



Ready
Respectful
Safe



What has happened so far in the story?

This is based on your previous learning which you will need to apply during the lesson today.

Monday 20th November

LO: Predict what might happen
from details stated and implied

- Continue reading 'Song of the Dolphin Boy' from the second paragraph on page 23 - the description of Charlie on a rainy day - until page 27 . Stop reading immediately after 'It was pure bad luck that Finn, still engrossed in the poem, happened to..'
- What is Finn's mood like?

What happened next...?

Engrossed in the poem, Finn accidentally walks straight into Charlie. This causes Charlie to completely erupt! He attacks Finn and leaves him with a black eye.

What happened next...?



Looking for a fight, Charlie knocks Finn's poem out of his hands and it lands in a puddle. Finn is upset and angry and can no longer hold his tongue with Charlie.

Charlie, looking for a fight, questions Finn about whether he will be joining the class for their swimming lessons. Charlie teases Finn when he learns Finn won't be.

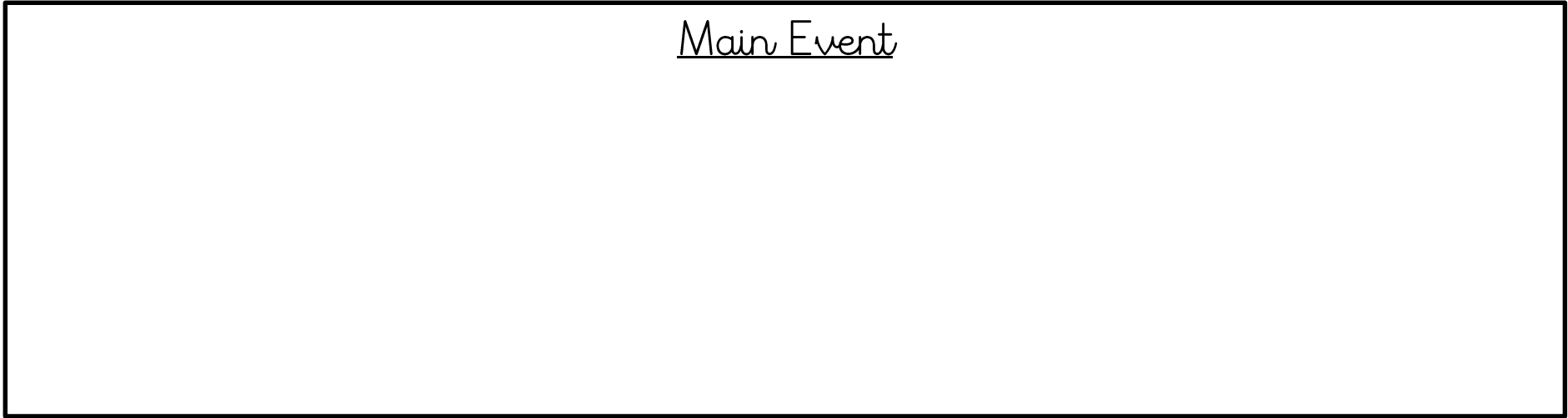
Charlie storms out of the room, slamming the door and causing the roof to vibrate so much it falls in on top of Finn.

Your Task

Characters



Main Event



WAGOLL PLAN

Characters

Finn

In a daydream, gentle character, sad persona, lonely boy, picked on and taunted, likes to be left alone and fade into the background yet longs to have friends.

Charlie

Has a huge temper. Becomes angry very quickly, hates rainy days as he become frustrated being stuck inside each day. Has been mean and nasty to Finn in the past.

Jas

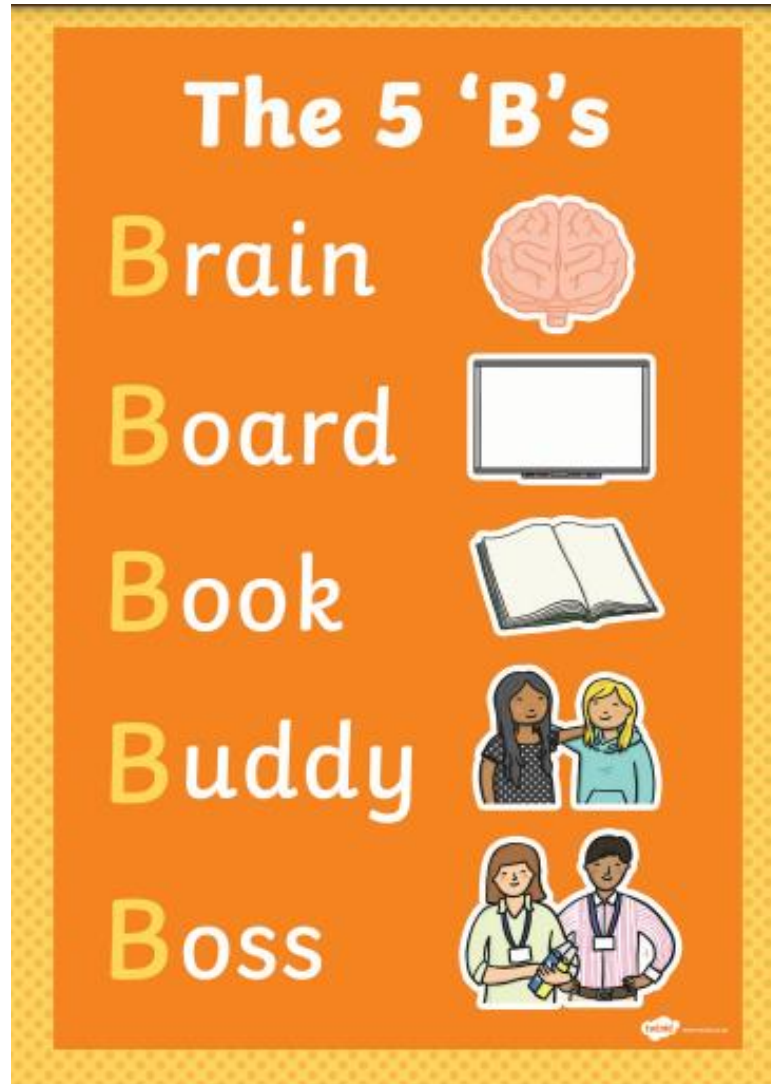
Kind to everyone. A positive person and sticks up for the underdog. Good moral compass.

Main Event

- Finn daydreaming about the Selkie poem and doesn't look where he is going.
- Finn walks straight into Charlie - the straw which breaks the camel's back.
- Charlie's anger explodes. His poem has been knocked into a puddle.
- He throws Finn onto the floor and forces him to retrieve his poem from the puddle with his teeth.
- Jas witnesses the disgusting behaviour and steps in.
- Jas's bravery and kindness saves Finn and scolds Charlie.



Where can I go for help if I'm feeling too crispy?



Plenary - Pupil Self Assessment

Use an emoji (at the end of your work) to show how well you understood the LO.



I fully understood the LO



I almost understand the LO but could do with some more practise.



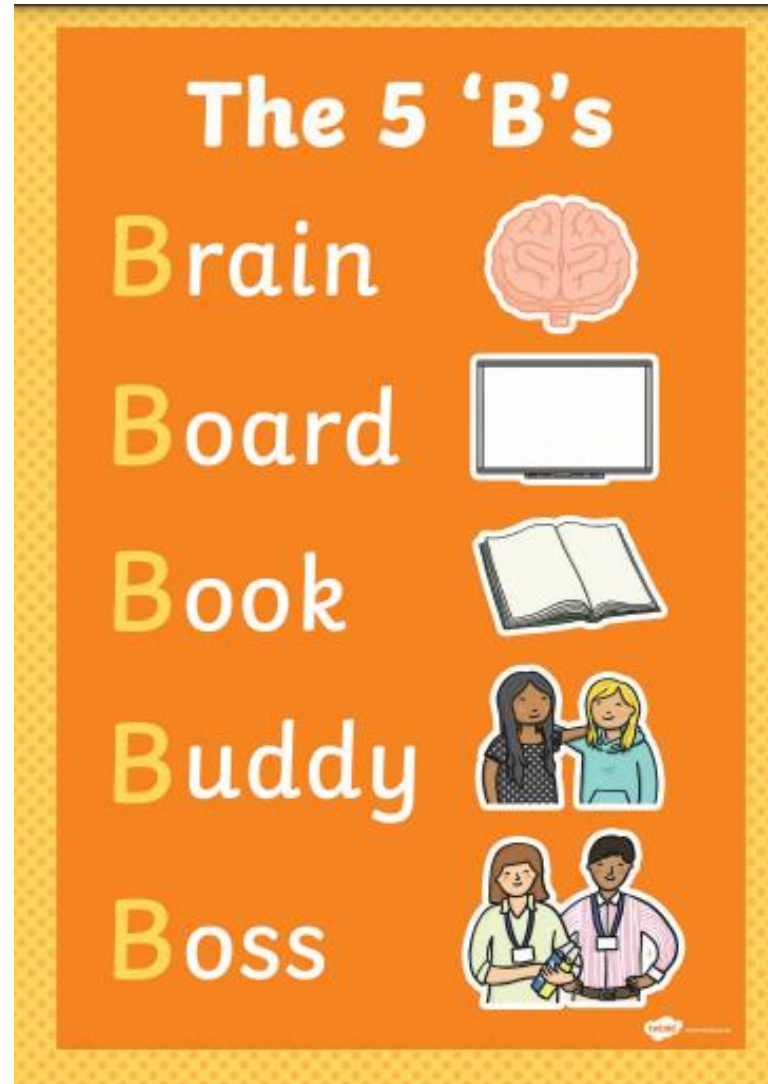
I did not understand the LO and need support to understand it.



Ready
Respectful
Safe



Where can I go for help if I'm feeling too crispy?





What predictions did we make yesterday?
Look at your prediction plan.

This is based on your previous learning which you will need to apply during the lesson today.

Tuesday 2^{1st} November

LO: Include end punctuation within
my inverted commas


Feature	Self Assessme nt
Apostrophes for singular and plural possession.	
Expanded noun phrases.	
Correctly punctuated direct speech.	
Character description	


Direct Speech Rules


- All spoken words inside inverted commas. “ ”
- Capital letter to start the speech – inside the inverted commas.
- Punctuation to end the speech – inside the inverted commas . , ! or ?
- When a new speaker starts, start a new line.
- Let your reader know who is speaking by using a reporting clause.


Reporting clause

This adds extra information to the speech: it tells us who is speaking, provides details about the character and moves the action forward. Below are some words you might like to use in your reporting clauses depending on what mood your character is in.

Happy  replied, agreed, assured, began, commented, exclaimed, instructed, replied, stated, suggested, laughed, giggled.

Upset  complained, confessed, cried, croaked, denied, fretted, gasped, groaned, gurgled, moaned, pleaded, protested, sniffled, sobbed, stammered, uttered, wailed, whispered, worried.

Angry  argued, barked, bellowed, boasted, demanded, hissed, insisted, interrupted, jeered, ranted, raved, roared, scolded, screamed, shouted, snapped, shrieked, stormed, taunted, yelled.

Negative  nagged, lied, grumbled, blurted, babbled, grunted, mused, quavered, sneered, squealed, wondered.

Apostrophes for possession handout

The *man's* bike.



Singular possession

The *wolves'* howls could be heard from miles around.



Plural possession

The *children's* playground was brand new.



Plural noun possession

WAGOLL - our alternative end of chapter

Something deep inside Finn stirred. The poem about the Selkie interested him more than anything he had ever read. On auto-pilot without looking where he was going, Finn's naive feet carried him towards the open classroom door.

"Oi! What do you think you are doing?" Charlie reacted as Finn bumped straight into him causing Charlie to drop his poem in a puddle.

"I'm so sorry, I didn't see you!" Finn apologised looking shocked and anxious about the repercussions.

In an instant, Charlie's strong fist gripped Finn's significantly grubby collar and hurled him to the floor. A look of sheer terror crossed the other children's faces. Jas let out an audible gasp and covered her mouth with her hands.

"Pick it up!" Charlie demanded as Finn was face down looking at the poem drowning in the dirty puddle. Wanting this uncomfortable ordeal to be over, Finn crouched on his grazed hands and knees leaning forwards to retrieve the sodden poem with his right hand.

"Not with your hands, with your teeth!" Charlie taunted, spittle flying in all directions from his vicious mouth whilst stepping on Finn's head, pressing his face into the icy water.

"Back off Charlie, that's enough!" Jas screamed at the top of her voice, knocking Charlie's leg out of the way with one hand and scooping Finn up with the other.

"Here's your precious poem," Jas scolded, slapping the soggy piece of paper against Charlie's chest then leading Finn away in the direction of the McFees' cottage.

Something deep inside Finn stirred. The poem about the Selkie interested him more than anything he had ever read. On auto-pilot without looking where he was going, Finn's naive feet carried him towards the open classroom door.

"Oi! What do you think you are doing?" Charlie reacted as Finn bumped straight into him causing Charlie to drop his poem in a puddle.

"I'm so sorry, I didn't see you!" Finn apologised looking shocked and anxious about the repercussions. In an instant, Charlie's strong fist gripped Finn's significantly grubby collar and hurled him to the floor. A look of sheer terror crossed the other children's faces. Jas let out an audible gasp and covered her open mouth with her hands.

"Pick it up!" Charlie demanded as Finn was face down looking at the poem drowning in the dirty puddle. Wanting this uncomfortable ordeal to be over, Finn crouched on his grazed hands and knees leaning forwards to retrieve the sodden poem with his right hand.

"Not with your hands, with your teeth!" Charlie taunted, spittle flying in all directions from his vicious mouth whilst stepping on Finn's head: pressing his face into the icy water.

"Back off Charlie, that's enough!" Jas screamed at the top of her voice, knocking Charlie's leg out of the way with one hand and scooping Finn up with the other.

"Here's your precious poem," Jas scolded, flattening the soggy piece of paper against Charlie's chest then leading Finn away in the direction of the McEes' cottage.

Self Assessment	
Apostrophes for singular and plural possession.	
Expanded noun phrases.	
Correctly punctuated direct speech.	
Character description	



daydream



poem



walks



daydream



poem



walks



daydream



poem



walks



anger



knocked



puddle



anger



knocked



puddle



anger



knocked



puddle



floor



behaviour



kindess



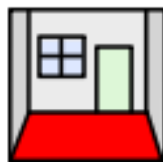
floor



behaviour



kindess



floor



behaviour



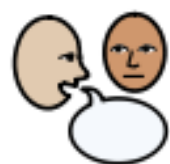
kindess



bravery



helps



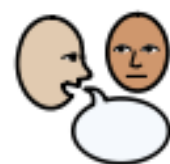
tells



bravery



helps



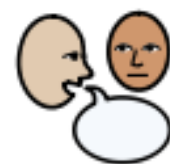
tells



bravery



helps



tells

Plenary - Pupil Self Assessment

Use an emoji (at the end of your work) to show how well you understood the LO.



I fully understood the LO



I almost understand the LO but could do with some more practise.



I did not understand the LO and need support to understand it.



Ready
Respectful
Safe



Think pink your work
from yesterday. Can you
improve any of your
sentences?

This is based on your previous learning which you will need
to apply during the lesson today.

Day Three

LO: Include conjunctions, adverbs and prepositions
to show time and cause.,

Read Chapter 3 of 'Song of the Dolphin Boy',
pages 31 - 39.

What are Time Conjunctions?

Time Conjunctions tell us when something is happening: before, when, while, after, during, whilst, next, first, later, then, finally, meanwhile.

Look at these examples:



When they couldn't find Finn, Charlie's face turned a worrying sickly white.

Meanwhile, Jas was running ahead of the others.



Next, Kyla gasped because she knew Finn couldn't swim.

Then Jas made a realisation, Finn must have fallen in.



What are Causal Conjunctions?

Causal Conjunctions links something which has happened with the cause (or reason that it happened) : **because, as, since, as a result, therefore, for this reason, consequently, so.**

Look at these examples:



Charlie chased Finn, **consequently** he may have drowned!

Jas called for Mr Munro **because** they needed hel



Kyla suggested Jas shouted louder **since** Mr Munro couldn't hear them.



As a result, Amir kicked off his shoes ready to jump into the wa



Causal Conjunctions links something which has happened with the cause (or reason that it happened):

Cause is highlighted in pink and the **thing which happened** is highlighted in blue -



Charlie chased Finn, **consequently** he may have d



Jas called for Mr Munro **because** they needed hel



Kyla suggested Jas shouted louder **since** Mr Munro couldn't hear

As a result, Amir kicked off his shoes ready to jump into the water



This final sentence is linked to the sentence above. The cause is Mr Munro not hearing the children, so Amir kicked off his shoes. Causal conjunctions can join phrases within a sentence, two sentences or even paragraphs.

Time Conjunctions

before
when
while
after
during
whilst
next
first
later
then
finally
meanwhile

Causal Conjunctions

because
as
since
as a result
therefore
consequently
for this reason
so

LO: Include conjunctions, adverbs and prepositions to show time and cause.

Look at each sentence below. The conjunctions are pink - identify if they are time conjunctions or cause conjunctions. Tick the correct one.

1) Amir threw off his sweater **so** he could jump into the wer. ☐e causal

2) Charlie offered to go in **as** he felt it was his fa. t☐e causal

3) **Before** Charlie could move, Jas grabbed his cor. ti☐e causal

Look at each sentence below and under line the conjunction in pink. Is it time or causal?

4) Next, the children lent over the harbour wall to look at the wer. ☐me causal

5) Amir waded among the boats because he was trying to find Fn. ☐ime causal

6) Meanwhile, Kyla was shouting to find out if Amir could seem. ☐he causal

Look at each sentence below and add in your own time or causal conjunction so it makes sense.

7) Kyla was worried that Finn may have knocked himself out _____ of the rocks.

8) _____ Amir reappeared out of breath.

9) Amir was reassuring _____ the water was shallow.

10) _____ the children just didn't know what to do.

LO: Include conjunctions, adverbs and prepositions to show time and cause.

Look at the paragraph below. Each conjunction is pink, write a 'T' above them if they are a time conjunction or a 'C' above them if they are a causal conjunction.

1) Amir threw off his sweater **because** he was determined to jump into the water. **Next**, Charlie offered to go into the water instead **as** he felt it was all his fault! **Before** Charlie could even begin to move, Jas grabbed his collar preventing him from even taking a step! All the children rushed to look over the harbour wall **as** they were hoping they could see Finn. **Meanwhile**, Amir was wading among the boats hoping he would see Finn. **During** this, Kyla was shouting, asking if Amir had found him.

Look at each sentence below and add in your own time or causal conjunction so it makes sense.

2) Kyla was worried that Finn may have knocked himself out _____ of the rocks.

3) _____ Amir reappeared out of breath.

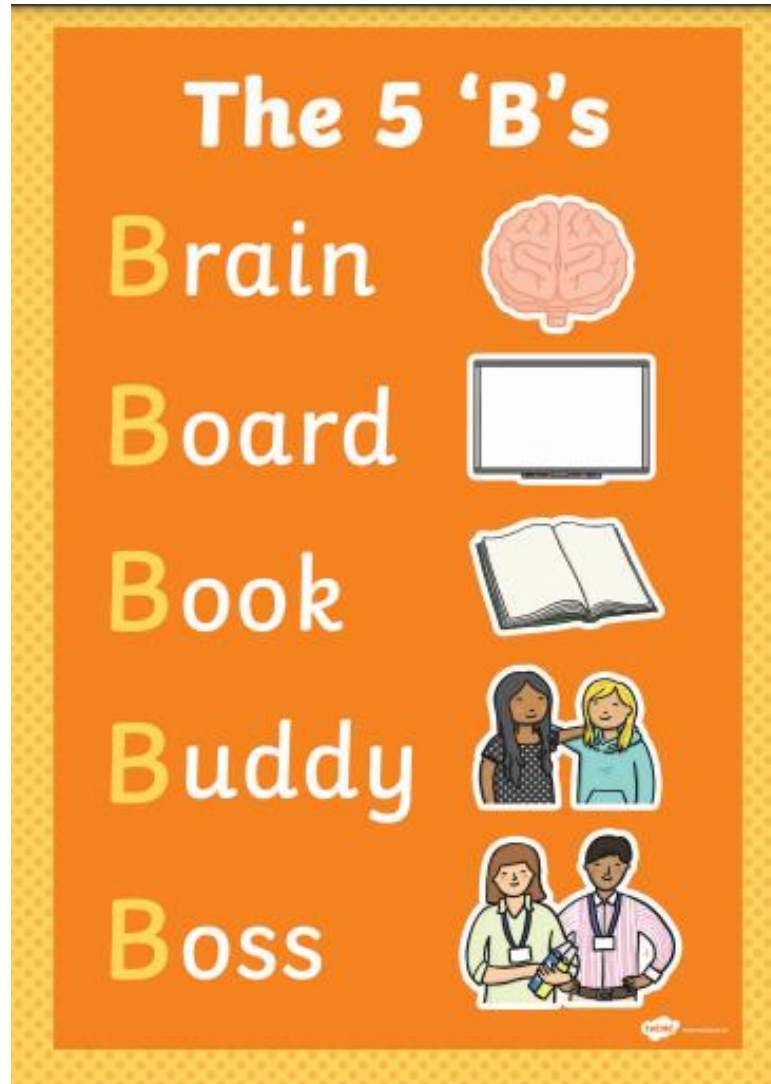
4) Amir was reassuring _____ the water was shallow.

5) _____ the children just didn't know what to do.

Now in your book, write your own sentences; some using time conjunctions and the others using causal conjunctions. Underline the conjunctions in pink.



Where can I go for help if I'm feeling too crispy?



Plenary - Pupil Self Assessment

Use an emoji (at the end of your work) to show how well you understood the LO.



I fully understood the LO



I almost understand the LO but could do with some more practise.



I did not understand the LO and need support to understand it.



Ready
Respectful
Safe

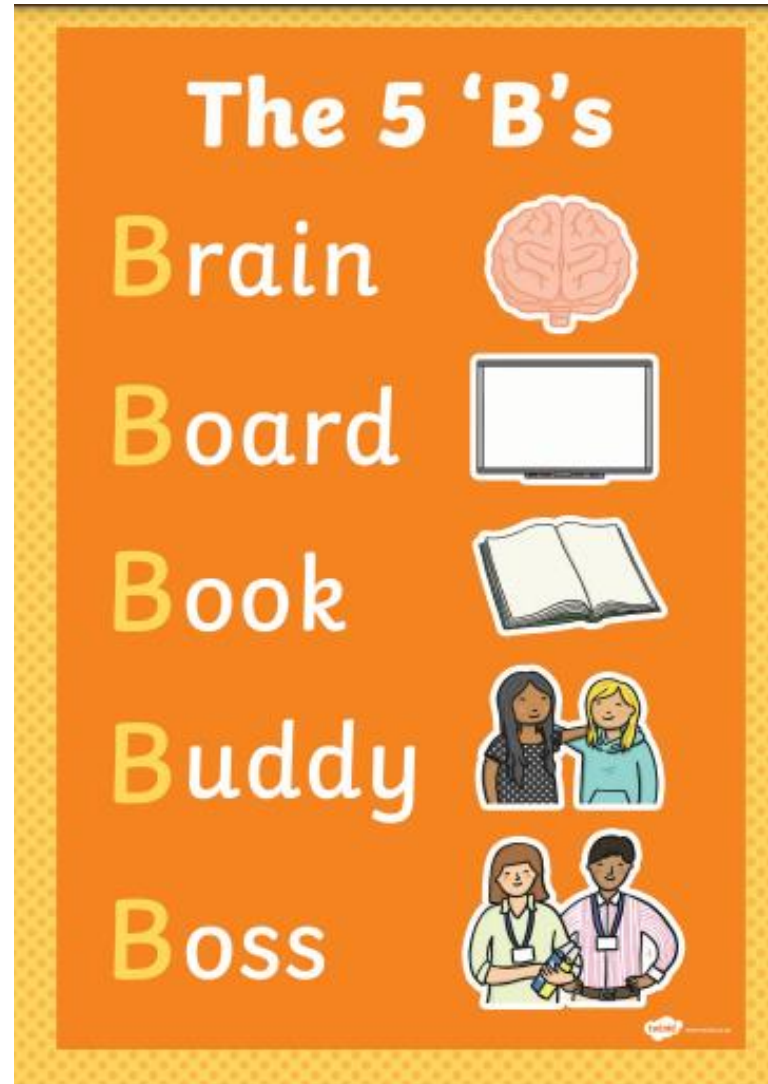


What is an adverb?

This is based on your previous learning which you will need to apply during the lesson today.



Where can I go for help if I'm feeling too crispy?



Day Four

LO: Use a comma after a fronted
adverbial

Read Chapter 4 of 'Song of the Dolphin Boy',
pages 40 - 63 (as this is quite a long chapter, you
may wish to read it throughout the day, rather
than just in the lesson).

What are Adverbs of Time?

Adverbs of Time are a word or phrase which tell us when the sentence is taking place: again, early, eventually, occasionally, never, now, often, first, soon, suddenly, after, then, tonight, later, once, in the evening.

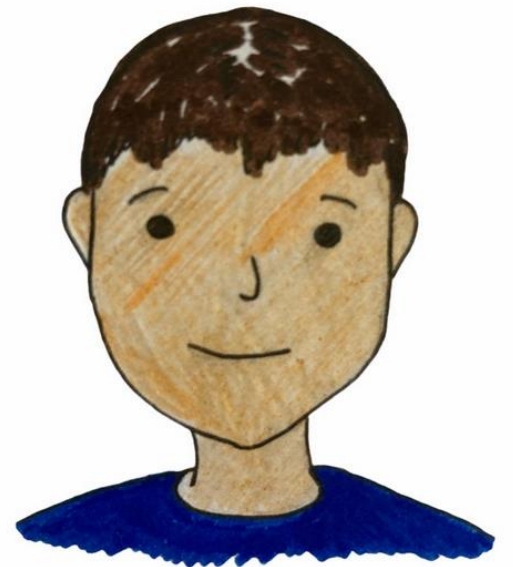
Look at these examples:

Never had Finn felt so afraid, than when Charlie chased hi

Suddenly, Finn realised he couldn't swim!

Eventually, he was completely submerged in water.

Soon, Finn was thrashing about with his arms and legs.



What are Fronted Adverbials?

Fronted adverbials = the adverbs are used at the start of the sentence.

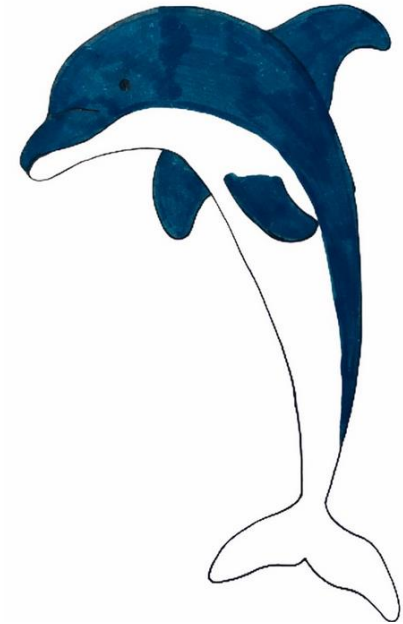
Every fronted adverbial (single word or phrase) needs a comma after it – can you place these commas into the right place?

Eventually Finn felt something brush his leg.

Then filled with joy, Finn felt he could swim.

Now Finn thought he felt a dolphin pass by.

After the dolphin was playful with his snout.



LO: Use a comma after a fronted adverbial

again, early, eventually, occasionally, never, now, often, first, soon, suddenly, after, then, tonight, later, once, in the evening, after lunch, during the afternoon, after that

- 1) _____ Finn was thrashing his limbs about in the water.
- 2) _____ he really begun to panic!
- 3) _____ Finn was able to glide in the water.
- 4) _____ a dolphin wanted to play using his snout.
- 5) _____ Finn realised that the dolphin wanted to be his friend.
- 6) _____ the dolphin wanted to leap with Finn.
- 7) _____ Finn tried to make the dolphin's buzzing sound.



Plenary

What went well?

What could you improve?





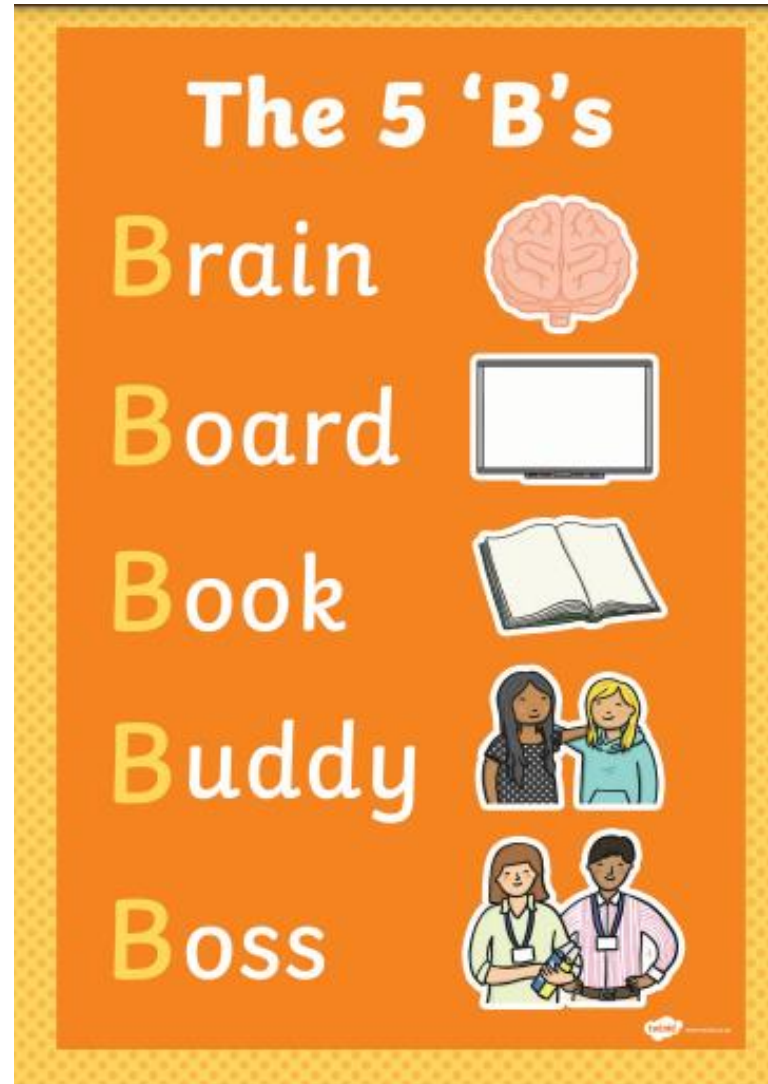
Ready
Respectful
Safe



This is based on your previous learning which you will need to apply during the lesson today.



Where can I go for help if I'm feeling too crispy?



Day Five

LO: Retrieve and record information from non-fiction.

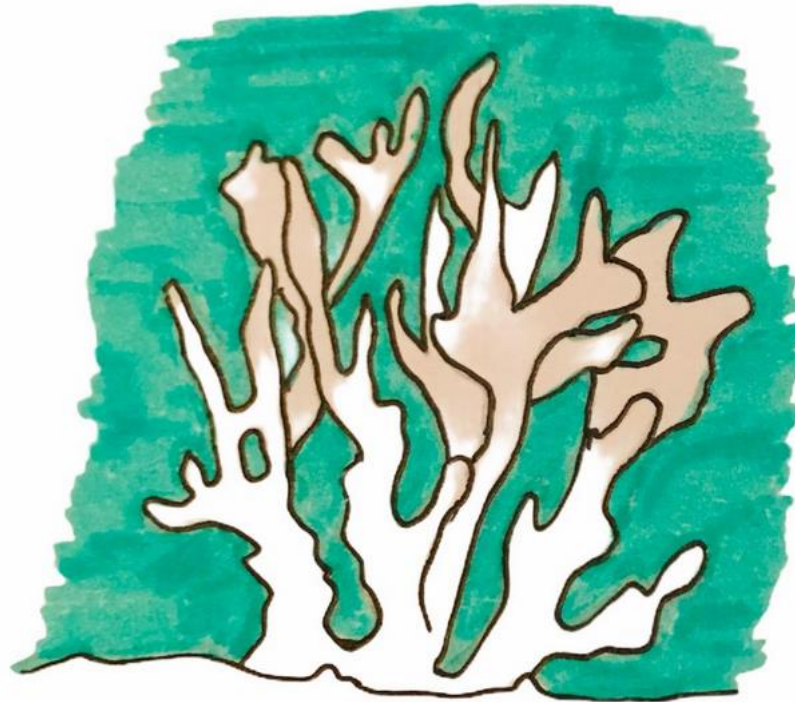
Read Chapter 5 of 'Song of a Dolphin Boy' on pages 64 - 73.

Then return to the bottom of page 62 where Mr McFee mentions there are lots of dangers in the sea - can the children think of any?

Warmer temperatures within water leads to coral bleaching. The warmer temperatures cause the corals to expel zooxanthellae (an algae living in their tissues), which leads to them turning completely white.

When the coral turns completely white, it is known as 'coral bleaching.' This doesn't kill the coral, but it causes it stress making it more likely to die. Coral is important to us as it protects the coastline by reducing the power of the waves, it provides jobs for people and is used as a source for new medicines.

Coral Bleaching



In 2005, South America lost half of its Caribbean coral reefs, in just one year, to coral bleaching!

The main cause behind coral bleaching is climate change. A small water temperature change – just 2 degrees Fahrenheit – can cause the coral to expel the algae. Pollution of the waters is another cause, as is too much sunlight.

Once corals die, the reef rarely comes back. As numbers of coral become more and more limited, they struggle to reproduce, and therefore, deteriorate further.

Oil can spill into rivers, lakes and oceans when accidents occur with tankers, barges, pipes, drilling rigs and storage. They are caused by people making mistakes, faulty equipment, natural disasters (such as hurricanes) impacting on equipment or transport and people dumping illegally.

Oil Spills



Oil spills are harmful to marine birds, mammals, fish and shellfish. It destroys the insulation ability of marine mammals' fur and the water-repelling abilities of birds' feathers. Many of the animals can also ingest oil as they clean themselves, which poisons them.

Oil floats on the oceans, lakes and rivers, usually spreading out to form a thin layer. This is known as an oil slick. As this spreads and thins, it becomes sheen and often looks like a rainbow. These can sometimes be seen where cars have parked in wet weather.

Fishing nets can be lost or abandoned at sea and pose a threat to all types of marine life. These nets continue to trap everything they come across.

These lost and abandoned nets will continue to catch fish, but also entangle dolphins, sea turtles, porpoises, seals, sharks and other marine life. They cannot detect the nets using sight or sonar.

Nets can cause damage to corals by entangling them making them break and leading to disease.

Nets



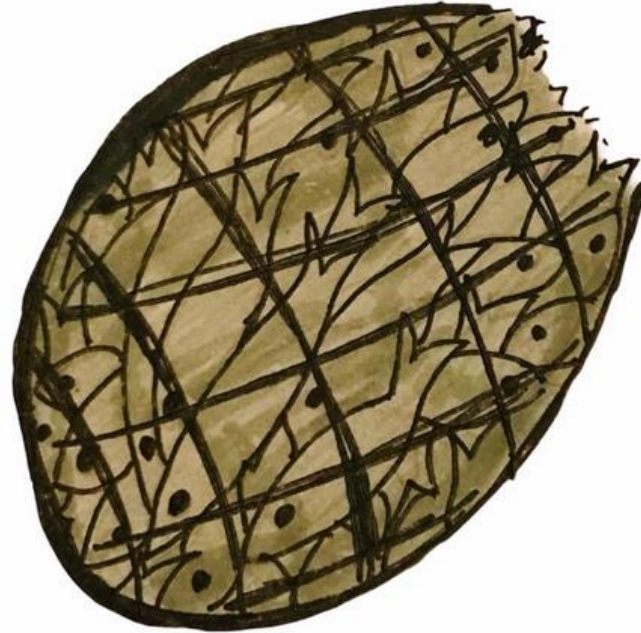
The nets prevent the captured marine animals from moving and cause injuries. They also stop mammals and birds from rising to the top of the water for air. Hundreds of animals can be caught with just one net.

Nets are made of nylon or plastic which lasts for centuries and contributes to the plastic pollution in our oceans. These nets break down into smaller pieces and can be ingested by marine life leading to harm of internal organs and exposure to toxic chemicals.

Over-Fishing

Fishing can become an issue when vessels catch fish quicker than stocks can replenish. This is known as over-fishing.

Additionally, to this over-fishing, fisherman can capture unwanted sea life causing losses of billions of fish, as well as sea turtles.



Over-fishing has a negative impact on ocean ecosystems. It also impacts on people that rely on seafood as a main source of protein.

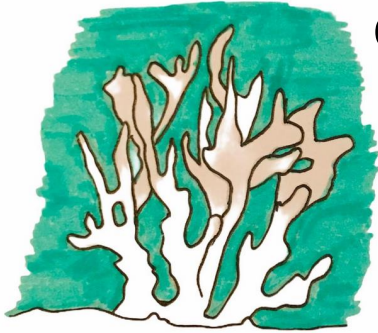
Pollution, found in our oceans, mainly comes from human activity. One form of pollution comes from runoff (where things have overflowed inland). These can include septic tanks, vehicles and farms.

Marine debris, which consists of tiny pieces of microplastics, abandoned fishing gear and derelict vessels, is also a problem. Marine species can be seriously harmed by being entangled or through ingestion.

Pollution



Garbage patches are large areas of rubbish, fishing gear and marine debris that has collected. These vary in size, from tiny microplastics to very large pieces of fishing gear. They are created due to gyres: rotating ocean currents which pull debris into one central location. The patch can start at the surface of the ocean and go all the way to the ocean bed. There are five gyres globally – one in the Indian Ocean, two in the Atlantic Ocean and two in the Pacific Ocean.



Coral Bleaching



Nets

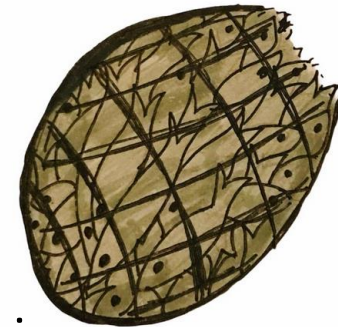


Pollution

In my opinion, the most worrying 'danger' to the sea is...



Oil Spills



Over-Fishing

Plenary

Can you summarise the story so far?

