

ENGLISH RECEPTION – SUMMER 2 WEEK 2 – 8.6.20

This week our English is based on the delightful story 'Tiddler' by Julia Donaldson.

Monday	<p>Read or listen to the story, up to where it reads "And he told his granny, who told it to a crab".</p> <p>https://www.youtube.com/watch?v=qcTQADUywZY</p> <p>On a large sheet of paper, draw a sketch of Little Johnny Dory with an arrow to a sketch of his granny, then another arrow from granny to a sketch of a crab. Your child might like to guess which characters you are drawing, and you can explain that you are sketching the creatures that hear Tiddler's story. Carry on reading Tiddler, to the end of page 10, ending with "who told it to an eel..." Start a new sketch on the paper, using arrows to show the line of creatures who were told the tale by Little Johnny Dory, via his granny, then to a plaice, a starfish, a seal, a lobster, and an eel. Explain that these are all the creatures that heard Tiddler's second story. Count the creatures together.</p> <p>Ask your child to choose one of tiddler's classmates and describe them in detail to you. Ask them to draw their favourite classmate of Tiddler's and to write the descriptive words around it.</p> <p>Remind them to use their phonic knowledge to help them to spell unfamiliar words.</p>
Tuesday	<p>Re-read the story 'Tiddler' or listen to it again.</p> <p>Ask your child if they know what a 'tall tale' means. Explain that tall tales are stories which are not absolutely true and that they often have detail or events that didn't actually happen in them.</p> <p>In this story the tall tales are Tiddler's stories for why he was late for school.</p> <p>Read out one of the excuses (from the resource sheet 1 below) in monotone then read it expressively as though you are Tiddler. Ask your child about the difference in your delivery and highlight that you used volume, expression and tone to bring Tiddler's words to life and to make it sound like he was saying them.</p> <p>Read the other 'tall tales' together.</p> <p>Ask your child to practise saying one of the lines expressively – challenge them to say it excitedly, with fear, in a whisper, slowly and mysteriously, noting how it really impacts on the meaning. How does your child think the creatures told the tales to one another as it passed from one creature to another?</p>

Wednesday	<p>Ask your child to read the three sentences from the story (see page below) and ask them what they notice about the sentences. What is wrong with them?</p> <p>Ask your child to correct the mistakes (put in the capital letters and full stops. Don't forget the capital letters for the character's names.</p>
Thursday	<p>Challenge your child to suggest some other reasons that might cause Tiddler to be late? Who else might he meet or where else might he end up? Maybe Tiddler was chased by a purple spotted shark, or swirled and whirled in a bubbly whirlpool. Encourage your child to come up with fun and descriptive tales.</p> <p>Can your child practise retelling their 'tall tale' in a voice that Tiddler might use to explain it to his teacher. Encourage them to try different ways just like you demonstrated. Your child could perform their tall tale to an audience such as the rest of the family.</p> <p>If you are able to, record the performance so your child can watch back the video and can use it to support their writing tomorrow.</p>
Friday	<p>Watch the video that you took of your child's performance yesterday, or ask them to retell you, with expression, their own tall tale for Tiddler.</p> <p>In their books, or using the template below, ask your child to write and draw a picture of their tall tale. You may wish to refer back to pages 5 and 8 of the book and highlight how Axel Sheffler has brought Tiddler's tall tales to life.</p>

Telling Tales

Resource Sheet 1: Tiddler's Tall Tales

Here are some more tall tales that Tiddler might tell. Can you read them out? Try to sound as excited and expressive as Tiddler, when he tells his stories to his teacher.

Sorry I'm late.
I was splashing
by the caves.

Sorry I'm late.
I was blowing
bubbles with a
sea snake.

Sorry I'm late.
I was racing on
a surfboard.

Sorry I'm late.
I was hiding
in the coral.

Sorry I'm late.
I was jumping
with a jellyfish.

Sorry I'm late.
I was trying to
catch a shark.

What is wrong with these sentences?
Can you correct them?

it's only a story said rabbitfish and
redfish

at nine o'clock on Wednesday tiddler
was dawdling

i heard it from a starfish

Tiddler, why are you late?

Sorry I am late, I was _____



