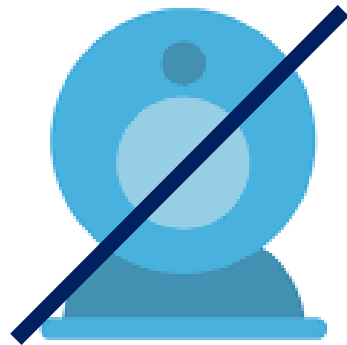


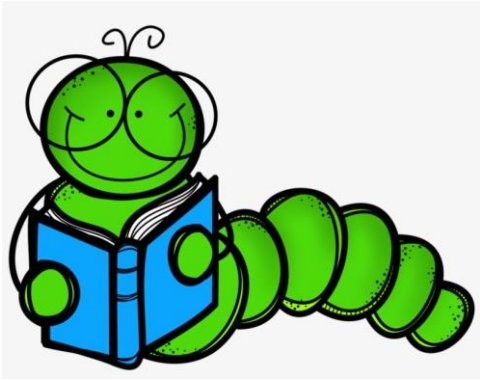
Remote Learning

This session will begin at 09:00 am



Turn your camera and microphone **off** please
Have your pen, pencil and working paper ready

Tuesday 12th January 2021



When you see this guy, you need to read the information on the screen yourself

Guided Reading
Perspectives

English
Subordinate conjunctions

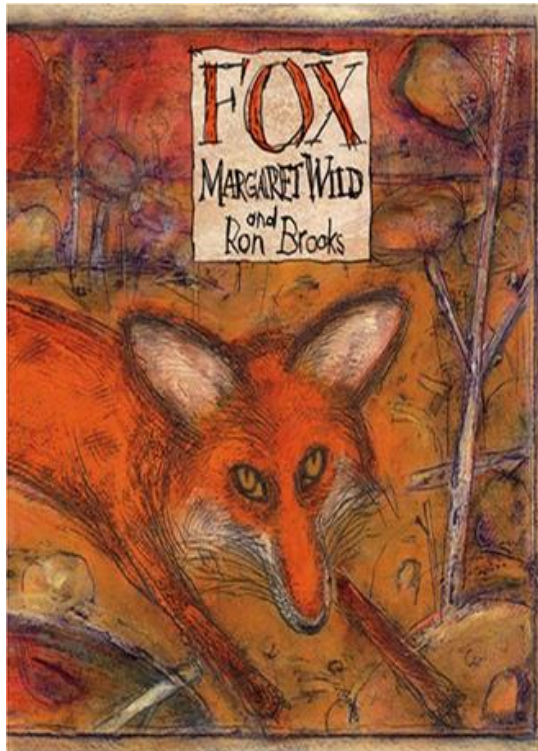


When you see this guy, you need to stop and complete the task

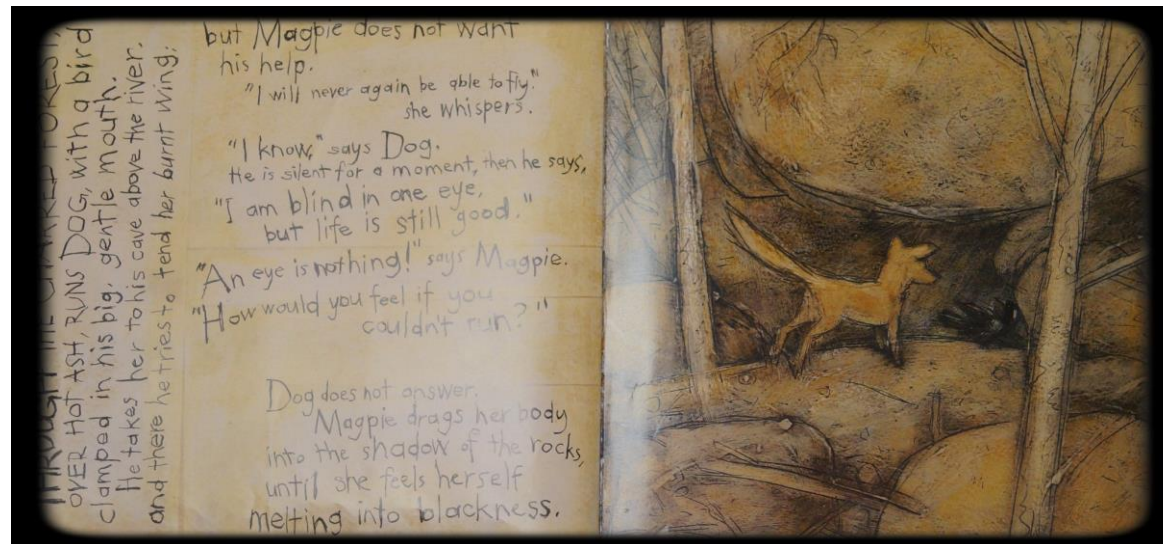
I will know how to understand different perspectives.

Do it Now

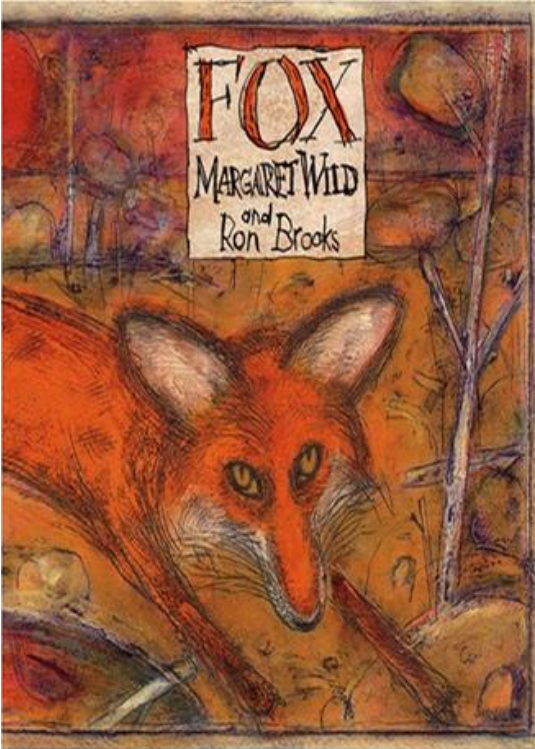
Write your answer in your books.



Yesterday, you heard that magpie was burnt and could no longer fly. In our book, it says, 'Magpie drags her body into the shadow of the rocks, until she feels herself melting into the blackness'. Why do you think she has done this? You have three minutes. Put your hand up when you are finished.

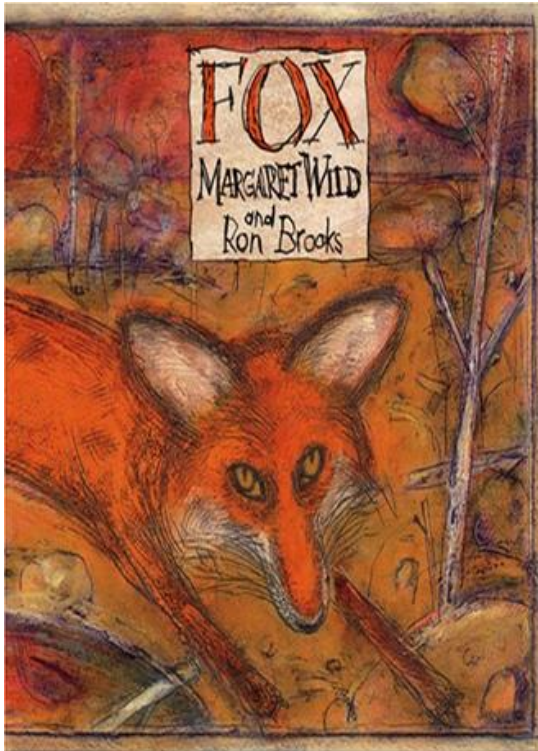


I will know how to understand different perspectives.



Perspectives: people's views, thoughts and feelings about different topics and ideas.

I will know how to understand different perspectives.

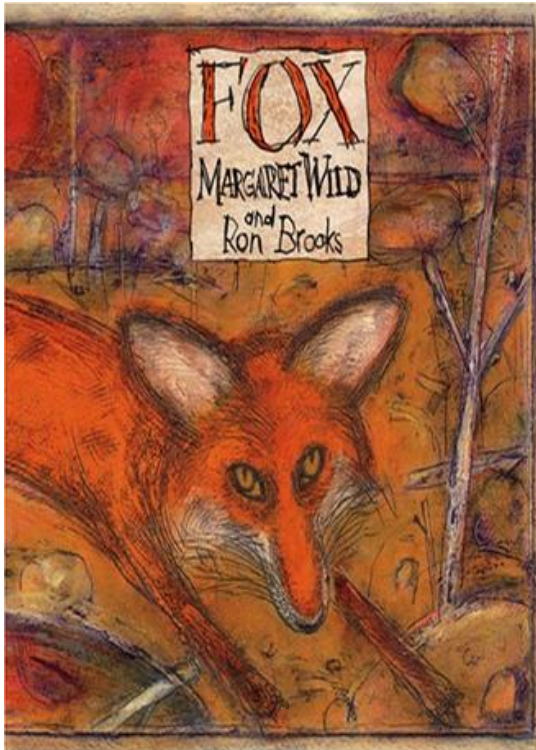


Key vocabulary:

- Different
- Perspectives
- Overcome
- Friendship
- Compassion

I will know how to understand different perspectives.

Learn it - Different perspectives



Perspectives

We are going to be looking at perspectives this week, our own perspectives as well as others. Perspectives can be influenced by what we know (or think we know) of the world.

Our perspective

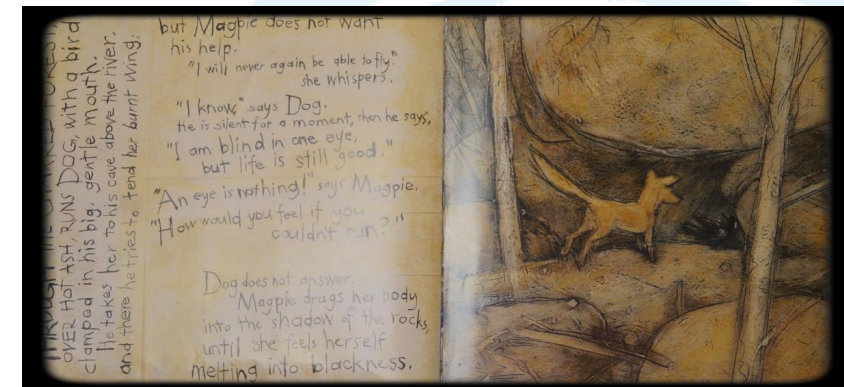
Do you agree with magpie's attitude? (Poll)

The Magpie's (bird) perspective

How might the magpie be feeling? (Poll)

The Dog's perspective

How might the dog be feeling? (Poll)



I will know how to understand different perspectives.

Learn it - Different perspectives

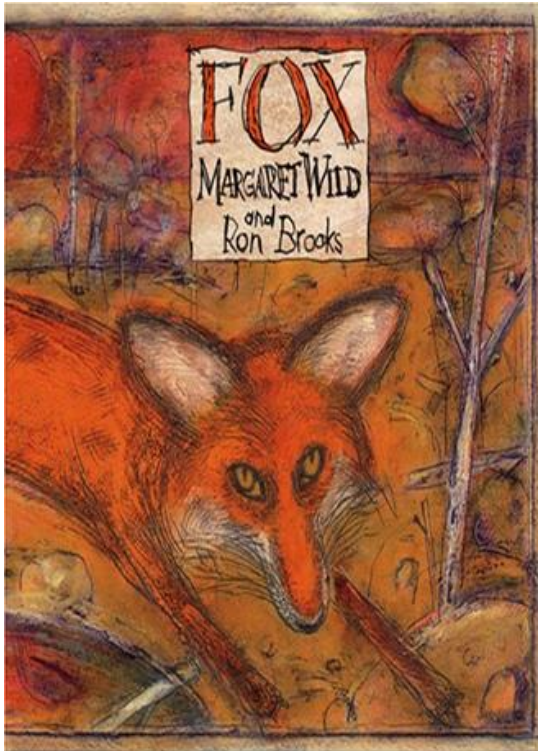


Pause Point - complete the activity in your book

Complete these sentences. You have 2 minutes.

I think magpie's attitude is _____ because...

I think the dog's attitude is _____ because...

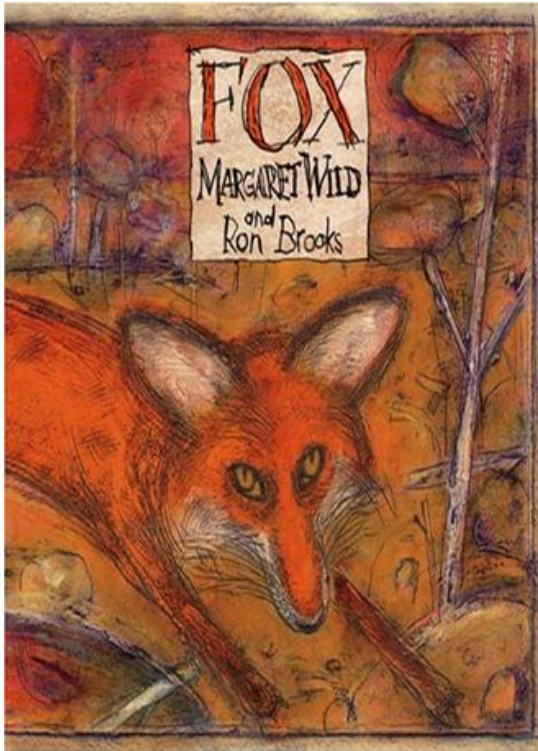


1

2

I will know how to understand different perspectives.

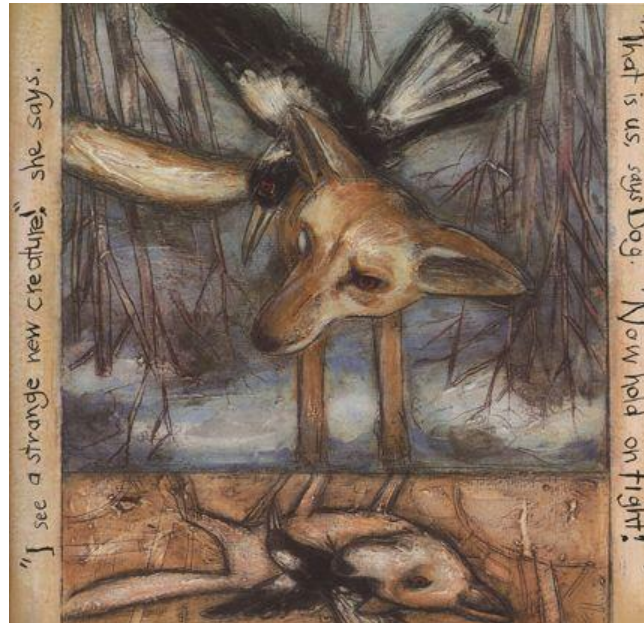
Learn it - Different perspectives



I am now going to read the next part of the story.

Listen and find out what happens with dog and magpie.

Poll.

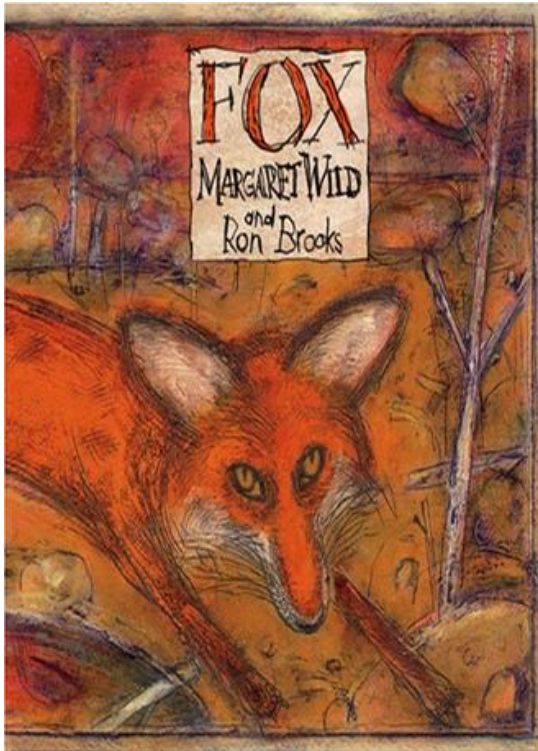


I will know how to understand different perspectives.

Learn it - Different perspectives



Pause Point - complete the activity in your book



Write a sentence about how the magpie and the dog might be feeling now that they are out of the cave, staring into the water and seeing this 'strange new creature' together. You have 2 minutes.

I think the magpie is feeling because...
I think the dog is feeling ... because...

1

2

I will know how to understand different perspectives.

Learn it - Different perspectives

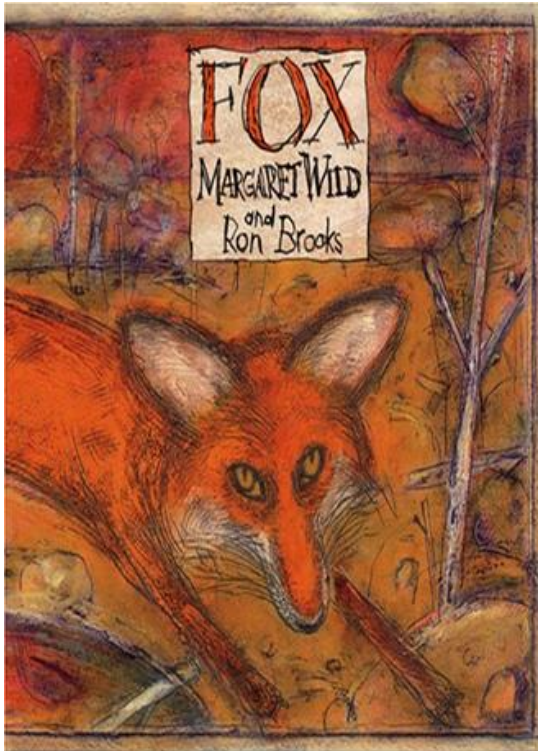


Pause Point - complete the activity in your book

What do you think is going to happen next?

I think that the dog and the magpie will _____ because...

We will be cold calling people so make sure you have written your answer!



I will know how to understand different perspectives.

Learn it - Different perspectives

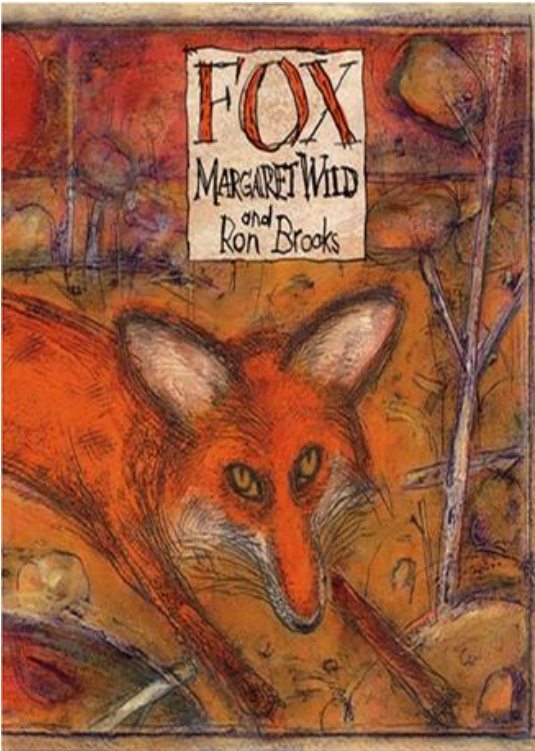


Breakout room - complete the activity in your book with your adult

How do the words, 'charred', 'drags', 'shadow of rocks', 'melting into blackness' help us to understand the magpie's perspective?

1. Discuss these words and their meaning in this context
2. Write a sentence, explaining how the words above allow us to get inside magpie's mind.

I will close your rooms after 10 minutes. Make sure you have written your answers, we will be cold calling people to check!



I will know how to understand different perspectives.

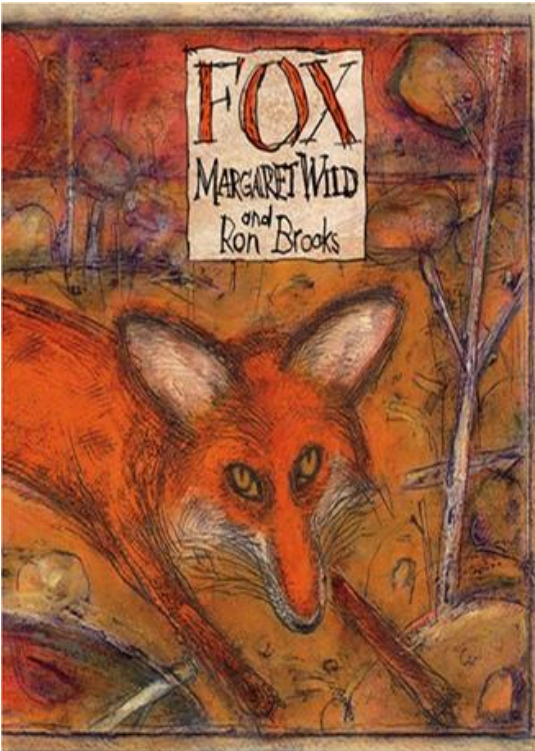
Plenary:

Perspectives – tick or fix:

- Perspectives are our opinions about what other's are doing, saying or thinking
- Our perspectives can be wrong
- Other people can influence our perspectives
- Our perspective changes with new information

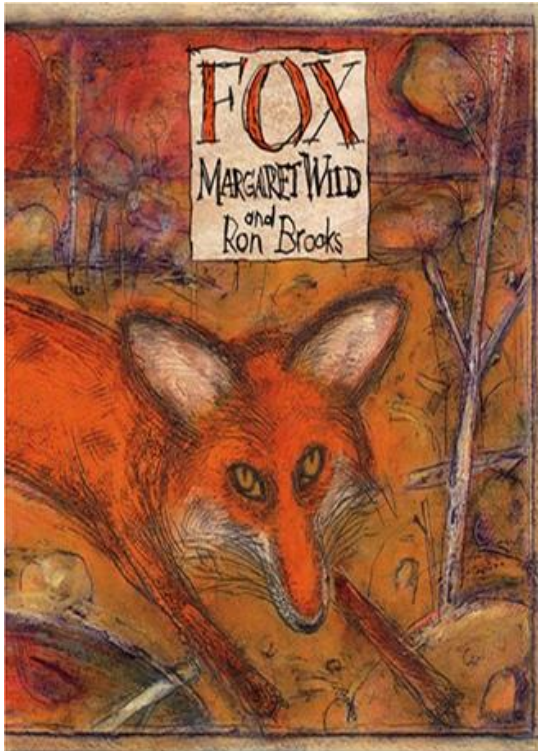


I will know how to apply subordinate conjunctions



Subordinate conjunctions: are a word, or group of words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'. A subordinating clause is a part of a sentence that adds additional information to the main clause.

I will know how to apply subordinate conjunctions

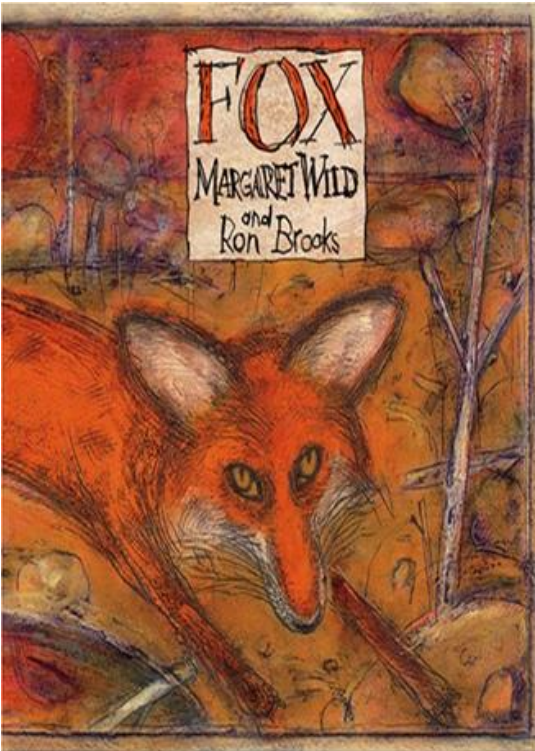


Key vocabulary:

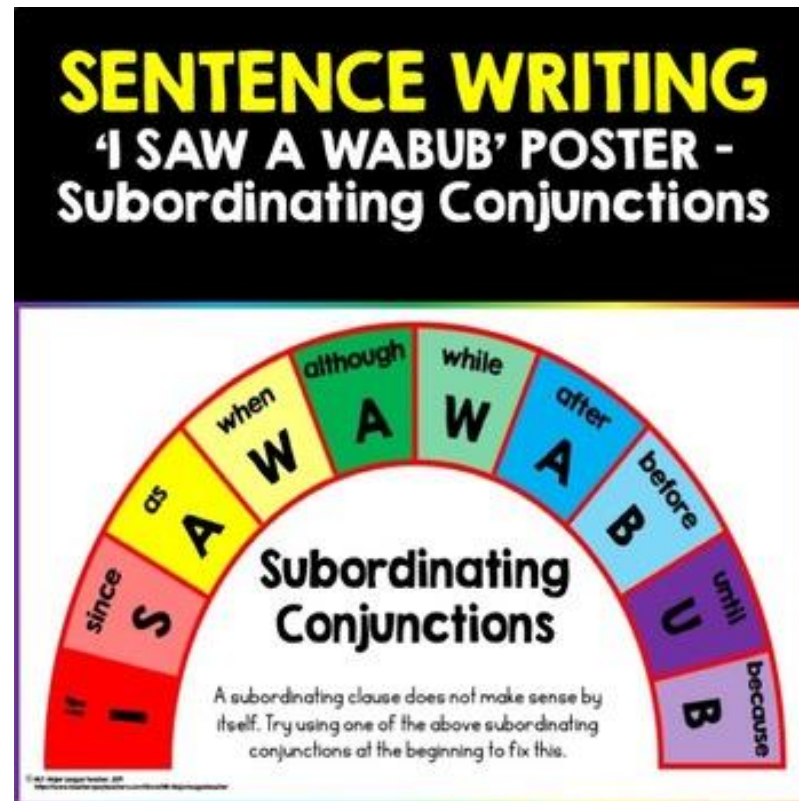
- Subordinate
- Conjunctions
- Clauses

I will know how to apply subordinate conjunctions

Learn it - Emotive language



When it comes to subordinate clauses, there is a simple way to remember them.



Subordinate clauses (extra details) cannot stand alone, they need to be attached to an independent clause (the main idea). We attach these extra details using a subordinate conjunction.

For example -

She was happy because it was sunny.

Does 'she was happy' make sense on its own?

Does 'it was sunny' make sense on its own?

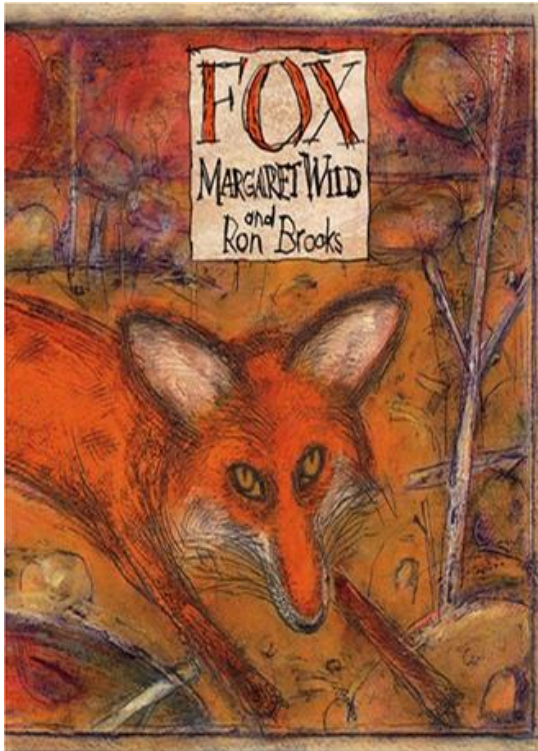
Does it sound better with both parts?

I will know how to apply subordinate conjunctions

Learn it - Emotive language

Pause Point - complete the activity in your book

Poll.



I will know how to apply subordinate conjunctions

Learn it - Emotive language

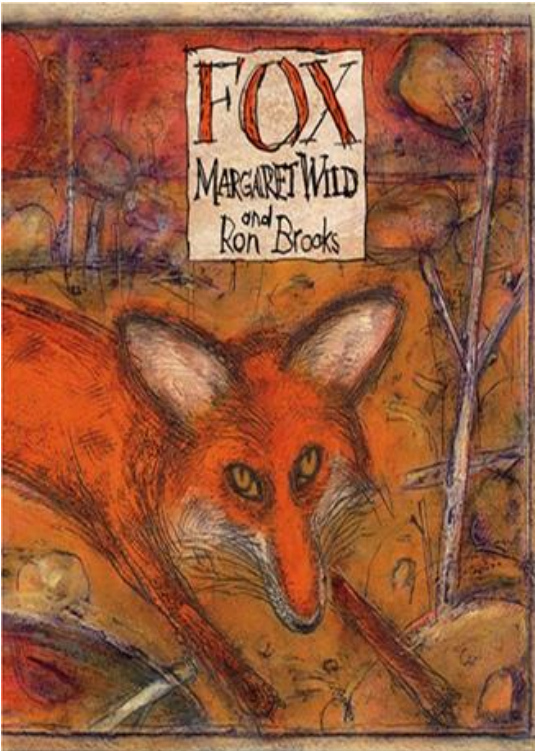
My turn:

Selecting the right subordinate conjunction is important, otherwise you might change the meaning of the sentence.

I will need an umbrella today _____ it might rain. (because / after)

I will pay you _____ I want to. (if / since)

You can play _____ it is eating time. (while / after)



I will know how to apply subordinate conjunctions

Learn it - Emotive language

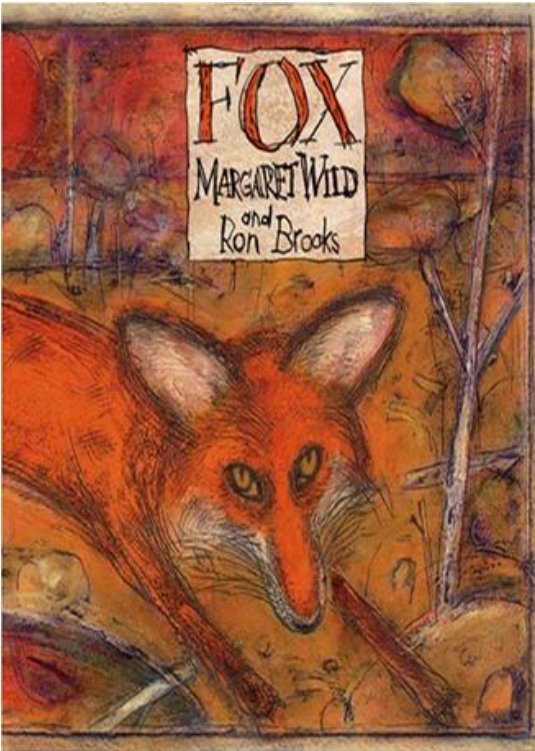


Your turn: (Write your subordinate conjunctions down)

Brush your teeth _____ you go to bed. (after / before)

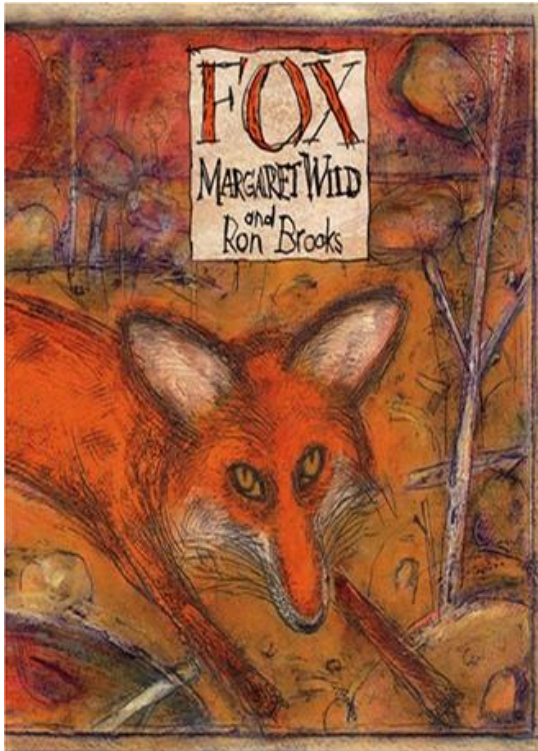
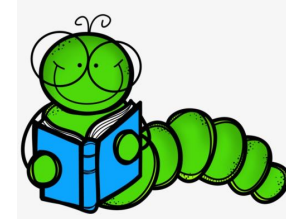
It is cold outside _____ it is still summer. (although / since)

Set the table _____ I make dinner. (while / if)



I will know how to apply subordinate conjunctions

Practice It - Emotive language

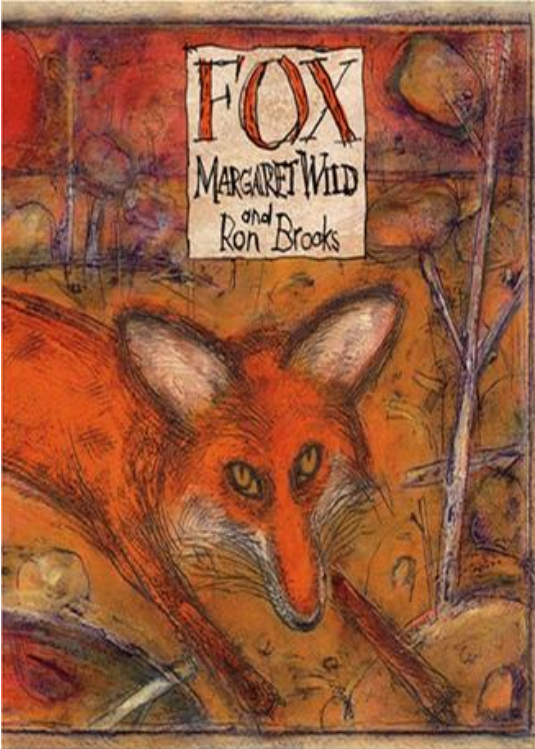


You are going to have two minutes to read the text below and write down all the subordinate conjunctions you can find.

“Stop!” warned Tyler because Kerry was about to step on a bone. They were currently creeping through the old, haunted graveyard while it was pitch-black. “Why are there bones laying around?” whispered Kerry. “You know why,” replied Tyler as he crept along. “It’s why we are here. To finally stop this creature after what it has done.” he continued. “I don’t like this,” whimpered Kerry. “Can’t we come back when it’s lighter since this is so scary?” “Ssh! Did you hear that?” cautioned Tyler.

I will know how to apply subordinate conjunctions

Practice It - Emotive language



“Stop!” warned Tyler **because** Kerry was about to step on a bone. They were currently creeping through the old, haunted graveyard **while** it was pitch-black. “Why are there bones laying around?” whispered Kerry. “You know why,” replied Tyler **as** he crept along. “It’s why we are here. To finally stop this creature **after** what it has done.” he continued. “I don’t like this,” whimpered Kerry. “Can’t we come back when it’s lighter **since** this is so scary?” “Ssh! Did you hear that?” cautioned Tyler.



I will know how to apply subordinate conjunctions

Apply it – Emotive language



Using the key ideas we have just discussed, you are now going to complete the independent task in assignments, labelled 12 Jan English.

For this task, you will be answering questions. Please choose the chilli task you would normally pick at school.

You will be placed into breakout rooms so that you can work with an adult. Please complete your work on paper and submit your answers afterwards.

When you have finished in your breakout room, you are welcome to leave the meeting. Feel free to re-join if you have any questions.



I will know how to apply subordinate conjunctions



Plenary:

Subordinate conjunctions- tick or fix:

- Can be remembered with ISAWAWABUB
- Help attach extra details to the main idea
- Cannot change the meaning of the sentence