



BGE English and Literacy, January 2021 - Snowflakes



Starter

- How big do you think the snowflakes in the photograph above are?
- Where are they?
- Are all snowflakes the same?
- How many types of snowflake are there?
- How does the picture make you feel?

Tasks

- Everyone should try to do both of the regular Core Tasks (Reading for Pleasure and Spelling). You should also try to do the Snowflake Poetry Reading and Writing Tasks.
- You may try as many of the Extension Tasks as you can manage. You can choose which ones suit you best. (Ask your teacher.)



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Core Tasks

Reading – Enjoyment and Choice

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a**

- **Read something you enjoy for 15 minutes each day. Share it with your classmates in the classroom or on Teams.**

Remember:

You can access lots of free reading materials (including audiobooks, etc.) on the English and Literacy section of the school website <https://cedarbankschool.westlothian.org.uk/article/47605/English-and-Literacy> and on our Library Team.

- I select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.
- I can explain preferences for particular texts and authors.

Tools for Writing – Spelling

I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**

- **Work on Sumdog spelling for 20 minutes per week. <https://www.sumdog.com/>**

Remember:


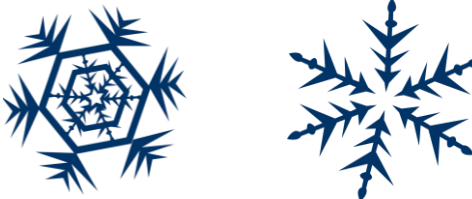
Your username and password should be in the back of your red diary, but let your teacher know if you need help logging in.

- I can spell most commonly used words correctly.
- I can spell most vocabulary used across the curriculum correctly.
- I can use my knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.



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<p>Reading - Understanding, analysing and evaluating</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</p> <p>To show my understanding, I can respond to different kinds of questions and other close reading tasks. ENG 1-17a</p>	<ul style="list-style-type: none"> • Read the poem and answer the quiz questions on the form below. (Link or paper copy below.) <p>https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKe3EdxxFvP1BjmjKLSqLyShURFdGTFFQNkg4QTJNWEJGNIRYUU1XMzNVTy4u</p> <p>Remember: You can use Immersive Reader in Forms to help you. Click on the  symbol.</p> <ul style="list-style-type: none"> ○ I can identify the main ideas of texts. ○ I can make appropriate suggestions about the purpose of a text. ○ I can answer literal, inferential and evaluative questions about texts. ○ I can ask questions to help make sense of a text.
<p>Writing -Creating texts</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a</p>	<ul style="list-style-type: none"> • Write a poem about snow. You can use the step by step work sheets and the word mats in this pack to guide you through. <ul style="list-style-type: none"> ○ I can create my own texts, for example, stories, poems and plays, with recognisable features of genre. ○ I can create texts with evidence of structure.
	



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Extension Tasks

Reading- Finding and Using Information

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a**

Fact: Close to 80% of the world's fresh water comes from snow and ice.

Question: What other fascinating facts can you find out about snow?

- **Compile a fact file on snow and illustrate it, then present to your classmates or share it on Teams. Have you all found the same things out? What are the different facts you have collected?**

- I can identify and find key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.
- I can make notes under given headings for different purposes.

Listening and talking -Creating texts

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

With your classmates/teacher or people at home, discuss the following questions:

- Is snow a good thing? Some rural areas become cut off, public transport suffers and it can be dangerous to get from place to place.
- Are we ever prepared for snow?
- What are the hazards of snow?
- What are the enjoyable things about snow?
-

- I can communicate clearly and audibly.
- I can contribute to group/class discussions, engaging with others for a range of purposes.
- I can select and share ideas/information using appropriate vocabulary in a logical order.

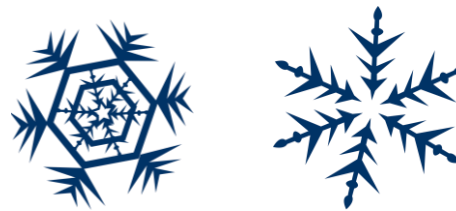


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Creative Tasks

- Watch the video "A Fox and a Mouse" and respond in any way you choose. You can write a film review, write the story of what you see, write your own story inspired by it, or anything else you'd like to try. <https://www.youtube.com/watch?v=k6kCwj0Sk4s>
- You may like to use this as inspiration while you work or for relaxation: <https://www.youtube.com/watch?v=tpYnYczNkQc>
- Make your own snowflakes using white or silver card or paper. https://www.youtube.com/watch?v=9ua_tS8Zmv8
- Snowflake Mindfulness Printable Colouring Sheet: <https://www.crayola.com/free-coloring-pages/print/cabin-fever-coloring-page/> What can you see from your window?
- Go for a walk/play in the snow. How could you describe what you are experiencing with your senses?





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Snowflake Poem

Reading Comprehension



Snowflake

Six-sided symmetry,
Dendrite, hexagonal plate,
Like fingerprints, unique.
Soft, seemingly weightless
Crystal Clear coldness.
Frozen, frosted, fragile.
A moment of beauty
Before it melts away
Gone, perhaps forever.

1. Find one example of **alliteration** in the poem (where one or more words close together begin with the same sound).



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2. In line 3, the poet compares fingerprints to snowflakes as they are both unique. What does unique mean? Choose one answer.

- No two are the same
- They each have one wheel
- They both have six points

3. Which of these lines is a simile? (One thing is compared to another using like or as.) Choose one answer.

- A moment of beauty
- Like fingerprints, unique
- Crystal clear coldness

4. Which word from the poem means the same as delicate?

- Crystal
- Weightless
- Fragile

5. What does the last line of the poem tell us about snowflakes?



Writing Poetry:

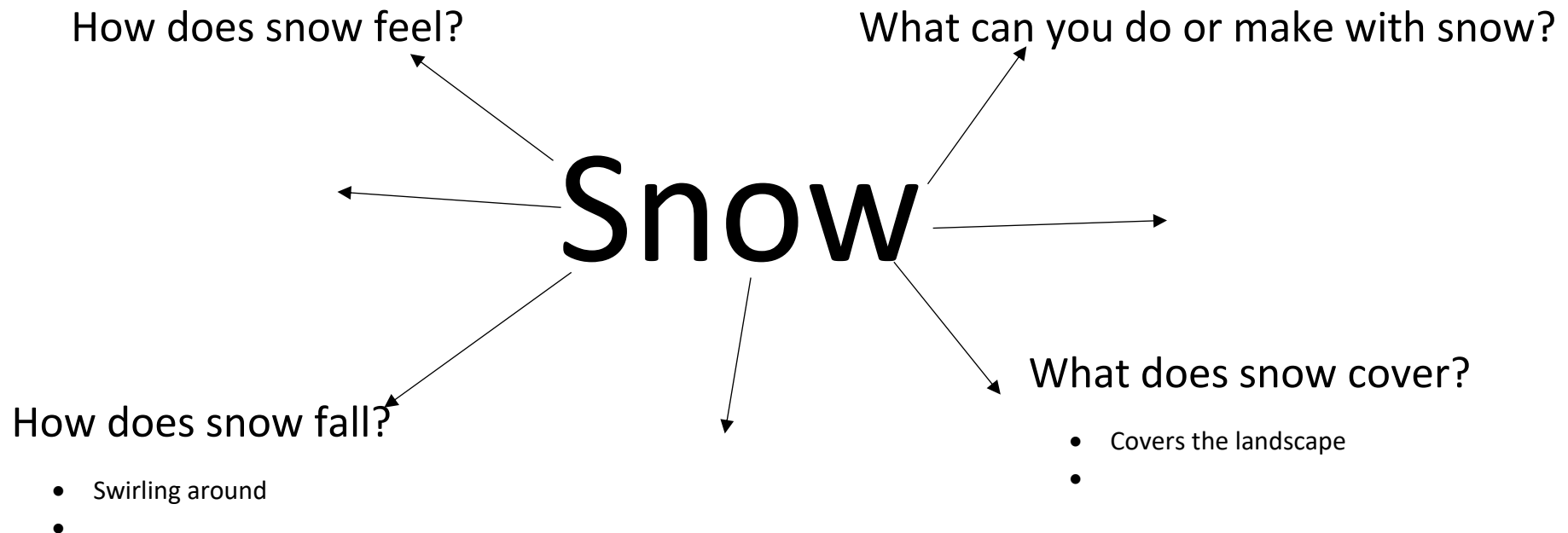
Snowflakes to Snow



The Snowflakes poem describes a snowflake using descriptive words and comparing it to other things using the word 'like'.

You are going to create a similar poem about snow. Follow the steps below to help you.

1. Think of as many things as you can that you know about snow. There are some word mats at the end to help you. Write answers to the questions below and add any other ideas you have around the word snow to create an idea web.





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2. Now take each idea and either a simile (using the words 'like' or 'as') or a description about each one. Look at the examples below to help you. There are also some word mats at the end to help you.

Idea	Literary Description	No.
Covers the landscape	Like a blanket over the land	
Swirling around	Flakes like dancing ballerinas	



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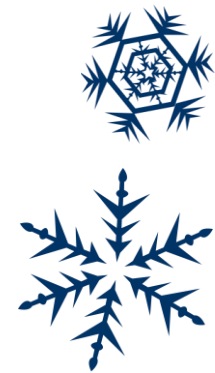


3. Use the final column in the table to number your descriptions in the order you would like them to appear in your poem.
4. Now you're ready to write your poem. Make sure to include your literary descriptions in the order you decided!



Snow

A poem by _____





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sea lion



icicles



skis

Snow



cold



jumper



inuit



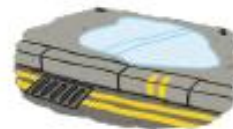
Christmas



dogs and sled



snowman



ice



Arctic hare



seal



snowy owl



gloves



polar bear



penguin



scarf



ice skating



woolly hat



snowballs



igloo



winter



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cold



snowflake

Winter



ice



icicle



snowman



snowballs



slippery



sleet



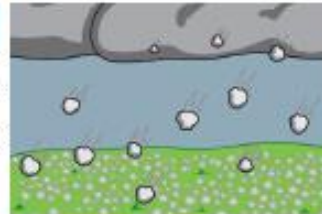
jacket



jumper



snow



hail



frost



frozen



winter



boots



mittens



scarf



gloves



Winter Senses

See

bright falling

grey fire

dark silvery

dazzling spiralling



Hear

singing pitter-patter

shouting laughing

thunder crackle

children playing



Taste

savoury salty

bitter sweet

gingery nutty

zesty fruity



Smell

rain cinnamon

turkey smoke

spices fresh

Christmas tree



Touch

gloves rough

woolly cosy

chilly wet

heat warmth

mist





Similes

	as big as...		as clean as...		as easy as...		as boring as...	
	as cold as...		as hot as...		as fresh as...		as hard as...	
	as soft as...		as dry as...		as hungry as...		as nice as...	
	as clear as...		as long as...		as slow as...		as fast as...	
	as straight as...		as tall as...		as small as...		as sweet as...	
	as wise as...		as white as...		as black as...		as blue as...	
	as silent as...		as loud as...		cat like a...		race like a...	
	swim like a...		work like a...		behave like a...		sleep like a...	
			cry like a...		smell like a...			



Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd talented thoughtless timid handsome	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely scared terrified worried	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short tall teeny tiny	ancient brief early fast late modern old quick rapid short slow swift young  visit twinkl.com