



MckieMastery

# Monday 13<sup>th</sup> July 2020

LO: To find examples of language the author uses to create feelings of extreme happiness and sadness.

## Success Steps:

- Identify words and phrases in the text that are examples of language the author uses to create feelings of happiness and sadness
- Explain why this the author has chosen language to create feelings of extreme happiness and sadness.
- Evaluate how this vocabulary creates feelings of extreme happiness and sadness.

JOB DONE



Word	Class	Meaning
Pleasure	Noun	A feeling of happy satisfaction.
Vase	Noun	A decorative container typically made of glass used to display flowers
Strolling	Verb	Walk in a leisurely way
Satyr	Noun	Greek mythological being with the body of a man and the legs of a goat.
Chariot	Noun	A two-wheeled vehicle drawn by horses
Foolish	Adjective	Lacking good sense or judgement
Clatter	Verb	Make a constant rattling sound
Terrible	Adjective	Extremely bad or serious
Raced	Verb	Move swiftly at full speed



# Think aloud

5 Mins  
max.



Mr. B reads the first 2 paragraphs.

Mr B identify (find) language used that creates feelings of happiness and sadness.

Mr B evaluate how this example(s) creates feelings of happiness and sadness

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- Evaluate how this vocabulary creates feelings of extreme happiness and sadness.

Partner practice , do you have someone at home who can be your partner?

Read the next paragraph and stop there.

Tom read, Jerry record language examples which create feelings of happiness and sadness. Jerry summarise the language found.

Jerry read, Tom record language examples of happiness and sadness. Tom summarise the language found.

AND REPEAT, TAKING TURNS 😊

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TEACH AND  
SUPPORT



EXPLAIN AND  
ELABORATE



## Guided Practice

**What three things did Midas love more in the world? (2 marks)**

**Sentence stem:**

**King Midas loved...**

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## Guided Practice

**What gave Midas the most pleasure?  
(1 mark)**

**Sentence stem:**

**..... gave King Midas the most  
pleasure.**

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## Guided Practice

**How was the Styr described in the second paragraph? (2 marks)**

**Sentence stem:**

**The Styr was.....**

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## Guided Practice

**What kind of person do you think Midas is? Find evidence from the text. (3 marks)**

**Sentence stem:**

**King Midas was a.....**

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## Guided Practice

**In the third paragraph, why does Dionysus give Midas the gift of one wish? (1 mark)**

**Sentence stem:**

**Dionysus gives Midas a gift because...**

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# Independent Practice

**Look at these statements and decide which ones are true.**

King Midas rejected Dionysus' wish and went home.	
King Midas gave the Satyr a ride home.	
Midas had a kind heart.	
Midas got the most pleasure from watching his Daughter pick roses from his garden.	

**Follow the link below to Microsoft forms to answer your questions.**

EVERYONE  
ENGAGED



# Tuesday 14<sup>th</sup> July 2020

## LO: To find language that makes the reader feel sympathy for the King of Athens.

### Success Steps:

- Identify words and phrases in the text that are examples of language used to make the reader feel sympathy for the king of Athens.
- Explain why this the author has chosen language to make the reader feel sympathy.
- Evaluate how this vocabulary shows the reader is feeling the sympathy by the word choices of the author.

JOB DONE





Word	Meaning
Pleasure	A two-wheeled vehicle drawn by horses
Vase	Lacking good sense or judgement
Strolling	Make a constant rattling sound
Satyr	Extremely bad or serious
Chariot	Move swiftly at full speed
Foolish	A feeling of happy satisfaction.
Clatter	A decorative container typically made of glass used to display flowers
Terrible	Walk in a leisurely way
Raced	Greek mythological being with the body of a man and the legs of a goat.



# Think aloud

5 Mins  
max.



## Mr. B reads the first paragraph.

Mr B identify (find) language used that creates feelings of happiness and sadness.

Mr B evaluate how this example(s) creates feelings of happiness and sadness

LO: To find examples of language the author uses to create feelings of extreme happiness and sadness.

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- Explain why this the author has chosen language to create feelings of extreme happiness and sadness.
- Evaluate how this vocabulary creates feelings of extreme happiness and sadness.

Partner practice , do you have someone at home who can be your partner?

Read the rest of the story.

Tom read, Jerry record language examples which create feelings of happiness and sadness. Jerry summarise the language found.

Jerry read, Tom record language examples of happiness and sadness. Tom summarise the language found.

AND REPEAT, TAKING TURNS 😊

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TEACH AND  
SUPPORT



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## Guided Practice

Why did King Midas seem disappointed at first? (1 mark)

**Sentence stem:**

King Midas seemed disappointed because...

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## Guided Practice

**Why were Satyrs not always treated fairly in ancient Greece? (1 mark)**

**Sentence stem:**

**Satyrs were not always treated fairly because...**

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## Guided Practice

**How does the author make Midas seem happy in paragraph 4? Use evidence from the text (3 marks)**

**Sentence stem:**

**The author makes Midas seem happy because...**

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## Guided Practice

**What did the servants think of their King?  
(1 mark)**

**Sentence stem:**

**The servants thought King Midas was...**

**LO: To find examples of language the author uses to create feelings of extreme happiness and sadness.**

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- Explain why this the author has chosen language to create feelings of extreme happiness and sadness.
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## Guided Practice

**How do you think Midas felt when he tried to grab the food? (2 marks)**

**Sentence stem:**

**Midas felt...**

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### **Success Steps:**

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## Independent Practice

**Look at the statements and tick the statements that are TRUE.**

When Midas cried the roses turned to gold.	
Midas' servants thought Midas was silly.	
Midas' eyes filled with chocolate drops.	
Dionysus did not take the wish back.	

**Follow the link below to Microsoft forms to answer your question**

EVERYONE  
ENGAGED



Wednesday 15<sup>th</sup> July 2020

LO: To use our notes to answer SATs style questions.

Success Steps:

Use your notes from partner reading and your text to help you to answer the SATs style questions.



**Follow the link below to Microsoft forms where you can answer your questions.**

Link

5 Mins  
max.

ACTIVE  
LISTENING



# Thursday 16<sup>th</sup> July 2020

# SPaG lesson

*Grammar LO: To be able to identify and use coordinating conjunctions.*



- A coordinating conjunction is placed between words, phrases, clauses and sentences.
- **Look for two sentences that can be used separately.**
- **Look for any of these coordinating conjunctions.**
- And, but, for, nor, or, so, and yet Use a coordinating conjunction when you want to give equal emphasis to two main clauses. The pattern for coordination looks like this:

Use a coordinating conjunction when you want to give equal emphasis to two

**main clauses.** The pattern for coordination looks like this:

**MAIN CLAUSE** + , + Coordinating Conjunction + **MAIN CLAUSE**.



# Guided Practice

1a. Underline the coordinating conjunction in the sentence below.

It was sunny, but I felt cold.

3a. Circle the coordinating conjunction which should be used to join the clauses below.

for

nor

Ali didn't want fish \_\_\_\_\_ chicken.

1b. Underline the coordinating conjunction in the sentence below.

He was upset so he cried.

3b. Circle the coordinating conjunction which should be used to join the clauses below.

yet

and

I wasn't tired, \_\_\_\_\_ I slept all night.

Grammar LO: To be able to identify and use coordinating conjunctions.

- A coordinating conjunction is placed between words, phrases, clauses and sentences.
- Look for two sentences that can be used separately.
- Look for any of these coordinating conjunctions.
- And, but, for, nor, or, so, and yet

JOB DONE



# Partner Practice

5a. Underline the coordinating conjunction in the sentence below.

I was full after my dinner, yet I still had some cake.

7a. Circle the coordinating conjunction which should be used to join the clauses below.

but                      for                      or

Jason left the party early, \_\_\_\_\_  
he wasn't feeling very well.

5b. Underline the coordinating conjunction in the sentence below.

Ellie didn't catch a bus nor a train to work.

7b. Circle the coordinating conjunction which should be used to join the clauses below.

or                      so                      yet

It was really cold outside, \_\_\_\_\_  
Benji put his thick gloves on.

Grammar LO: To be able to identify and use coordinating conjunctions.

- A coordinating conjunction is placed between words, phrases, clauses and sentences.
- Look for two sentences that can be used separately.
- Look for any of these coordinating conjunctions.
- And, but, for, nor, or, so, and yet

9a. Underline the coordinating conjunctions in the sentence below.

The weather was neither snowy nor icy, but Jennifer was still feeling very cold.

11a. Add the coordinating conjunctions which should be used to join the clauses below.

On Sunday, Max \_\_\_\_\_ his best friend went into town, \_\_\_\_\_ they needed to buy Mother's Day presents.

9b. Underline the coordinating conjunctions in the sentence below.

Leo was feeling sick and tired, yet he still managed to finish his homework.

11b. Add the coordinating conjunctions which should be used to join the clauses below.

Rosie neither felt like singing \_\_\_\_\_ dancing, \_\_\_\_\_ she practised anyway to prepare for the school talent show.

JOB DONE



# Guided Practice

*Grammar LO: To be able to identify and use coordinating conjunctions.*

- For = because
- And = in addition to
- Nor = and not
- But = however
- Or = either
- Yet = but
- So = therefore

JOB DONE



# Guided Practice

2a. Match the coordinating conjunctions to their use.

A. and

B. so

1. explains the main clause further

2. joins two clauses that agree

2b. Match the coordinating conjunctions to their use.

A. or

B. but

1. joins two clauses that disagree

2. joins two choices

Grammar LO: To be able to identify and use coordinating conjunctions.

- For = because
- And = in addition to
- Nor = and not
- But = however
- Or = either
- Yet = but
- So = therefore

JOB DONE



# Partner Practice

## Grammar LO: To be able to identify and use coordinating conjunctions.

6a. Match the coordinating conjunctions to their use.

A. nor      B. so      C. and

1. joins two clauses that agree
2. adds more negative information
3. explains the first clause

6b. Match the coordinating conjunctions to their use.

A. yet      B. for      C. or

1. joins two choices
2. shows how things were overcome
3. explains the main clause further

- For = because
- And = in addition to
- Nor = and not
- But = however
- Or = either
- Yet = but
- So = therefore

10a. Write the coordinating conjunctions to match each use.

1. joins two clauses that disagree
2. explains the main clause further
3. joins two choices

10b. Write the coordinating conjunctions to match each use.

1. adds more negative information
2. explains the first clause
3. shows how something was overcome

JOB DONE



ACTIVE  
LISTENING



JOB DONE



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EXPLAIN AND  
ELABORATE



TEACH AND  
SUPPORT



Mckie Mastery

# Power Literacy DAY 4 WRITING FIRST DRAFT



Friday 17<sup>th</sup> July 2020

LO: To write a paragraph that makes the reader  
feel a sense of sadness for King Midas

JOB DONE



# Success Matrix

	My Judgement	Partner Judgement
<b><u>LO: To write a paragraph that makes the reader feel a sense of sadness for King Midas</u></b>	Professional	Professional
	World Class	World Class
	Legendary	Legendary
MY CAPITAL LETTERS AND FULL STOPS ARE CONSISTENTLY ACCURATE.		
I can select language that makes the reader sense the sadness of King Midas.		
I can use a range of punctuation (? ! “” , ‘)		
I can make sure I include features of the text (emotive language, adjectives, descriptive language)		
I can include some of the WOW words.		
I can use conjunctions to make my sentences longer (although, so, because, and, but)		
I can include appropriate adverbs and adjectives to add description to nouns and verbs.		

# Guided Practice- 20 minutes

Who are the characters?
King Midas His daughter Dionysus Satyrs
What is their problem? How did it happen?
Midas can't eat or drink anything ....  Finish this part yourself
How does it make the character feel? (adjectives, adverbs)
          Finish this part yourself

## Guided Practice- 20 minutes

**Who are the characters?**

King Midas
His daughter
Dionysus
Satyrs

<b>What is their problem? How did it happen?</b>
--

**Midas can't eat or drink anything**  
....

Finish this part yourself

How does it make the character feel? (adjectives, adverbs)
--

Finish this part yourself

**First draft**

**45 minutes**

**LO: To write a paragraph that makes the reader feel a sense of sadness for King Midas**

King Midas was deeply saddened as he was unable to eat or drink anything at all! His golden touch had ruined his life. He would surely starve to death if he could not eat. But Midas was not bothered about eating and drinking, he was more concerned that he would never be able to hold his beautiful daughter again. Even the slightest touch would turn her to complete gold. He wanted nothing more than to hug her tightly. The thought of this put heavy tears in his eyes and as they fell the grass and roses below him turned into sharp shards of solid gold. This only made Midas weep more and soon his once pristine garden had turned into a bright, shiny, jagged gold landscape that made a terrible clattering sound every time he stepped. He was so foolish to take such a wish from the Satyr and Dionysus.

**EVERYONE  
ENGAGED**



# Independent Practice

**First draft**

**45 minutes**

**LO: To write a paragraph that makes the reader feel a sense of sadness for King Midas**

- Remember to use your content plan here.
- Read your own work to yourself, does it sound right?
- Show evidence to your partner of the content plan.
- Remind your partner what needs to be done remembering that this is independent learning.

