**Literacy – Week 7 – 15.6.20**

**Monday 15th June - Mythical Beast**

Yesterday, you created your hero/heroine.

Today, we are creating the mythical beast they are going to battle – and possibly kill. Think of the mythical beasts you have read about so far in our Greek myths – Cyclops, Medusa, Minotaur, Hydra, Chimera evil spirits from Pandora’s Box.

**Task:** Draw your mythical monster and add colour. It can be as wild as your imagination! Add labels to show any powers or strange body parts, or write a small paragraph describing your beast. Remember to give it a name!

**Take a picture of your beast for Class Dojo!**

**Tuesday 16th June – Mythical Beast Character Description**

Yesterday, you drew and labelled your mythical beast. Today, describe your mythical beast! Write a character description of your creation. Make sure your writing stays in the same tense (past or present) and in the third person (they, he, she).

Choose a name for your mythical beast and make sure it has capital letters – it is a proper noun!

Try to include as many of the AfL grid points as you can:

|  |  |  |
| --- | --- | --- |
| How human chimeras could revolutionize science and medicine ...**Assessment for Learning** | **☺ 😐 ☹** | |
| **W.I.L.F** | **What I think** | **What my adult thinks** |
| 2 Adjective Sentences |  |  |
| Fronted Adverbials (Time, Place, Manner) |  |  |
| Similes / Metaphors |  |  |
| Personification |  |  |
| Parenthesis ( ) , , - - |  |  |
| **Challenge: Relative Clauses** |  |  |

**Take a picture of your mythical beast description for your teacher on Class Dojo!**

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1) Problem to be solved? 2) Hero/heroine’s name & abilities? 3) Problem, threat, issue?

**Wednesday 17th June – Plan our Greek myth**. Use the plan below to draw and write a short sentence for your myth (or complete on paper), which will be written next week. **Take a picture of your plan for your teacher on Class Dojo!**

4) Special power/Greek God involved? 5) Mythical creature & how beaten? 6) How story ends?

**Thursday 18th June – Set the scene!**

Where will your Greek myth be set? Choose (or make up) a city, island or even on top of a rock/mountain name for your setting.

**Crete**



**Mykonos**

**Athens**

**Zakynthos**

**Meteora**

**Santorini**

Once you have chosen your setting and a name, write a scene description to set the scene for the opening of your myth.

* What are the houses like?
* What is the weather like?
* Is it on the beach? Top of a hill? Middle of a city?
* What animals live there?
* What are the people doing?

Remember! This is Ancient Greece – there will be no phones, electricity, cars, planes, laptops etc.

Try to include as many of the AfL grid points as you can:

|  |  |  |
| --- | --- | --- |
| The 20 Best Beaches in Crete (and Where to Find Them) | Travel ...**Assessment for Learning** | **☺ 😐 ☹** | |
| **W.I.L.F** | **What I think** | **What my adult thinks** |
| Past Tense & Third Person |  |  |
| 2 Adjective Sentences |  |  |
| Fronted Adverbials (Time, Place, Manner) |  |  |
| Similes / Metaphors |  |  |
| Personification |  |  |
| Parenthesis ( ) , , - - |  |  |
| **Challenge: Relative Clauses** |  |  |

**Take a picture of your scene description for your teacher on Class Dojo – you may include a picture of your scene too if you wish!**

**Next week, we will continue our Greek myth!**

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**Friday 19th June – Prefixes & Suffixes**

**Prefixes** come **before** a root word and change the meaning of that word.

For example: **Behave** means you are good. **Mis**behave means you are bad. The prefix is ‘Mis’.

**Task 1:** What do these prefixes mean when used before a root word?

1. Dis - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Mis – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Re – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. De – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Over - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2:** Insert a prefix before the underlined root words to make the sentences make sense.

1. The builders had to do a quick \_\_\_\_design when it was clear the windows didn’t fit.
2. A completely new species of bear had been \_\_\_covered only recently.
3. The lorry was so big it took a long time to \_\_\_take.
4. The thought of not leaving on time \_\_\_motivated the workers.
5. The class were known to \_\_\_behave when the teacher was unwell.
6. The couple had to completely \_\_\_store the old, abandoned house.

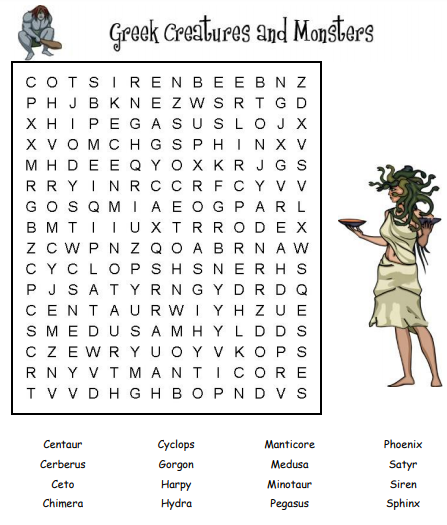
**Suffixes** come after a root word and change the meaning of that word.

For example: **Electric** describes something (an adjective), **electrify** becomes a verb (something you can do). The suffix is ‘-ify’.

**Task 3:** Make the noun or adjective a verb by adding ‘-ate’, ‘-ise’ or ‘-ify’. You may need to slightly change the root word.

1. Computer - \_\_\_\_\_\_\_\_\_\_\_\_
2. Mystery - \_\_\_\_\_\_\_\_\_\_\_\_
3. Apology - \_\_\_\_\_\_\_\_\_\_\_\_
4. Notice - \_\_\_\_\_\_\_\_\_\_\_
5. Caffeine - \_\_\_\_\_\_\_\_\_\_\_
6. Pollen - \_\_\_\_\_\_\_\_\_\_\_
7. Value - \_\_\_\_\_\_\_\_\_\_\_
8. Clear - \_\_\_\_\_\_\_\_\_\_\_
9. Advert - \_\_\_\_\_\_\_\_\_\_

**Take a picture of your work for your teacher on Class Dojo!**

**Extra Activity:**