DONE



Day 1

Reading

Spelling

The singular ends with s, sh, ch, x, ss, o, or z. Not ALWAYS, but mostly.

LO: To recognise 'es' plural rules.

lunches

misses

trenches

potatoes

boxes

glasses

waltzes

searches

compasses

echoes

Choose two words and come up with a mnemonic for them. A mnemonic is a sentence of words beginning with each letter of the word. E.G. Bring Our Xylophones Every Saturday.

Monday 6th July 2020

LO: To find examples as to how the author uses language to feel empowered.

Success Steps:

- I can identify words and phrases in the text that are examples of how people changed lives for the better.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is empowering and how it can be used in different contexts.



Modelled Practice

Think -Alouds

Stand Up, Stand Out!: Pages 64 to 67

LO: To find examples as to how the author uses language to feel empowered.

Success Steps:

- I can identify words and phrases in the text that are examples of inspirational/positive language.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is inspirational and how it can be used in different contexts.

5 Mins
max.





Excelling: (*verb; present tense*) to be exceptionally good at something.

Scholarship: (*noun*) a grant/payment made to support a person's education.

Encouragingly: (*adverb*) to do something to show support or confidence in it.

Prejudice: (*noun*) an often hostile opinion not based on reason or experience.

Prestigious: (*adjective*) inspiring respect or admiration; of high status.

Vocation: (*noun*) a strong feeling towards a particular career.

Boycott: (*noun*) a protest against something.

Discriminating: (*verb; present tense*) treating a person in a different way, usually for the worse.



Partner Reading

Partner Notes

LO: To find examples as to how the author uses language to feel empowered.

Success Steps:

- Tom collect words and phrases that are examples of empowering language to show how change was inspired as Jerry reads. Record in books under partner notes.
- Tom read one page.
- Swap and repeat page by page, writing examples as you go.
- Make sure to write the quotes in inverted commas with the page number in brackets.
- e.g. “It looks like she was a seriously good queen.” (p.17)

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Partner Practice

Reading Tasks

DEPTH QUESTION

Using partner notes, find examples of language that show how positive changes were made to better the lives of others. How does the author try to make it sound EMPOWERING?

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Guided Practice

Reading Tasks

This question is from page 65 of the text.

1: What is the effect of this the word 'unbelievably' when referring to the number of jobs Maya Angelou had? (1 mark)

Sentence stem:

The effect of saying 'unbelievably' is...



Guided Practice

Reading Tasks

This question is from page 66 of the text.
2: What do you think a talent scout is? (1 mark)

Sentence stem:
A talent scout is...

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Guided Practice

Reading Tasks

This question is from page 66 of the text.

3: What made Maya Angelou angry? What did she do about it? (2 marks)

Sentence stem:

Maya Angelou was angry about...

To stop feeling like this, she...

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Guided Practice

Reading Tasks

This question is from page 66 of the text.

4: According to her book 'I Know Why The Caged Bird Sings', what struggles did Maya Angelou have to overcome? Find two. (2 marks)

Sentence stem:

Maya Angelou wrote about her struggles with...

She also wrote about...

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Guided Practice

Reading Tasks

This question is from page 66 of the text.

5: What impression of Maya Angelou do you get from reading this chapter about her life? Justify your answer using evidence from the text and your thoughts about it. (3 marks)

Impression	Evidence



Independent Practice

Reading Tasks

Look at the statements below and decide whether they are true or false.

	TRUE	FALSE
Maya Angelou never married.		
Her book was nominated for a National Book Award.		
She inspired many to understand what it was like to be a black girl in the North.		
She worked with Martin Luther King Jr and Malcolm X.		



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Day 2

Reading

Spelling

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LO: To recognise 'es' plural rules.

lunches

misses

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potatoes

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waltzes

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compasses

echoes

Choose two words and come up with a mnemonic for them. A mnemonic is a sentence of words beginning with each letter of the word. E.G. Bring Our Xylophones Every Saturday.

Tuesday 7th July 2020

LO: To find examples as to how the author uses language to feel empowered.

Success Steps:

- I can identify words and phrases in the text that are examples of how people changed lives for the better.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is empowering and how it can be used in different contexts.



Excelling

Scholarship

Encouragingly

Prejudice

Prestigious

Vocation

Boycott

Discriminating



WORD

MUDDLE

“We don’t want this! We shall not use it anymore!”

“I know you can do it! Give it your best shot!”

“Now I can go to college for free!”

“And the Best Award goes to...”

“When I grow up, I know I’ll be a doctor!”

“I’m doing AMAZINGLY well at this!”

“I don’t know him but I think he’s a horrible person. Don’t know why.”

“Urgh. I don’t like ugly people. You’re ugly. Don’t talk to me.”



Review and Reflect

Imagine YOU are Maya Angelou. You've just found out about how black and white people are treated differently. How would you tweet about this in 140 characters?

A character is a letter, space or piece of punctuation. You only have 140! Be wary of this!

Cannot BELIEVE that people are still OK with black and white people being treated differently! We should be past this by now! Absolute insanity!

(135 chars)

Modelled Practice

Think -Alouds

Stand Up, Stand Out!: Pages 64 to 67

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5 Mins
max.



Partner Reading

Partner Notes

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DEPTH QUESTION

Using partner notes, find examples of language that show how positive changes were made to better the lives of others. How does the author try to make it sound EMPOWERING?

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Guided Practice

Reading Tasks

This question is from page 69 of the text.

1: What was Martin Luther King Jr's dream? (1 mark)

Sentence stem:

His dream was...

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Guided Practice

Reading Tasks

This question is from page 70 of the text.

2: Why does Martin Luther King Jr say being a Baptist minister was his vocation too? (1 mark)

Sentence stem:

He says being a minister was his vocation because...

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Guided Practice

Reading Tasks

This question is from page 70 of the text.

3: What did Martin Luther King Jr do to try and stop Rosa Parks paying a fine for breaking the law? (2 marks)

Sentence stem:

To stop Rosa Parks paying a fine, he...

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Reading Tasks

This question is from page 70 of the text.

4: Why did Martin Luther King Jr not use violence in his protests? (2 marks)

Sentence stem:

Martin Luther King Jr didn't use violence because...

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Guided Practice

Reading Tasks

This question is from page 71 of the text.

5: Why would Martin Luther King Jr stand up against the teachers for not choosing children who speak English as a second language? (2 marks)

Sentence stem:

Martin Luther King Jr would confront the teachers because...

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Independent
Practice

Reading Tasks

Match the information on the left to the information on the right.

Rosa Parks

Martin Luther

Michael King Jr

Abraham Lincoln

**Wouldn't give up seat
on the bus**

**Wrote the
Emancipation
Proclamation**

**German professor and
minister**

**Original name of
Martin Luther King Jr**

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Day 4
Writing – SPaG

Thursday 9th July 2020

LO: To write a short narrative designed to empower the reader.

Success Steps:

- Success Matrix

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Guided Practice

SPaG Knowledge - Mini Lesson

10-15 minutes

To recognise modal verbs.

I might help you. I could help you. I should help you. I would help you. I must help you.

These verbs are used to show ability (can I do it?), possibility (would I do it?), permission (may I do it?), or obligation (must I do it?)



Guided Practice

SPaG Knowledge - Mini Lesson

10-15 minutes

KEY ADVICE:

- Can/could/be able to
- Might/may
- Shall/should
- Must/have to
- Will/would

Just so you know, I could help you more, but I shouldn't...



Introduction

Underline the modal verbs in the sentence below.

**I could go to the party but first,
I must visit my nan in the
hospital.**

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Introduction

Underline the modal verbs in the sentence below.

I could go to the party but first,
I must visit my nan in the
hospital.

JOB DONE



Varied Fluency 1

1: Which sentence tells you that snow is certain?

It might snow later today.

It will snow later today.

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Varied Fluency 2

2: Which modal verb works best in the sentence below?

Mark _____ go to see a doctor

may

should

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Varied Fluency 3

3: Underline the modal verb in the sentence below.

I would love to sit out in the garden but I have terrible hay fever.

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Varied Fluency 4

4: Finish off the sentence using the modal verb.

Tomorrow, I will

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Independent Practice

SPaG Knowledge - Mini Lesson

10-15 minutes

1: Which sentence tells you that the party needs to be ready by the end of the day?

The decorations and party preparations must be finished by this evening.

The decorations and party preparations will be finished by this evening.

2: Which modal verb works best in the sentence below?

Lucy _____ go and visit the Eiffel Tower.

might would

3: Underline the modal verbs in the sentence below.

We shouldn't go in there because we might wake the beast.

4: Finish off the sentence using the modal verb.

Maybe I should

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Day 5
Writing

Friday 10th July 2020

LO: To write a short narrative designed to empower the reader.


Success Steps:

- Success Matrix

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Success Matrix

	My Judgement	Partner Judgement
<u>LO: To write a short narrative designed to empower the reader.</u>	Professional	Professional
	World Class	World Class
	Legendary	Legendary
MY CAPITAL LETTERS AND FULL STOPS ARE CONSISTENTLY ACCURATE.	<div>JOB DONE</div> 	
I can select language that shows good awareness of the reader.		
I can make links between sentences and ideas using conjunctions.		
I can make links between sentences using fronted adverbials.		
I can ensure the correct tense is used consistently.		
I can include the key features of the genre.		
I can spell words from year 5/6 spelling lists correctly.		
I can write legibly, fluently and with increasing speed.		
I can use commas to clarify meaning or avoid ambiguity in writing.		
I can use a range of appropriate vocabulary to enhance my ideas.		
I can use a range of punctuation (? ! ") where appropriate.		
I can ensure my sentences make sense when I read them.		

Guided Practice

20 Minute Content Plan

Introduce a character

**What struggles have they had to go through? How has it affected them?
What have they done about it?**

**How did they overcome the struggle?
Did they have any other struggles to get past?**

How are other people around them empowered? What does your character do to inspire others?

Independent Practice

First Draft Writing
45-50 minutes

