

The Wind in the Willows
by Kenneth Grahame -
Week 4



Task 1: We are continuing with the classic story of the Wind in the Willows. You need to read / listen to the next two chapters today:
 The Wild Wood and Mr Badger.

Write down ten words or phrases (Year 2s: just do five!) that you are not sure of from these chapters. Have a guess about what they could mean *by reading them in the context of the story.*

If you're still unsure, look them up in a dictionary, online or discuss them with an adult. Write your own sentence that uses the words/phrases in the correct context.

In your Home Learning book, draw a table a bit like this:

Unfamiliar Word/Phrase	Meaning	My sentence, showing correct use of the word or phrase.
<i>to make the acquaintance of</i>	<i>to meet someone for the first time</i>	<i>I am looking forward to making your acquaintance.</i>

Task 2:

In *The Wild Wood*, the author builds the tension as Mole is walking through the wood. Mole is being spooked by all the sounds and sights. As readers, we feel like we are really there and we can sense Mole's fear. It makes us want to keep reading because we want to know whether Mole makes it out alive. Re-read this section (it's on a separate pdf file, if that helps). In a table in your Home Learning Book, make notes on what Mole can see, hear and feel.

Things Mole Sees	Things Mole Hears	Things Mole Feels/Touches
<i>a face in a hole</i>	<i>crackling twigs</i>	

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Task 3

Today is a writing task.

Write a passage as if you

are Mole. You need to build the tension so that the reader can sense your fear as you walked through the Wild Wood. Use those sights and sounds that you studied yesterday. Make it so that the reader can't resist reading on to find out what happened!

Use the original text to help you, but you are also free to add your own ideas as well. Remember to use the first person (I), because you are writing in the role of Mole.

Of course, you also need to use all your other writing knowledge and skills, including using VCOP, paragraphs and careful spelling!

You may use this to start you off, but you may also start in your own way if you prefer:

I entered the Wild Wood. At first, I felt quite safe. Beneath my feet, the twigs crackled and sometimes I tripped on the logs that lay across the path, but I wasn't too worried.

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**Task 4: Spelling Revision -
the rules for plurals**

Top tip: *Plural means more than one.*

You need to look at each plural word and think how it would be spelt in the singular form. What rule has been used for the plural form?

Use the examples to help you.

Some words are from the WitW text but I've put in a few extras as well!



Word in plural form	Spelling of singular word	Spelling rule used for plural form
thoughts	thought	Just add <i>s</i>
leaves	leaf	Change <i>f</i> to <i>v</i> , then add <i>es</i>
wishes	wish	Word ends in a hissing sound, so add <i>es</i> instead of <i>s</i>
stories	story	There's a consonant before <i>y</i> , so change <i>y</i> to <i>i</i> and add <i>es</i>
monkeys	monkey	There's a vowel before <i>y</i> , so just add <i>s</i>.
feet	foot	Irregular plural form
jobs		
inches		
whistlings		
faces		
eyes		
animals		
shelves		
benches		
twigs		
patterings		
smashes		
mouths		
cries		
donkeys		
teeth		

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Task 5:

There are two parts to this task:

Part A: Practise your handwriting (see separate sheet).

Part B: Read/Listen to Chapter 5: *Dolce Domum*. There will be no work directly related to this chapter. Next week, we will be moving on to Chapter 6, so make sure you've read Chapter 5 for completeness.

NB The chapter title *Dolce Domum* is written in Latin. It means 'Sweet Home'. You may have heard of people using the phrase 'Home Sweet Home'. What does it mean?

When you have read the chapter, think about why it is called *Dolce Domum*.

I'd love to see your main piece of writing from this week folks! If you can, take a photo of it and send it to me at

home-learning@trinity.shropshire.sch.uk with For Miss Rapley in the subject line.

Your work may appear on the Daily Blog for everyone to see!

