

Reading – Wednesday 1st April 2020



WALT read with
expression

WALT use the commonality
key to reflect on our reading so
far

Today is the last day this week that we will be reading our **Claude** book as we will be moving on to *Radical Reading* tomorrow.

We will carry on with 'Claude in the City' after the Easter break.

Today, we are learning to:

Summarise

*We can summarise main ideas
in our own words by:*

- recalling the main events
or facts in our own words
- deciding what details are
important and which are
irrelevant

SUMmarise It

Shorter than the text

Use your own words

Main ideas only 

Remember *summarising* is *summing up* what you have read so far in a few sentences. It is *not detailed* like when you retell a story. Think *big...think main ideas!*

Can you *summarise* the *main events* so far?

At school, one of these would be *worth a HOM.*

As we can't give HOMs at home, it will be worth a *virtual High 5!*

What has happened so far?

Claude is friends with a bobbly, grubby sock called Bobblysock.

He and Sir Bobblysock went to the city!

Everyone was getting very angry with them.

Claude and Sir Bobblysock visited a café.

Claude visited a beret shop and bought lots of different kinds!

They visited an art gallery.

Claude (accidentally) stopped the robber stealing the sculpture.

Did you
get it?

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We can summarise main ideas
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SUMmarise It
Shorter than the text
Use your own words
Main ideas only



Today we are going to work on *Reading Fluency*.
In particular, we are going to practise *using expression*.

Reading Fluency



main focus
today

- **Using expression:** capture the mood, show your understanding of what the character is like and how they might be feeling
- **Pace:** not too fast or too slow to help the listener understand the text
- **Phrasing:** grouping words for meaning
- **Stress:** putting emphasis on words to convey meaning
- **Intonation:** rise & fall, quiet & loud to reflect meaning
- **Volume:** change in volume to create emphasis
- **Taking account of punctuation:** pausing for meaning
- **Accuracy:** not missing words, dropping endings, mispronouncing vowels, noticing and self-correcting errors

On the next page, there is an extract from the book.

Parents and Carers, read this passage using expression.

Children, give your adult some feedback.

What did they do well? Is there a part they could improve on? How could they read using more expression?

Now swap over.

If your child is *not yet a confident reader*, you can *focus on the last paragraph* (from “Look, he’s fast asleep”).

Back in the kitchen of Mr and Mrs Shinyshoes' house, Claude and Sir Bobblysock snuggled down in their beds. Claude closed his beady eyes.

A little later on, Mr and Mrs Shinyshoes came home from work.

'Where on earth has this medal come from?' asked Mrs Shinyshoes. 'Do you know anything about this, Claude?'

'Look, he's fast asleep!' laughed Mr Shinyshoes. 'We'll have to find out in the morning.'

Challenge: What is the purpose of the apostrophe in this sentence? Is it used for the same purpose here?

**What voice would Mrs Shinyshoes use?
Sad?
Surprised?
Curious? Why?**

The author gives us a clue here of how to say this.

Keep listening to lots of stories at home. This could be your adult or another family member reading to you, or you could try one of these links below.

Listen carefully to how the reader uses expression.

Keep this in mind and use your best expression as you read aloud to your adult

Free stories for kids of all ages. Audible Stories is a free website where kids of all ages can listen to hundreds of Audible audio titles across six different languages—English, Spanish, French, German, Italian and Japanese—for free, so they can keep learning, dreaming and just being kids. All stories are free to stream on your desktop, laptop, phone or tablet. Explore the collection, select a title and start listening. <https://stories.audible.com/start-listen>

Every day at 11am, you can listen to one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun! Announcing the move on his Instagram page, Walliams joked in the caption: "All those stuck at home with their kids may be able to relate to 'The World's Worst Children'!" as he revealed that he'd be sharing his stories with the nation. "I'll be releasing an audio story every day for the next 30 days absolutely free," he said. "First up is *The Terrible Triplets!*".

<https://www.worldofdavidwalliams.com/elevenses/>

We are now going to read pages 48 – 53.

P48 – 49

Part II

But the next morning, Mr and Mrs Shinyshoes had already gone to work by the time Claude woke up.

He looked around for Sir Bobblysock, who often helped him put on his beret.

He would do this very importantly, as it was a very important job.

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That morning, however, Sir Bobblysock did not do his job very importantly.

In fact, he didn't do it at all. He just lay in bed like a sad, sick sock.



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How do you think Claude is feeling?
What might he be thinking?

Today, we are learning to:

Infer

We are able to read between the lines to make inferences by:

- using clues from the text
- using what I already know
- making links between the clues and what I know
- using evidence to back up my thinking



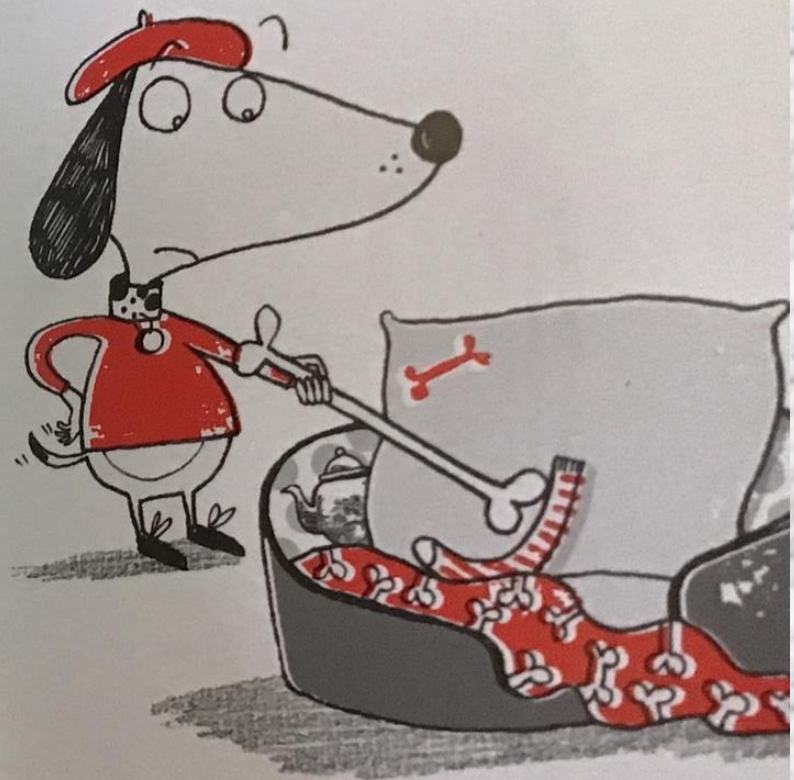
Claude looked at him very closely and frowned.

Sir Bobblysock did have the habit of sometimes pretending to be poorly.

He would lie there, all cross-eyed and floppy, waiting for Claude to find him and make a big fuss.

'Hmm...' said Claude, and he poked Sir Bobblysock in the tummy.

'Hmm...' he said again, and he prodded Sir Bobblysock's bobbles.



Can you frown like Claude?
Look in a mirror if you have one?
What things make you frown? Why
might he be frowning?

'Hmm...' he said for the third time,
and he took Sir Bobblysock's
temperature with a banana.



Claude thought for a minute.
'Sir Bobblysock,' he said, 'you are
not very well. All that shopping and
rushing around in the city has worn
you out. I think I will have to take
you to the hospital!'

So he did.

Did anything on this
page *make you laugh*?
What was it?
Why is it funny? Do you
think the author did this
on *purpose*?

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WALT use the *commonality key* to reflect on our reading so far



Activity

How flexibly can you think to *connect* key vocabulary, characters, settings and themes to *reflect on the chapter*?

Draw a line to show the connections.

How 'thick' will the connecting line be? The stronger the connection the thicker the line.

Write down the connection along the line.

Challenge: Can you copy quotes and page numbers (where possible) from the text to support your connection?

You could print this out from the next page or you can write it in your home learning book. Don't forget the date and the WALT.



Chapter Connection Map

Art gallery

Page 32

Claude visited the gallery.

Claude

contraption

robber

curious

medal

worried

sculpture

hurry

Sir Bobblysock

excited

naughty

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Further challenge for those who would like one...



Alex T Smith, who wrote 'Claude in the City' has thought of some *story starters* to keep us all busy.

Use one of these to *write your own story*.

OR

Take it in turns with someone else in your house to *think of the next line* of the story.

For example:

Person A: I decided I had to think of a cunning way to get her to take her hat off.

Person B: "Er, Great Aunt Norma, why don't I take your hat and put it on the coat stand.

Person A: She gave me one of her ferocious stares. This was not going to be easy!