



English Y56 6.07.20

English

Option A

Work in school linked to Hias – Dino Directory

Monday – Read the website linked to the National History Museum

This can be found:

<https://www.nhm.ac.uk/discover/dino-directory.htm>

- Read the Triceratops entry in the Dino Directory. Use the links in the article to help clarify vocabulary, for example click on 'Late Cretaceous'. As you read, sort through the words looking for: Red words (words you have never seen before), orange words (words you have seen but are unsure on their meaning) and green words (words you are very familiar with). Choose two/ three red words and define them.



Extension

What does 'herbivorous' mean?

How do we know that male Triceratops used to fight each other?

What are the advantages of prey animals moving in herds? Give two advantages from the text.

Write three of your own questions.

Option B (Independent Learning)

Monday –

<https://classroom.thenational.academy/lessons/information-leaflet-lesson-1-reading-focus>

Reading a non-fiction leaflet

Tuesday - You will need a dictionary- or find one online.

- Now read the Tyrannosaurus and Diplodocus entries in the Dino Directory:

<https://www.nhm.ac.uk/discover/dino-directory/tyrannosaurus.html>

and <https://www.nhm.ac.uk/discover/dino-directory/diplodocus.html>

All of the entries feature useful words that we would be able to use in our own dinosaur entry.

Choose your own words from the website or use the examples below to create vocabulary grids like this:

Word	Definition
scavenge	search for food in waste
The Tyrannosaurus used its sense of smell to locate dead animals to scavenge.	

Reputation, fossilised, encounter, relatives. Vertebrae, striking, fearsome, specimen

Use the word in sentences to describe the dinosaurs.

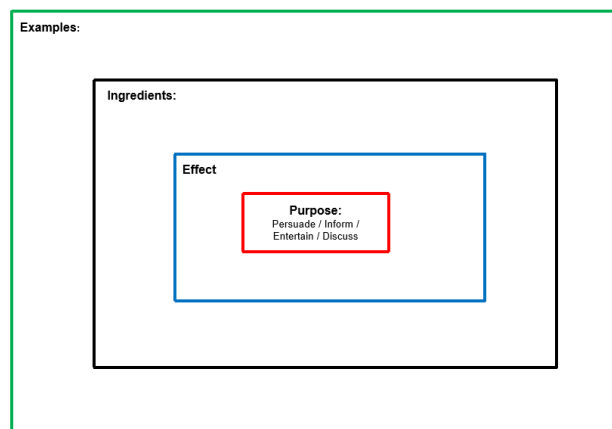
Tuesday –

<https://classroom.thenational.academy/lessons/information-leaflet-lesson-2-reading-focus>

Reading focus- understanding words in context

Wednesday – Explore all the dino entries and your favourite entry in the Dino Directory.

Use the lesson 3 document:



Wednesday –

<https://classroom.thenational.academy/lessons/information-leaflet-lesson-3-identifying-features>

Identifying features of a non-fiction text

Purpose- circle which one you think describe the Dino Directory
Effect- Decide how it makes you feel as a reader. Does it make you feel engaged? Are you informed?
Ingredients- Go through your favourite entry and look for what it has.
-real facts
-hypens
-brackets
-an image to show its size
Examples: Copy parts of the text which use things you have listed in the ingredients section.
Here is an idea you could use:
Dashes----- a parrot-like beak

If you loved doing this, you could always try it for another entry.

Thursday - Grammar practice and play.

Using the entry found on Lesson 4 document, complete this task.

Explain:

- Why does the author use brackets in this extract?

Change the blue highlighted words:

- Select synonyms for the underlined words (synonym means the same)
- Try arranging the information in the opening paragraph in a different way by experimenting with sentence structure.

Create your own:

- Imagine that you have unearthed a new dinosaur species. Imitate the author’s style by writing a short entry for the Dino Directory about your discovery. Don’t forget to include yourself in the “named by” section of the taxonomi.

Friday – Edit your own Dino Directory and redraft. Could you create a double-paged piece of writing? Does your entry need images? A map?

Thursday –
<https://classroom.thenational.academy/lessons/information-leaflet-lesson-5-writing-an-information-leaflet/activities/2>

How to write an information leaflet

Friday –
<https://classroom.thenational.academy/lessons/information-leaflet-lesson-5-writing-an-information-leaflet/activities/2>

