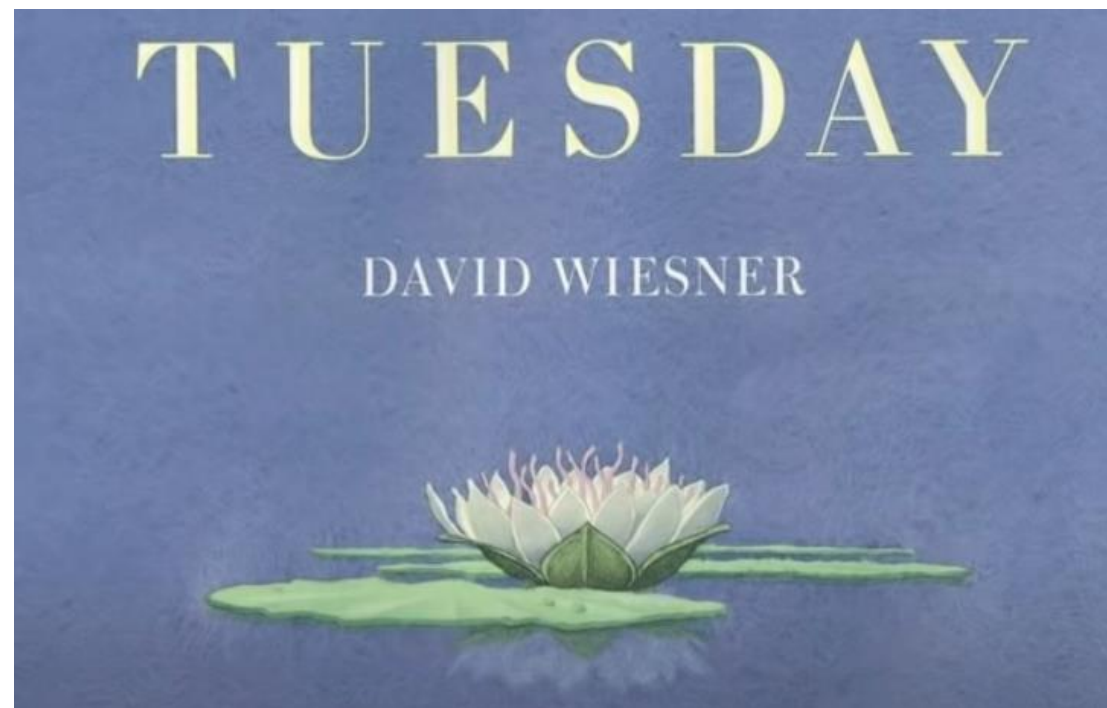


# Welcome to 'World Book Day' Week

Good Morning Year 4!  
This week, to celebrate 'World Book Day' we are doing a whole school topic based upon the book 'Tuesday' by David Wiesner. Mrs Lawson has very kindly put together some super lessons for the week. Enjoy!



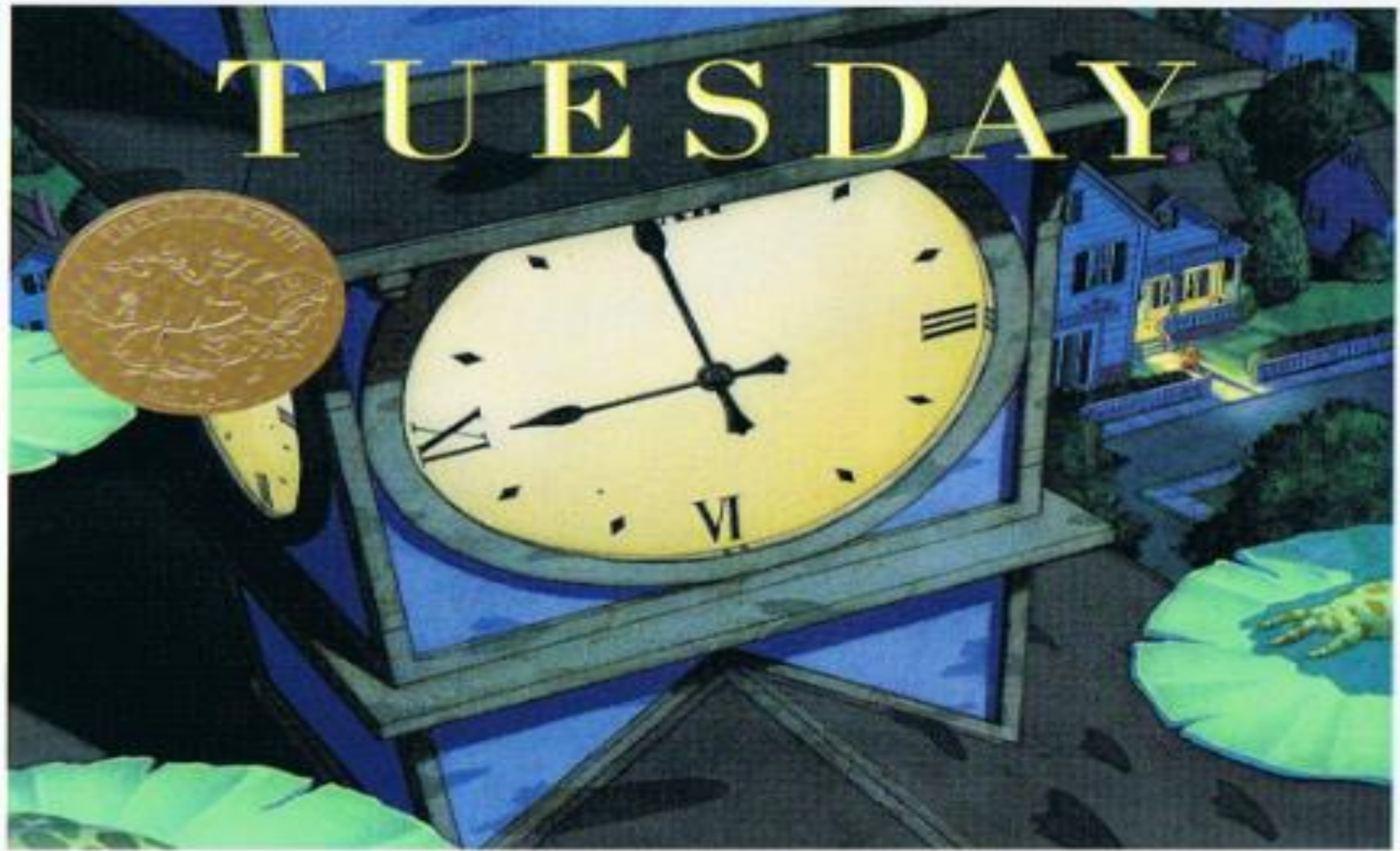
Monday 1<sup>st</sup> March

Click on the following link and watch the animation of Tuesday by David Wiesner.

<https://www.youtube.com/watch?v=IV5LOHdP8>

Read slides 2-32 and then answer the comprehension questions. Look at the example answer on slide 35.

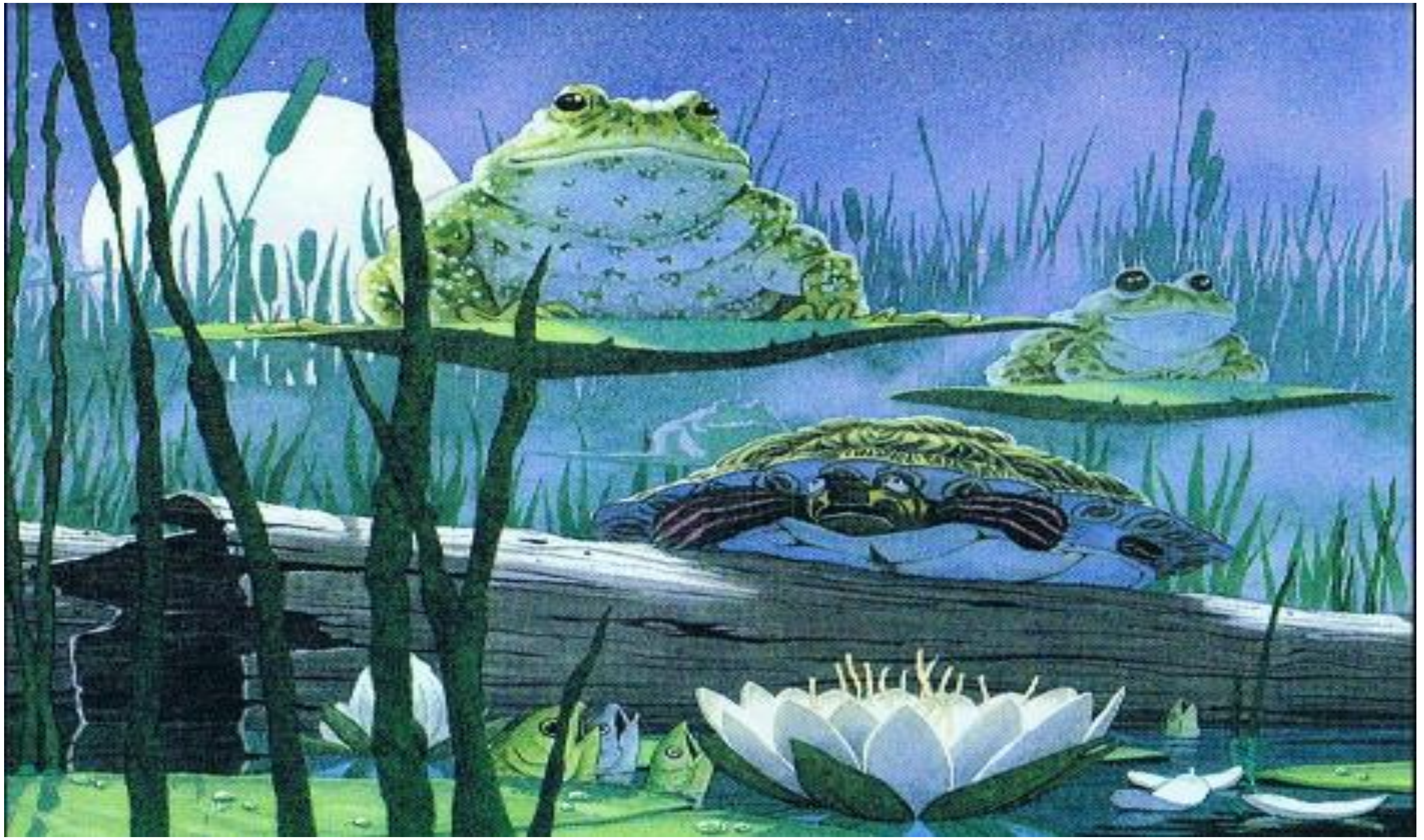
TUESDAY





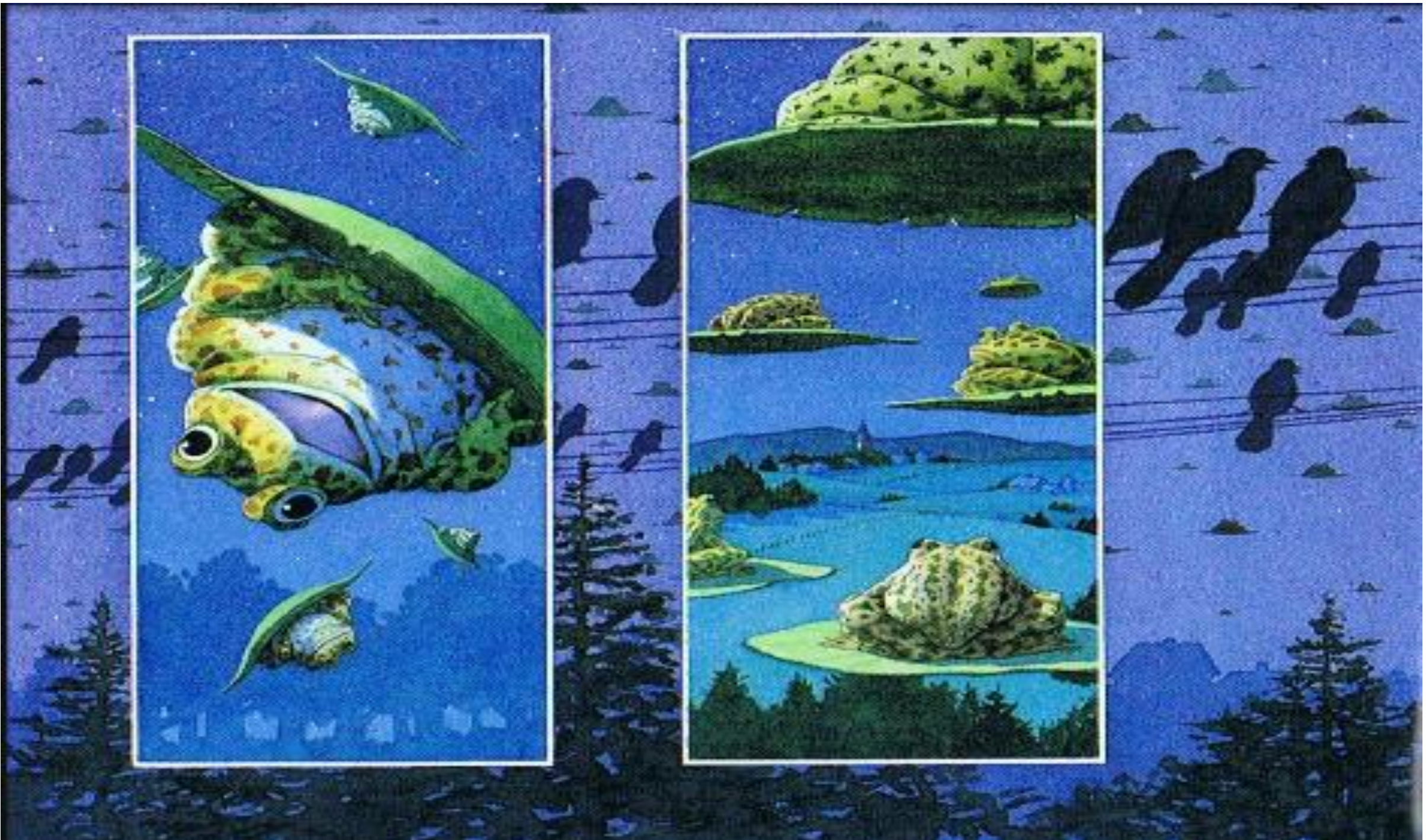
TUESDAY EVENING, AROUND EIGHT.

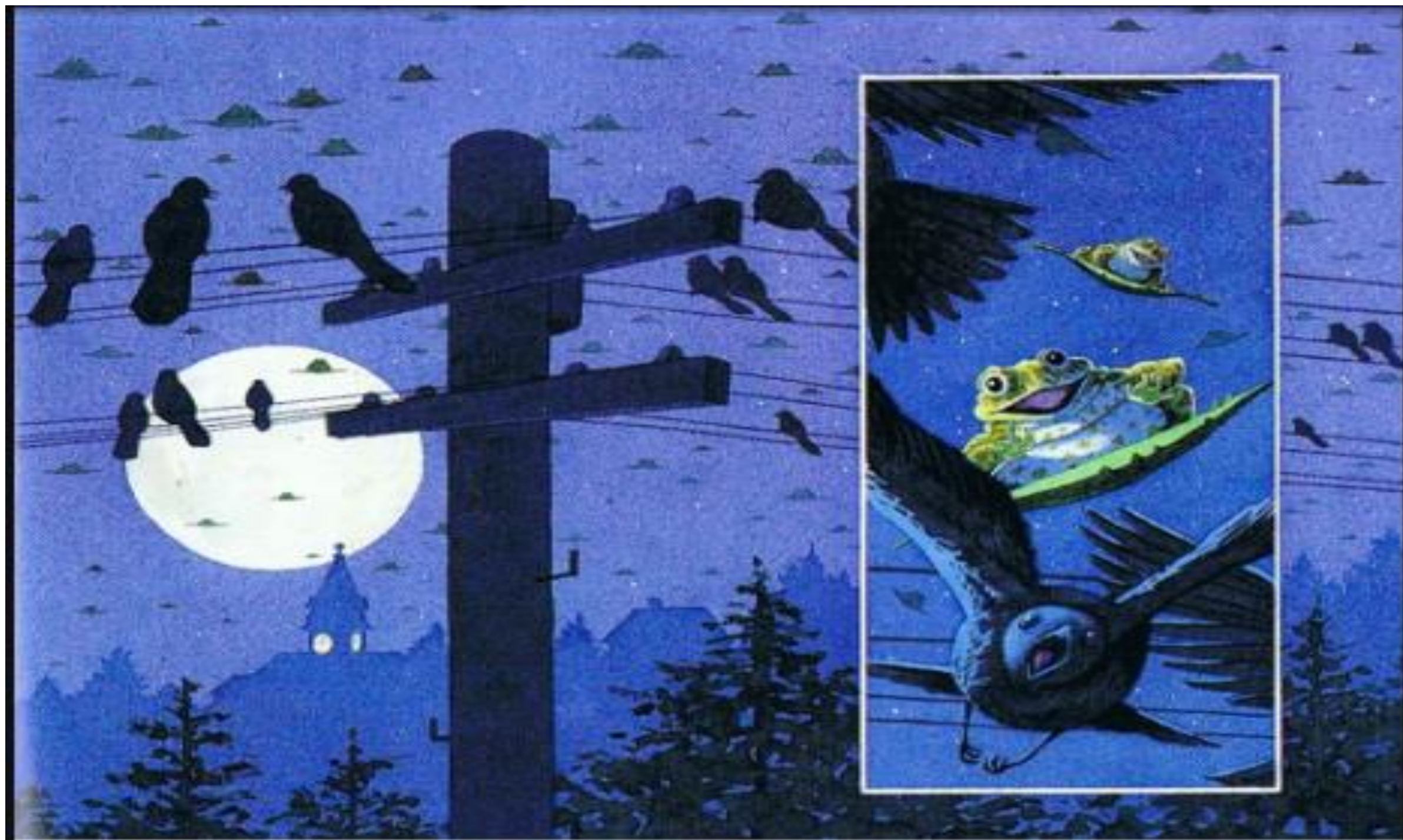


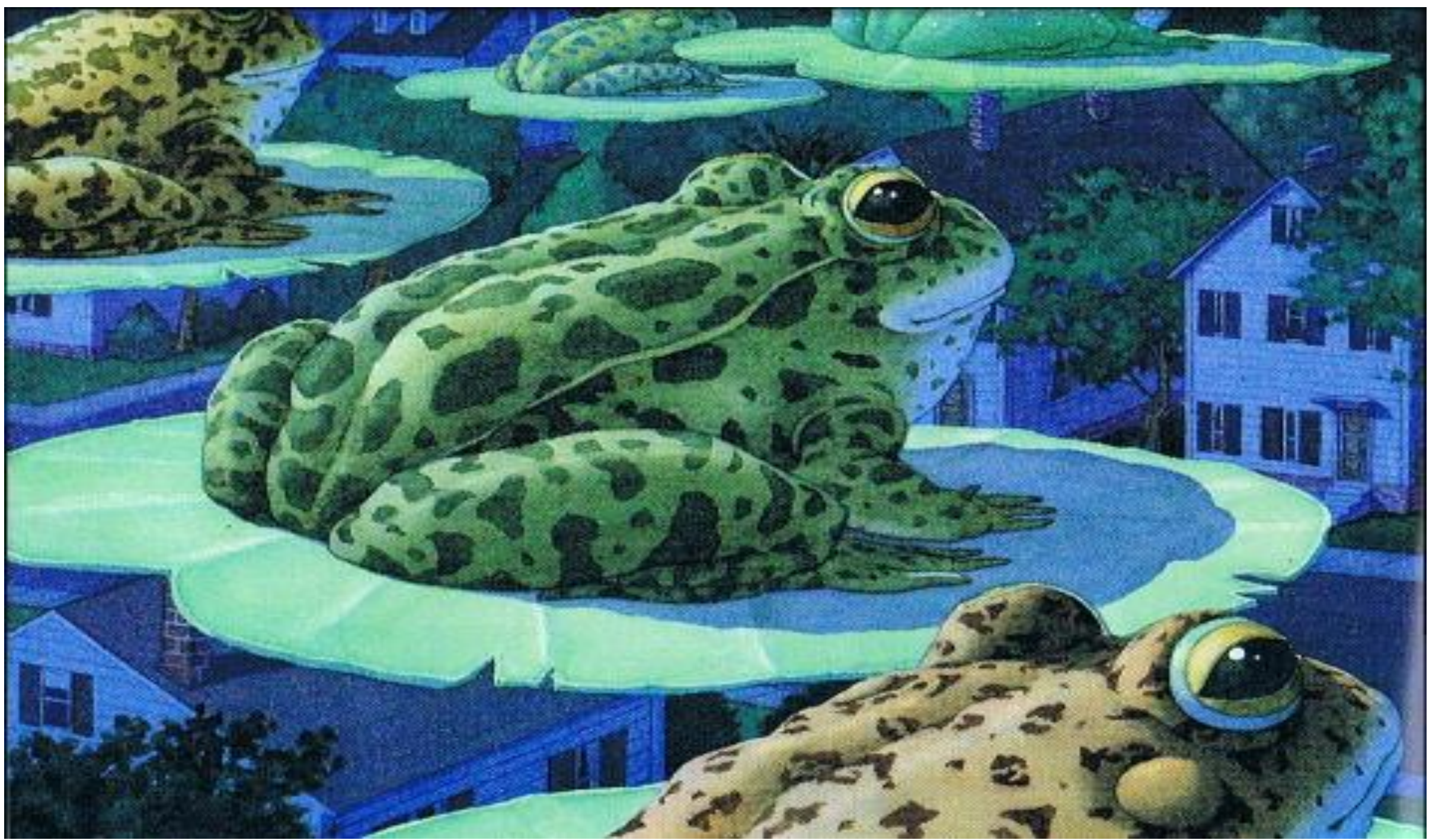


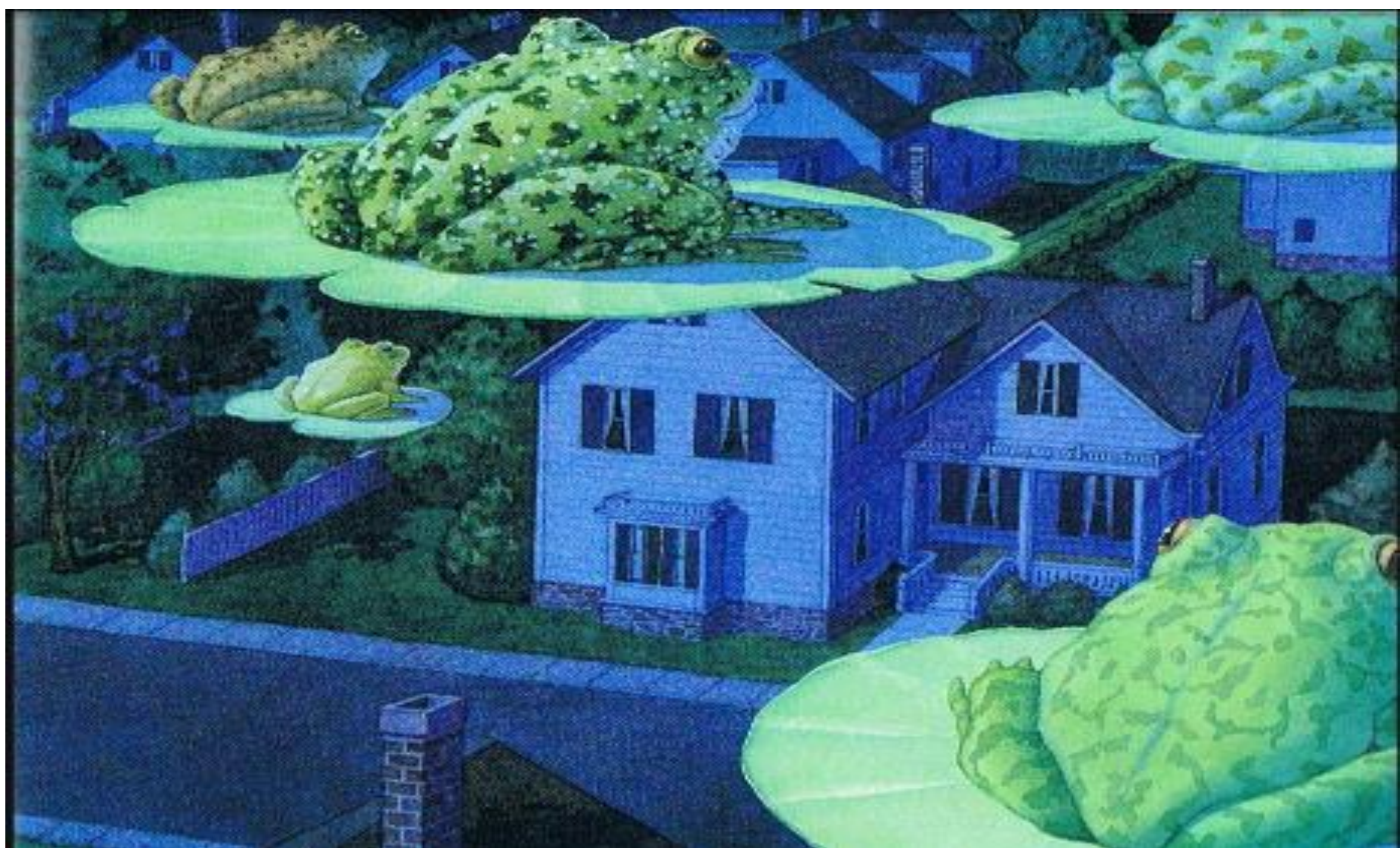






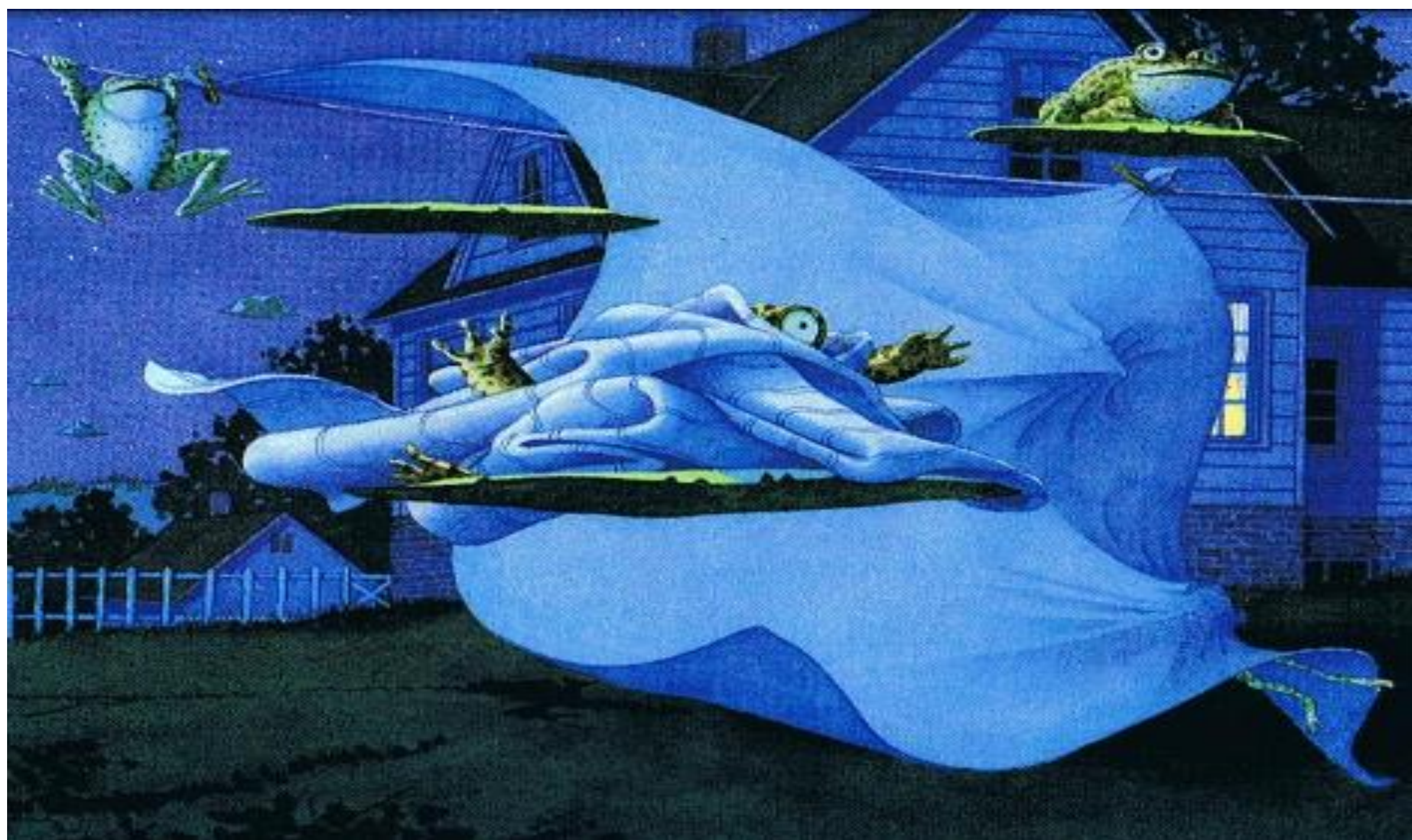






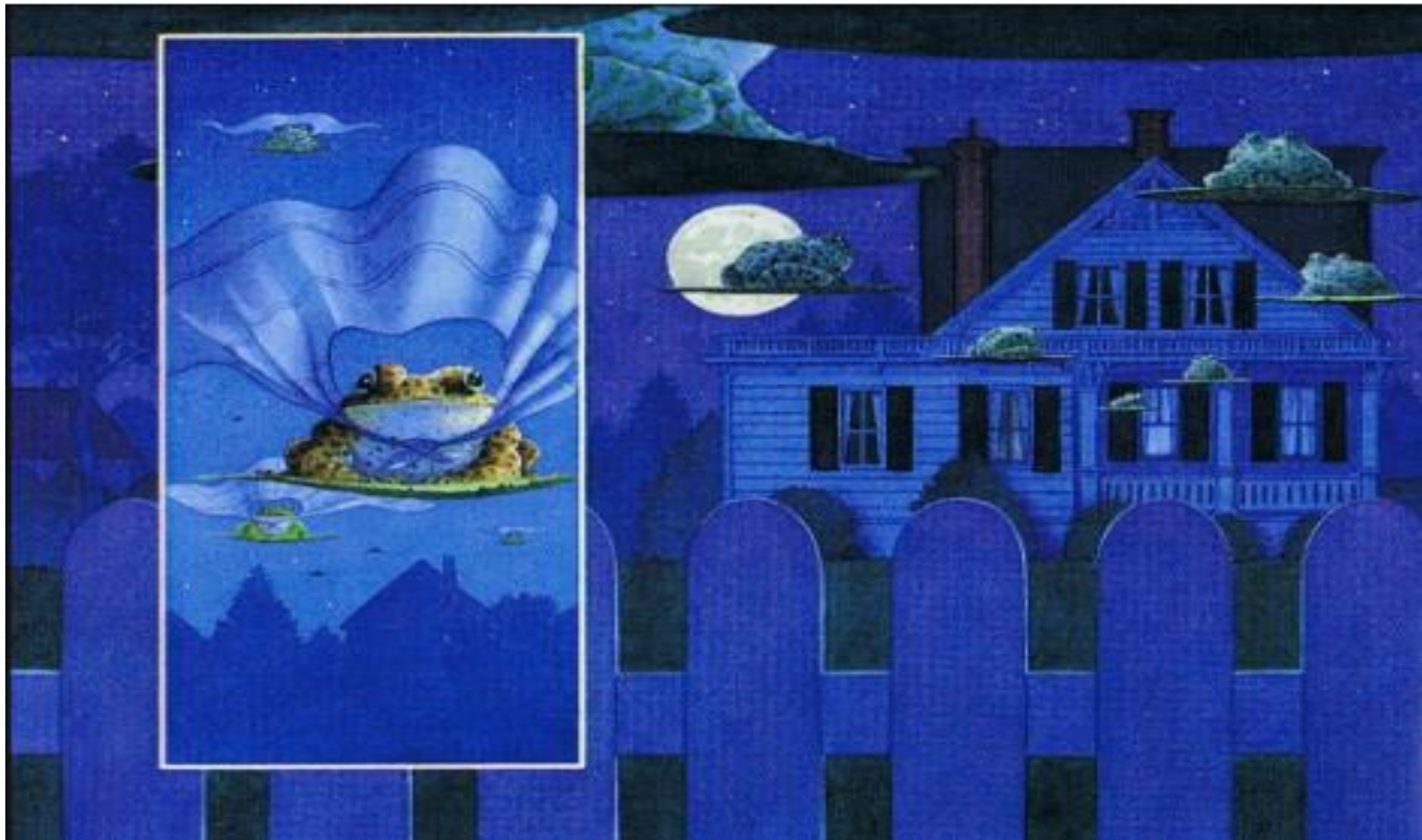
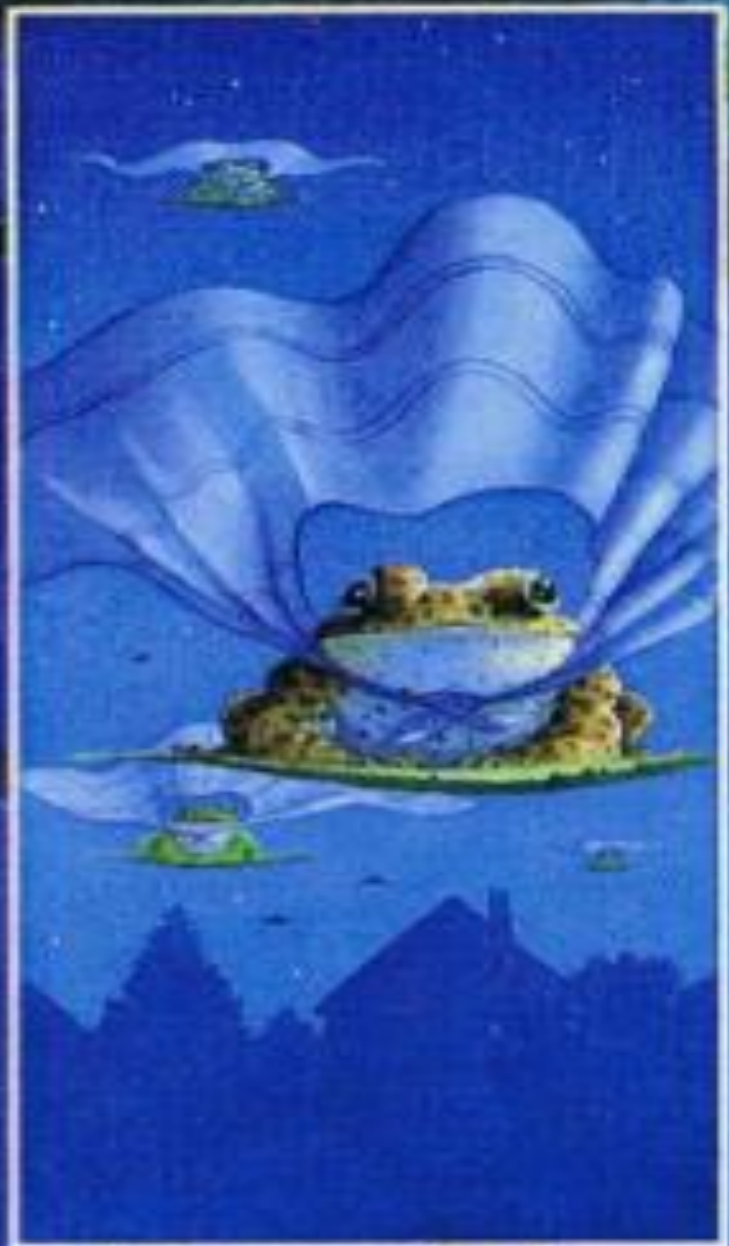
11:21 P.M.

















4:38 A.M.

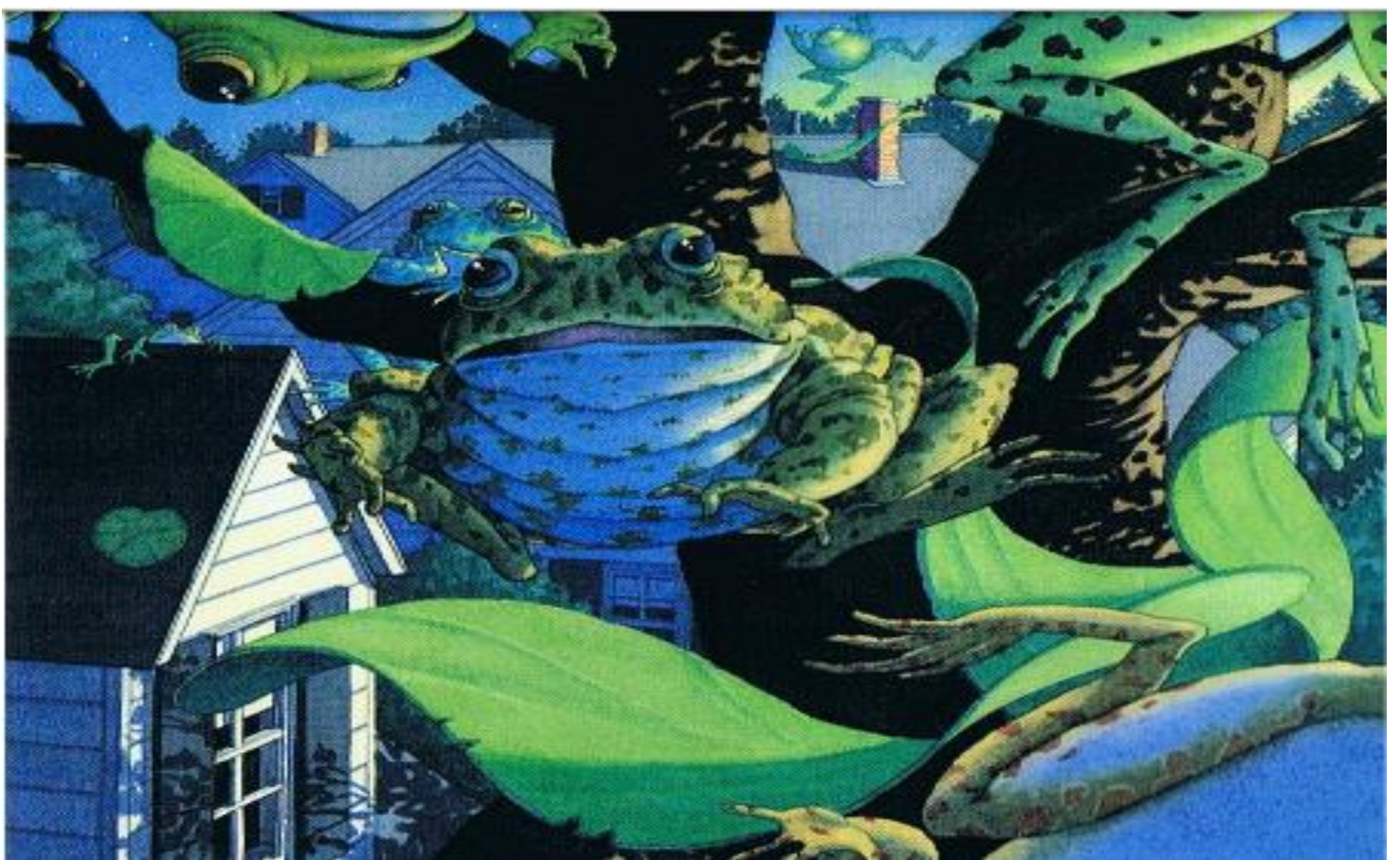




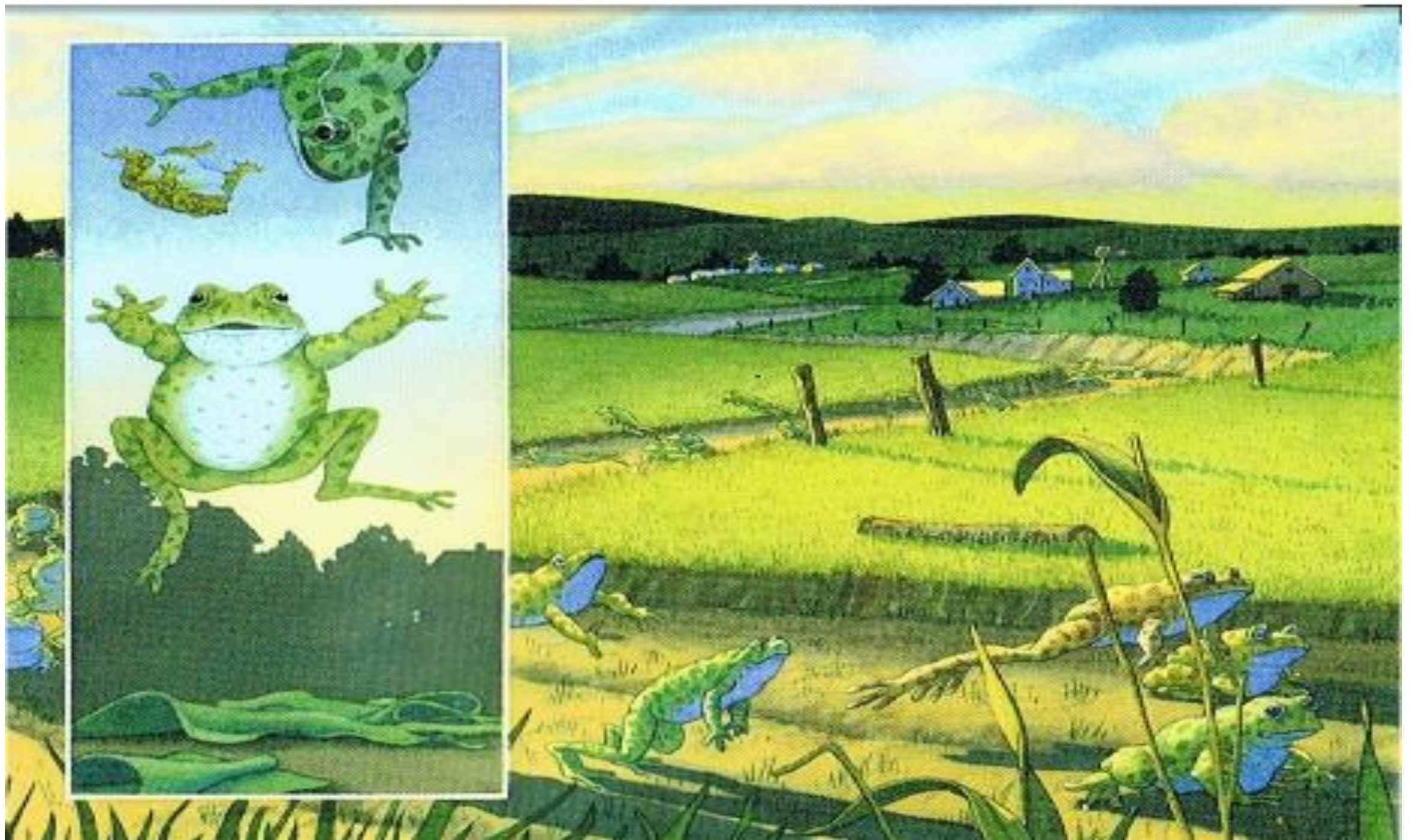


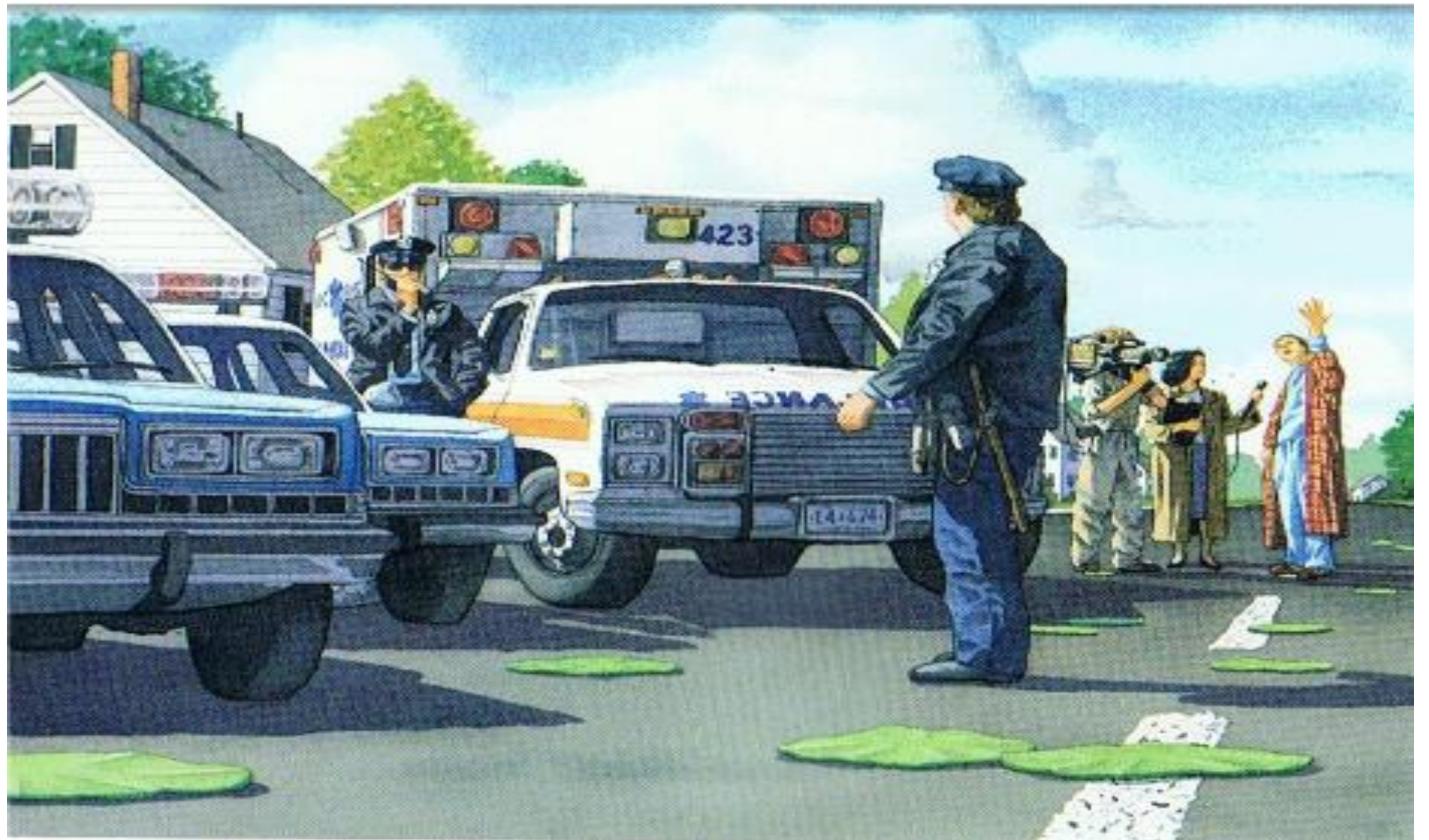






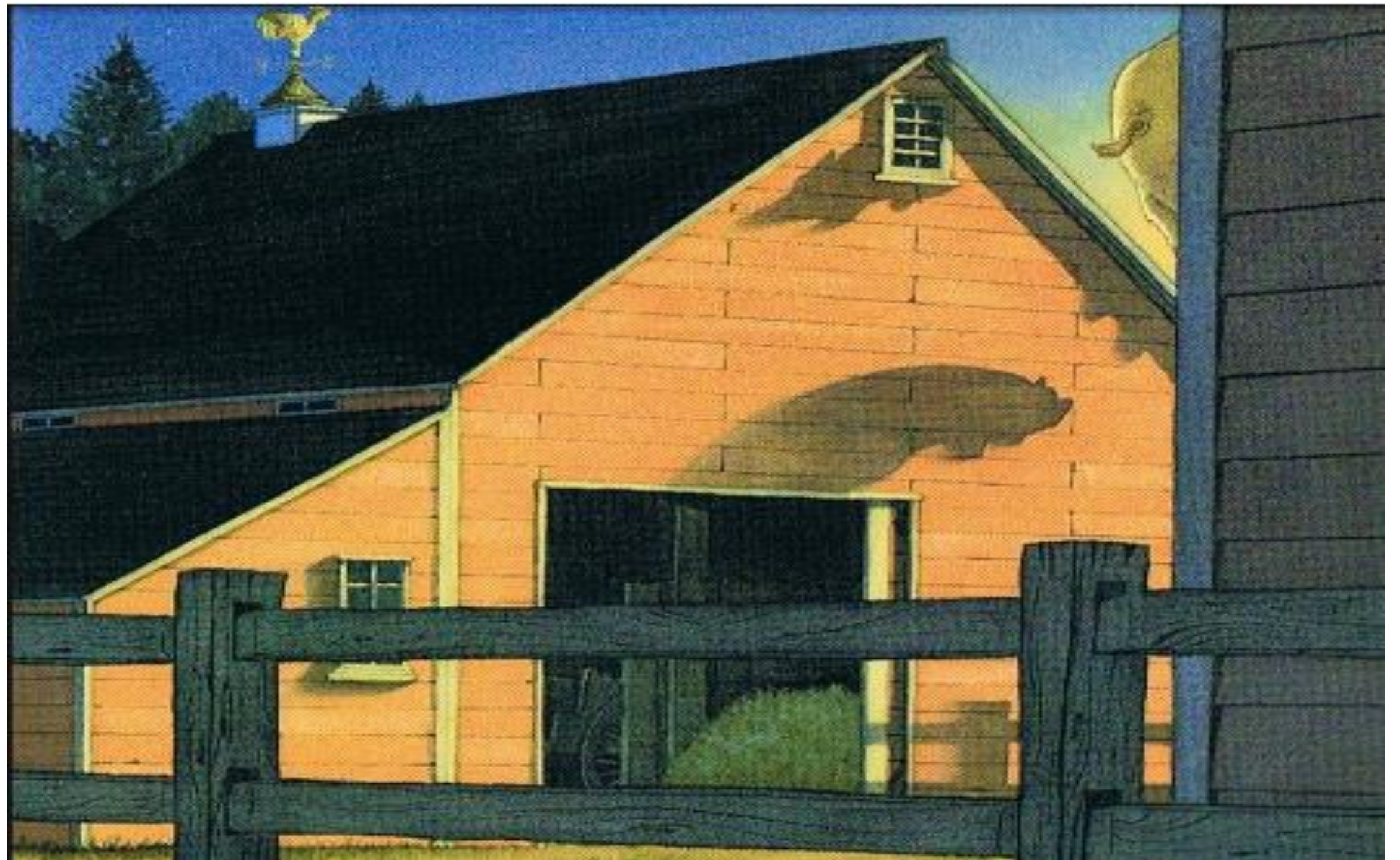




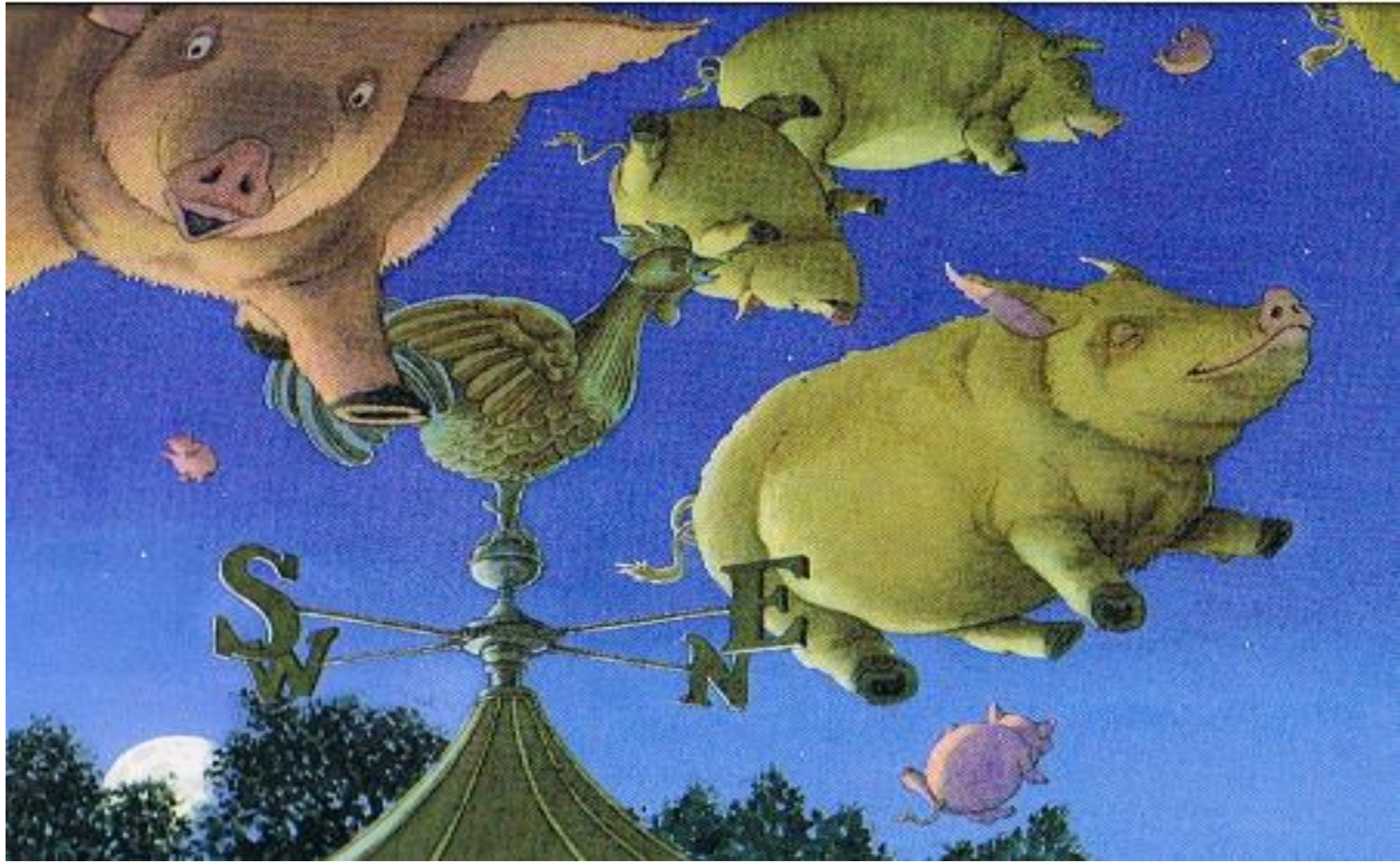




NEXT TUESDAY, 7:58 P.M.







What time of day is it in this picture?  
How do you know?

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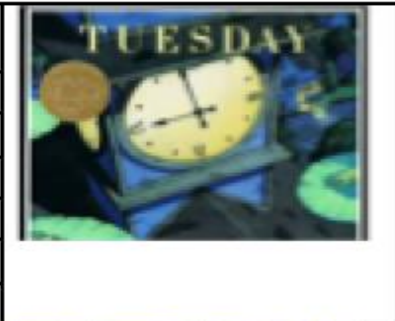
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What is the setting for this page?  
What time of day is it?

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What do you think the frogs are doing?  
How do you think the turtle feels?  
What do the fish seem to be doing?

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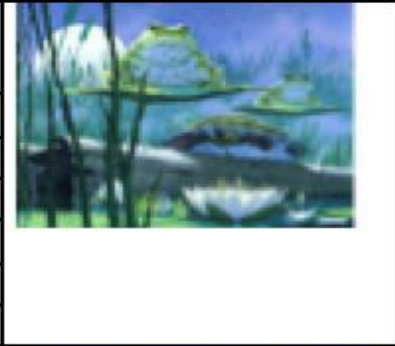
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What is the setting for this page?  
What are the frogs doing?  
How do the birds seem to feel about the frogs?

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In this picture, the frogs start to fall off their lily pads. Why do you think this happened?




Why do you think police officers were called?  
Why is the officer looking at a lily pad?

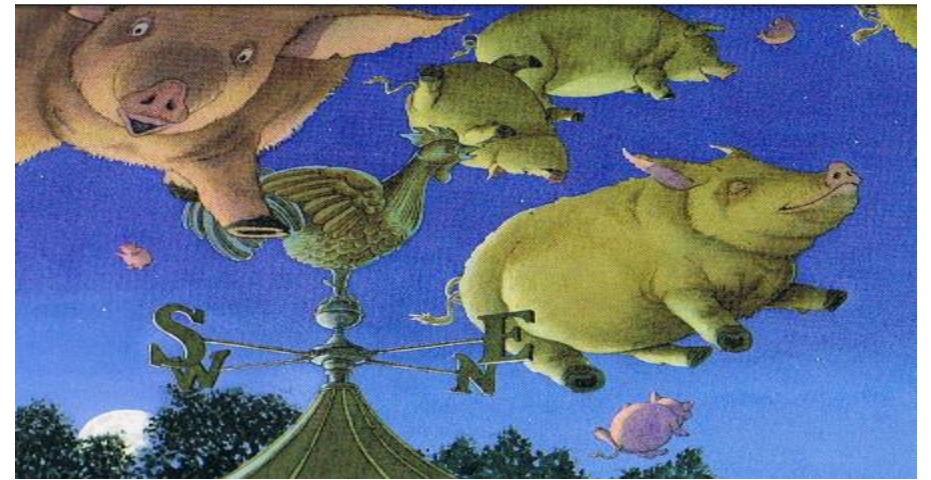



Example answer for discussion:

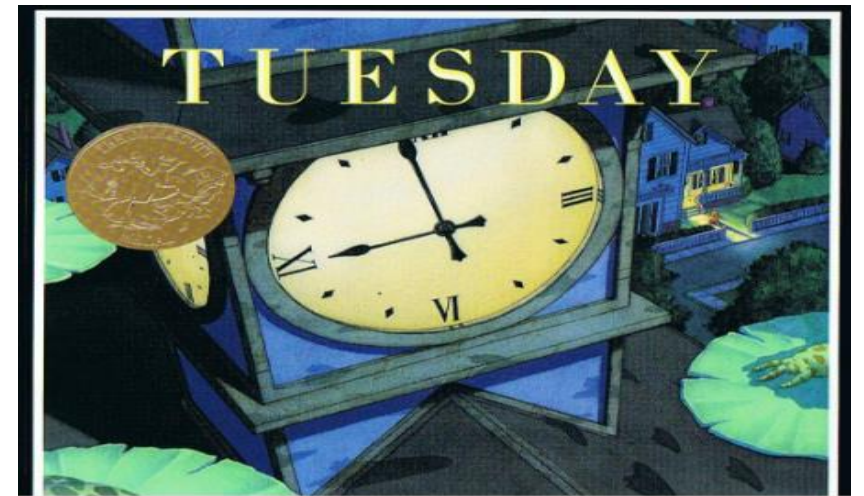
I can tell it is night time because the sky is dark. The clock also says it is 9:00. Knowing this information helps me to make predictions about the story. I think this book is going to be about something that happens at night. I'm also guessing the story will take place on a Tuesday since that's the name of the book.

Tuesday 2<sup>nd</sup> March

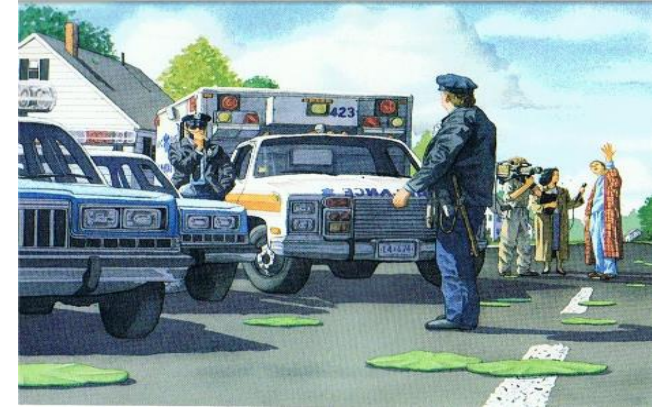
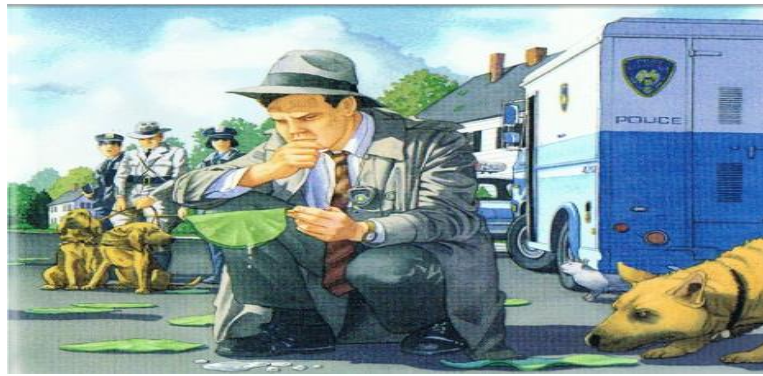
Ask questions to extend understanding



- Read **Tuesday** by David Wiesner.
- Thinking about yesterdays lesson discuss what happens in the story.



# Task 1

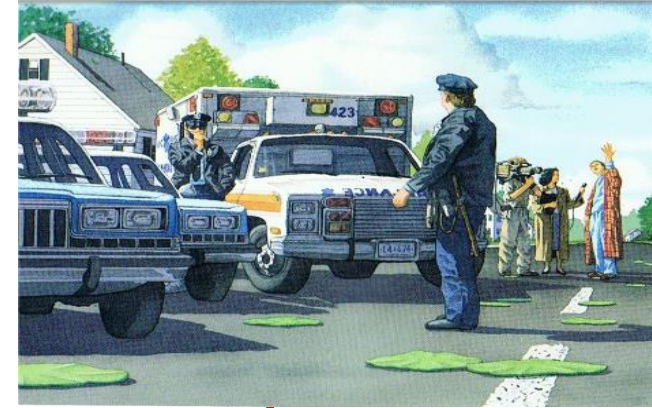
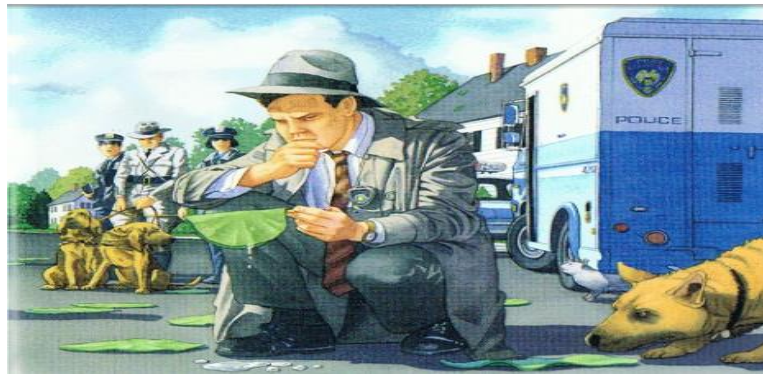


Collect ideas then focus particularly on the part where the Police examine the road.

- What could they be looking for?
- What questions could the police be asking themselves?
- Write suggested questions in books or on paper.
- Who will the police want to question ?
- Write ideas in books or on paper.

Ideas - Man having supper? Lady dozing in chair? The dogs owner? What other eye witnesses can you invent? What evidence there is or might be after the frogs' visit?

## Task 2

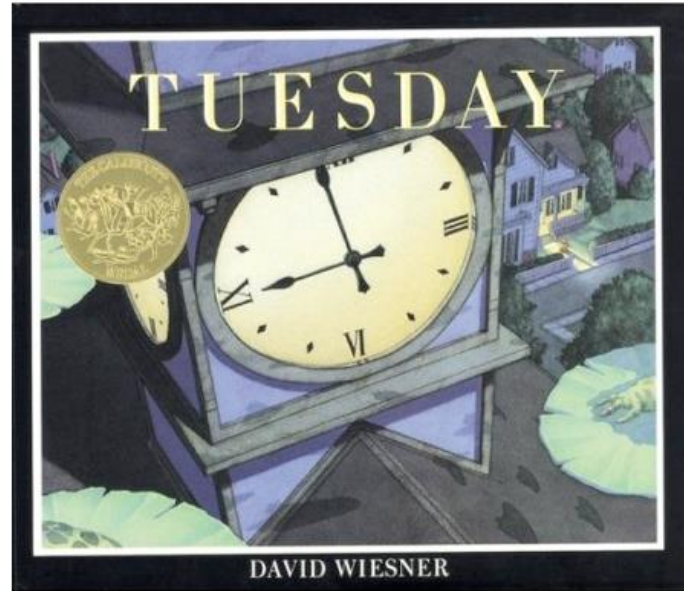


Imagine you are police detectives investigating what happened on Tuesday.

- Choose three witnesses to interview and write a list of questions for each interviewee, based on the evidence found. Questions should be designed to help the interviewee retell what s/he saw in as much interesting detail as possible.
- Use the detectives note pad on slide 40 to record.

# Tuesday by David Wiesner

## Suggested Police Interviews



### Actual character interviews

Man eating his supper at 11:21pm  
Grandma in chair sleeping with the TV on

## **Possible witness interviews based around the story illustrations**

A fisherman fishing at the pond

A keen astronomer looking into the night sky

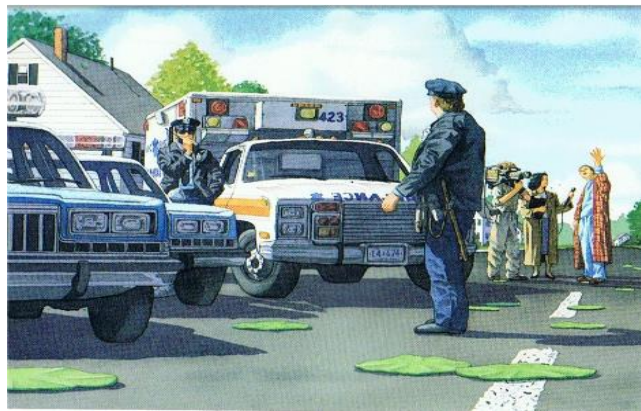
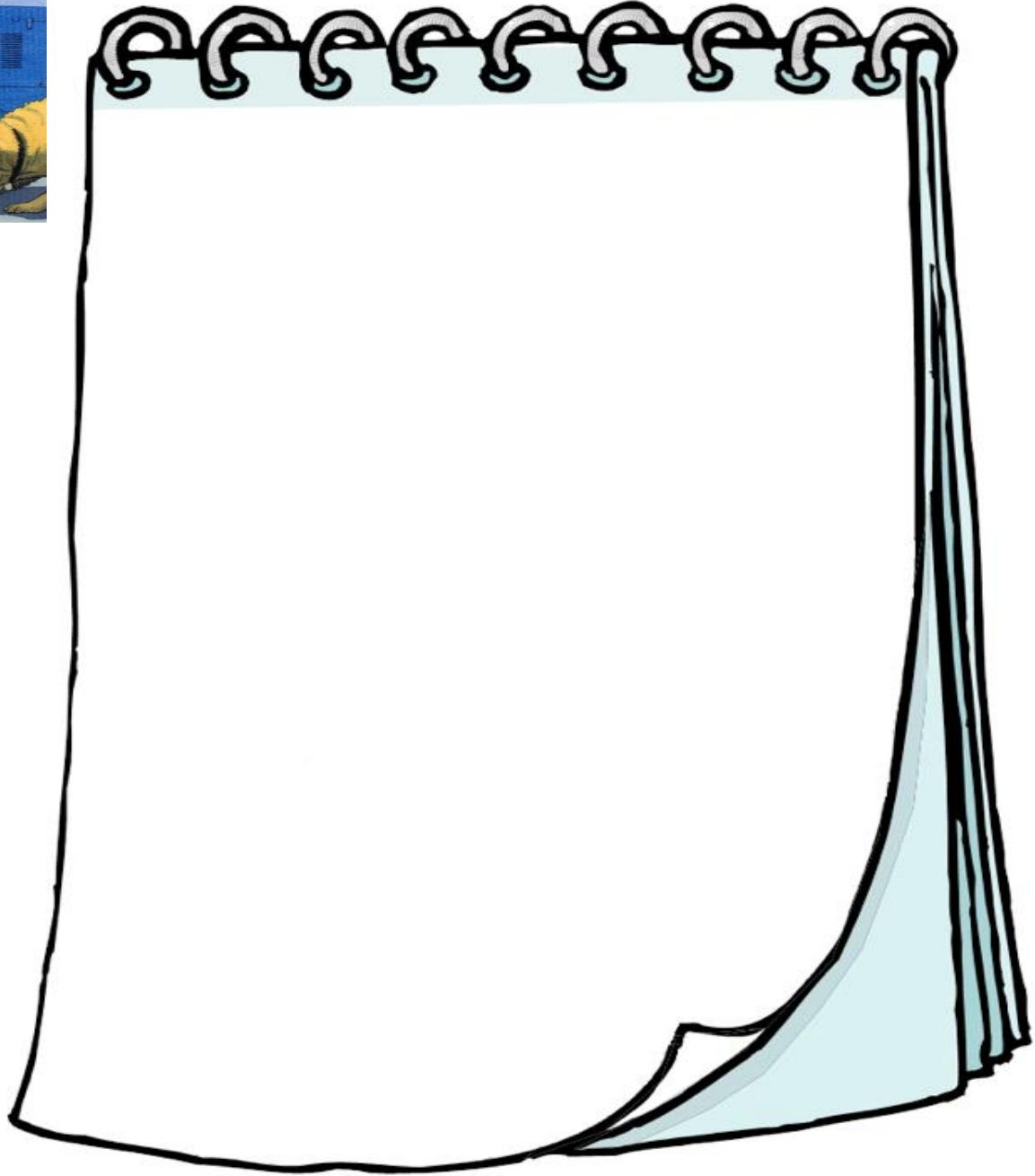
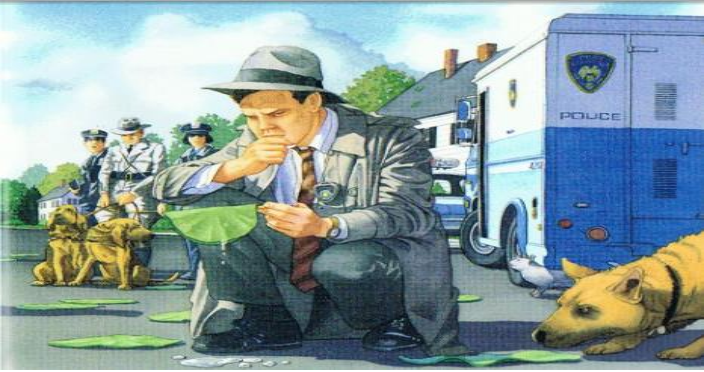
The owner of the dog that started to bark at 4:38am

A postman/milkman/paper boy or girl on their morning round

A farmer out working the fields as the frogs start to fall



# Detective's Notebook



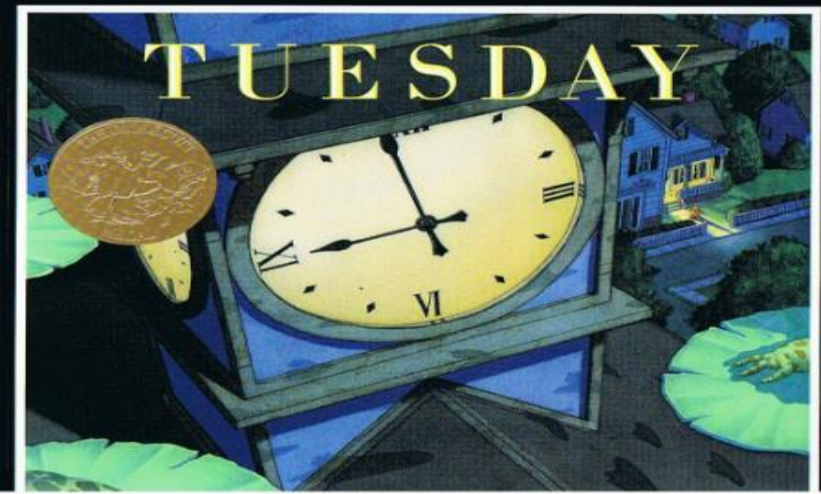
# Plenary

Choose one question which you think will lead to some really interesting answers.

Think about .....

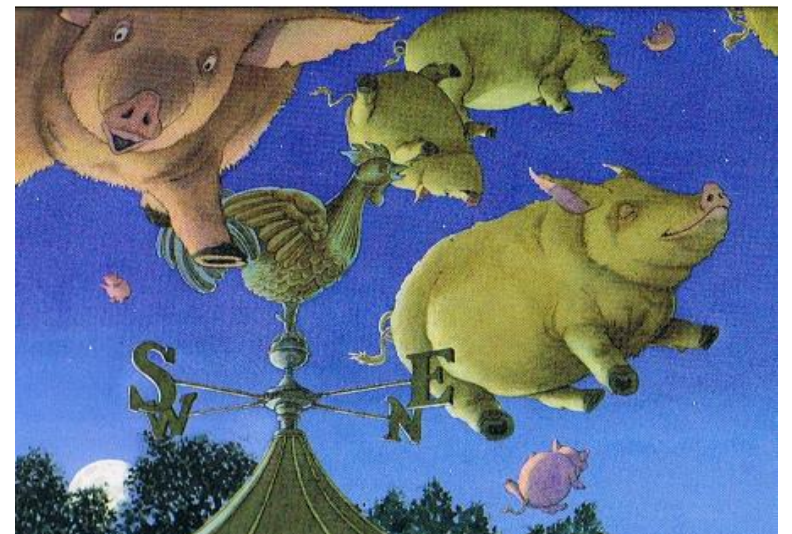
Questions starting 'Do...?' can lead to yes /no answers.

Effective interview questions/openers e.g. 'What happened ...?' 'How did you feel ...?' 'Tell us in your own words...'



# Wednesday 2<sup>nd</sup> March

To record dialogue as direct and reported speech



Look at the sample of play-script on the next slide which has been changed to conversation in speech marks.

What do you notice? (new speaker = new line; 1st word of speech is a capital; speech marks around actual words said; a punctuation mark before " at end of each speech; commas separate reporting clause)

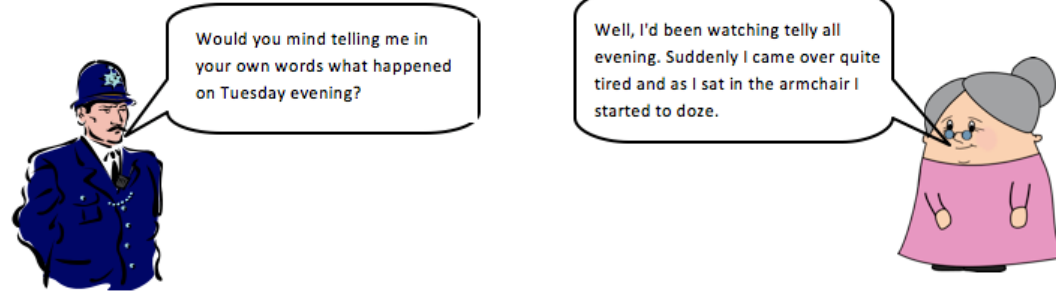
Now look at the sample written as a reported speech.

What do you notice now? What happens to 1st person (I)? *It becomes 3rd person (he/she)*. What happens to tense? *Present becomes past*. What happens to chatty phrases? *They become formal*.

**Complete the tasks on slides 44-48**

## Four ways to write speech

### 1) A speech bubble coming from a picture of a person



### 2) Play script

**Policeman:** What else do you remember?

**Mrs Grundy:** Well, I remember quite a distinctive damp smell, a bit like a pond. And an overwhelming sense that everything was green. Strange really.

### 3) Conversation in speech marks

"Can you explain what you mean by that?" asked the policeman.

"Yes – no – well, it's difficult really. The truth is, there were a lot of frogs in the room," replied Mrs Grundy. "On lily pads they were. And I'm not someone who's ever encouraged frogs in the sitting room. Though they didn't make the furniture dirty," she added thoughtfully, "because they were flying."

"How can you be sure there were flying frogs in your sitting room?" persisted the policeman.

### 4) Reported speech

Mrs Grundy reported that when she awoke, she looked through the window and is sure she saw the last frog flying off into the distance. She said that there were traces of pond weed and slime in several places in her sitting room. She added that the piano is now unplayable because of the slime on the keys.



## Using Reported Speech A

### Changing Direct Speech to Reported Speech

1. 1<sup>st</sup> person changes to 3<sup>rd</sup>, e.g. **I** changes to **he** or **she**
2. Present tense changes to past, e.g. **are** changes to **were**
3. Past tense changes to a 'had' tense (past perfect), e.g. **went** changes to **had gone**
4. Future tense changes to 'would' e.g. **will make** changes to **would make**
5. Sometimes direct speech will be shorter; sometimes reported speech will be shorter.
6. Sometimes you need to add 'feeling' words, e.g. **Wow!** becomes **He expressed surprise.**

1) Decide whether these examples are direct or reported speech and add the correct punctuation in each case. Remember that direct speech is the actual words said, but reported speech is not.

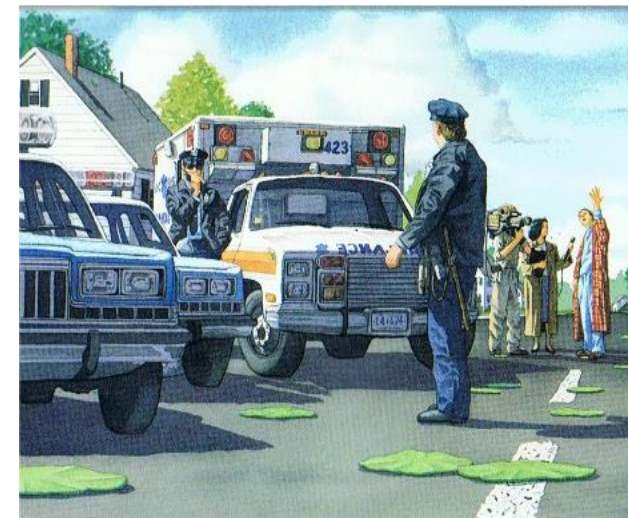
- a) I love to go fishing remarked Bob
- b) Joe said that he felt ill
- c) The Inspector told us he was investigating the case
- d) We want to go out right now shouted Layla
- e) Mr Bates frowned and then said I just can't remember any more

2) Read the example, then use it to help you to turn the other sentences into reported speech.

**Example:** *"I need some money," said Dad.*

*Dad said that he needed some money.*

- a) "I want to help," whined Mandy.
- b) Mr Larkin said, "I hope to see all you children at the school fair on Saturday."
- c) Miss Green said, "We are writing poems today."
- d) "It's raining again," sighed Ranjit
- e) The reporter continued, "Police hope to arrest a man soon."



3) This section contains feelings and / or chatty (informal) language. Find the best way to express both formally. There may be different ways of doing this. Read the example first.

**Example** "Ugh! Spiders!" screamed Alfie.

*Alfie screamed that he hated spiders.*

- a) "We're very concerned about these tatty old houses," said the councillor.
- b) "No way!" laughed Betty. "You don't mean Harkan's scored a goal!"
- c) "I'm astonished! In Year 6 you should know better than this!" exclaimed the Head.
- d) "We're at this well cool party," said Adam down the phone.
- e) "No! You're bang out of order! Put that back!" screamed her sister.

4) Now summarise this conversation in reported speech.

"What were you doing on Tuesday evening?" asked the detective.

"Er... let me think," replied Mr Bates. "Oh yes – that's right – taking the dog for a walk. We always go out about eleven."

"And what did you see on Tuesday night?"

"Well, at first it looked normal. Then I thought, 'Wow! Look at that!'"

"Tut! Can you be more precise? What was it you saw?"

"In the street light on the corner I could see loads of like greeny blob things. Weird. It was really weird." Mr Bates scratched his head and pondered.

"Could you tell me more about these - er – 'greeny blob things'?"

"At first I was like, 'Wow! What's that?' Then when they got closer I could see it was frogs on lily pads. Flying."

"And how many were there, do you estimate?"

"Oh loads. Loads of them. Yeah. Weird."

"How many is that?"

"Ooh er... I'd say.... maybe.... about.... well.... a hundred? No..... more.... maybe two hundred.... well, loads."



## Using Reported Speech B

### Changing Direct Speech to Reported Speech

1. 1<sup>st</sup> person changes to 3<sup>rd</sup>, e.g. I changes to **he** or **she**
2. Present tense changes to past, e.g. **are** changes to **were**
3. Past tense changes to a 'had' tense (past perfect), e.g. **went** changes to **had gone**
4. Future tense changes to 'would' e.g. **will make** changes to **would make**
5. Sometimes direct speech will be shorter; sometimes reported speech will be shorter.
6. Sometimes you need to add 'feeling' words, e.g. **Wow!** becomes **He expressed surprise.**

### 1) Read the sentences below. Are they direct or reported speech? Write *d* or *r*.

- a) Mr Bates said, "I just can't remember any more."
- b) Lily admitted that she had not done what she had promised.
- c) "Can't you see I'm busy?" asked Mum.
- d) Max said that he could not go to the shops tomorrow.

### 2) Read the sentences below. Are they direct or reported speech? Add the correct punctuation.

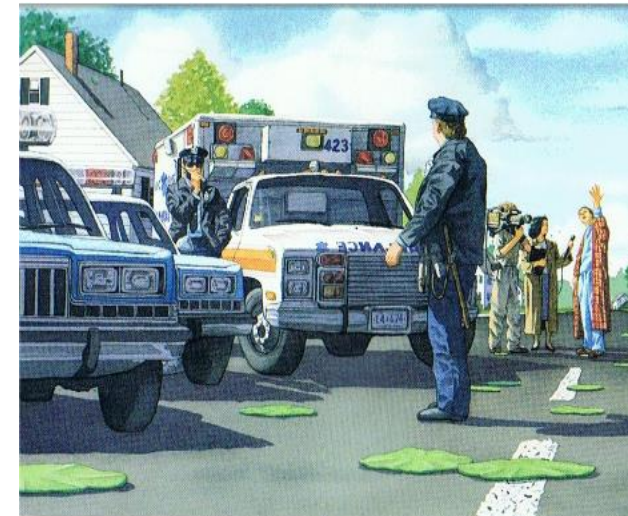
- a) I love to go fishing remarked Bob
- b) Joe said that he felt ill
- c) The Inspector told us he was investigating the case
- d) We want to go out right now shouted Layla

### 3) Change these direct speech sentences into reported speech.

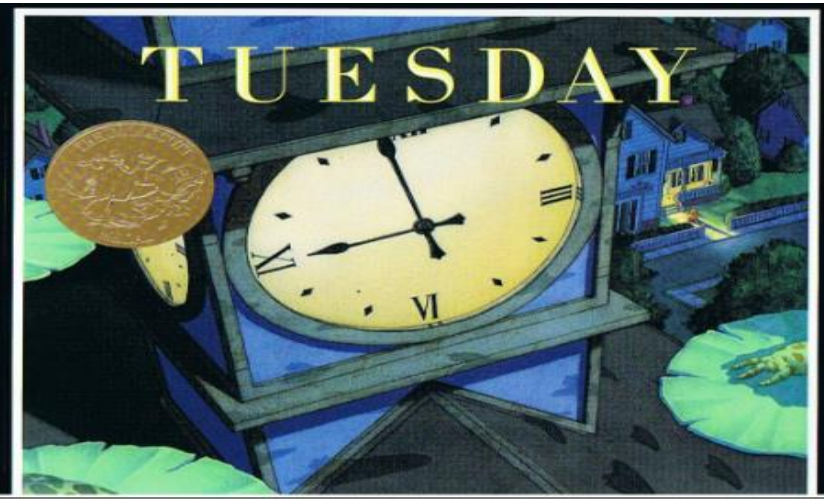
- a) "I want to help," whined Mandy.
- b) Mr Larkin said, "I hope to see all you children at the school fair on Saturday."
- c) Miss Green said, "We are writing poems today."
- d) "It's raining again," sighed Ranjit.

### Challenge: Try reporting this using formal language.

- a) "No way!" laughed Betty. "You don't mean Harkan's scored a goal!"
- b) "No! You're bang out of order! Put that back!" screamed her sister.

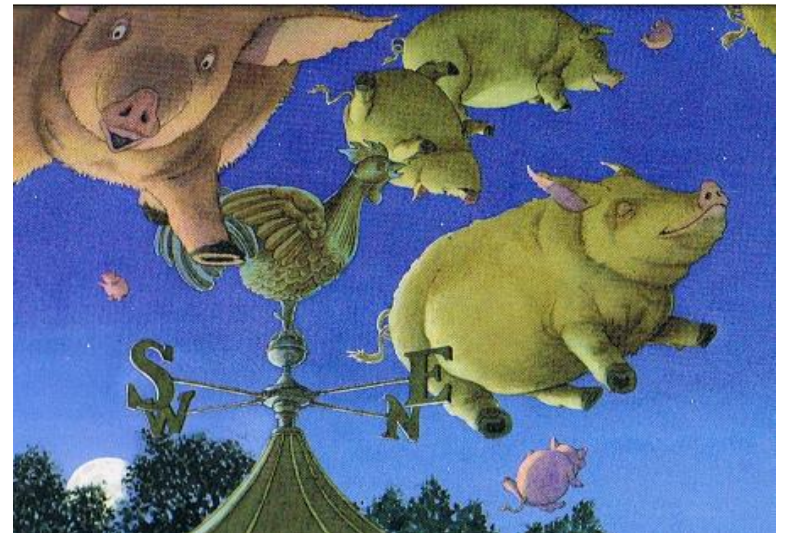






# Thursday 3<sup>rd</sup> March

To plan and write a police-style report



“I advise you to tell the truth.”

“That is good advice.”

‘Advise’ is a verb; ‘advice’ is a noun. This happens in other pairs, e.g. ‘practise/practice’, ‘devise/device’.

You have been asked, as detectives, to write a report on what happened on Tuesday.

Read the example Police Incident Report on slide 51.

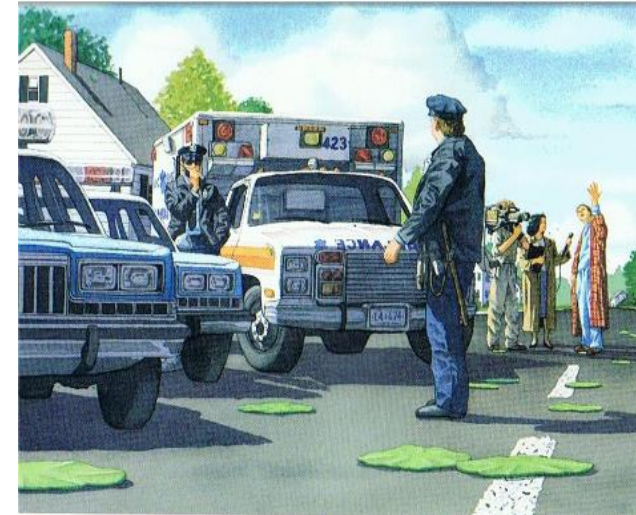
Note how it is organised: 1st paragraph answers questions who? what? where? when? and provides details of the evidence found at the scene under investigation.

Next paragraphs contain statements (reported speech) from witnesses interviewed.

Final paragraph contains detective's conclusions with reasons as well as recommendations as to what should happen next.

# Task 1

- Use the planning frame to plan your Police report.





## Police Incident Report



Report filed by .....Detective Inspector Molly Hines.....

Date of incident .....Tuesday 2nd September .....

### Reason for investigation

A number of Harltown residents have reported that strange events occurred during the evening and overnight on Tuesday 2nd September. There have been several reports of flying frogs on lily pads in the streets and in people's homes. In various places there is certainly evidence of pond weed and slime to a degree which makes it important to investigate these claims. The witness recounts below support some of these allegations.

### Recount of interview with James Nilbar

James Nilbar, who is a keen amateur astronomer, was studying the stars at about 11pm on Tuesday night when he reports becoming aware of a shape blocking out the moon. He said that he noticed a green shape coming closer to his home in Newberry Gardens. As it drew near, he was able to ascertain that it was a frog on a lily pad. He said that by this stage he had realised there were many more flying frogs in the vicinity of his home. He reported that the frogs seemed to be exploring the neighbourhood and he recalls watching them for about ten minutes. Strangely, after this his memory is quite unclear.

### Recount of interview with Esther Smith

Esther Smith lives in Hardacre Drive on the northern side of the town. At 11pm on Tuesday evening Ms Smith recalls that she was lying in bed reading. As it was quite a warm night, her bedroom window was open. She says that she first saw a piece of wet pondweed fly in through her window and land on her bed, followed by three large frogs surfing on lily pads. She claims the frogs flew into her wardrobe where they deposited slime on her best dress. More frogs flew in through the window soon afterwards; she estimates there were about twelve in all. Ms Smith says that she only remembers the beginning of their visit, but thinks they were there for several hours. When she awoke in the morning, there was slime in three places on her bedroom carpet. She showed this to police officers from Harltown station and forensic tests have proved this contains frog DNA.

### Conclusions

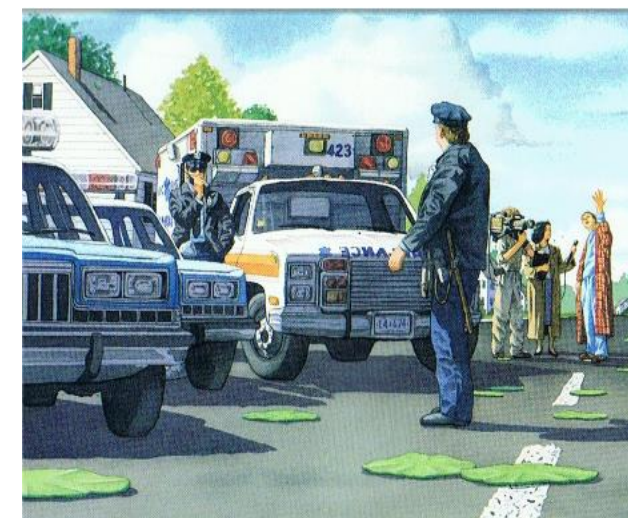
There are at least sixteen other eyewitness statements similar to the ones above, leading our investigators to believe that something strange certainly happened on the night of Tuesday 2nd September. Most of the witnesses interviewed seem reliable and they report very similar occurrences. This, together with the widespread discovery of pond weed, slime and lily pads in the area, suggests that further investigation should take place.

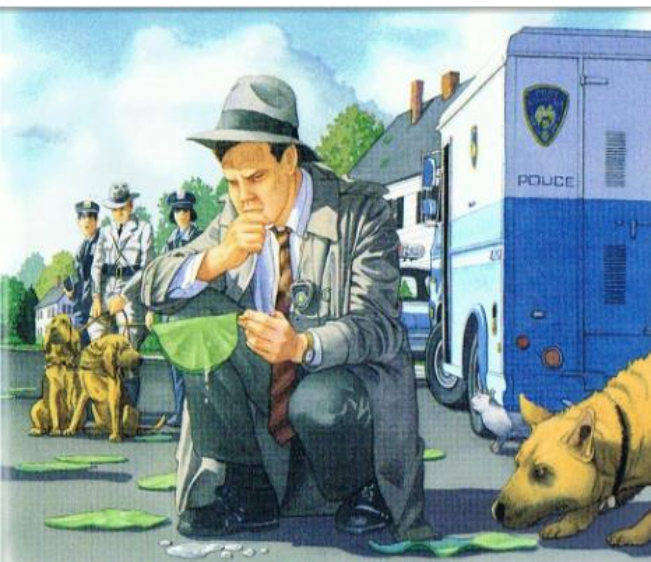
### Recommendations

- Every adult who was in the affected area on the evening of Tuesday 2nd September should be interviewed.
- The whole area should be examined forensically for more evidence.
- Frog experts should be consulted to see whether there is any precedent for the flying frogs.
- More detectives should be seconded to Harltown CID for at least the next month or until most of the unanswered questions have been resolved.

Signed

Detective Inspector Molly Hines





## Police Incident Report

Report filed by .....

Date of incident .....

Reason for investigation

Recount of interview with

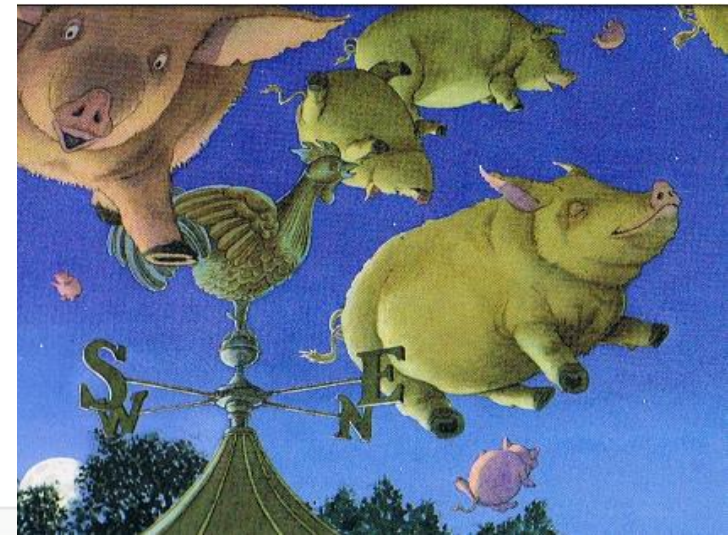
Recount of interview with

Conclusions

Recommendations

Signed

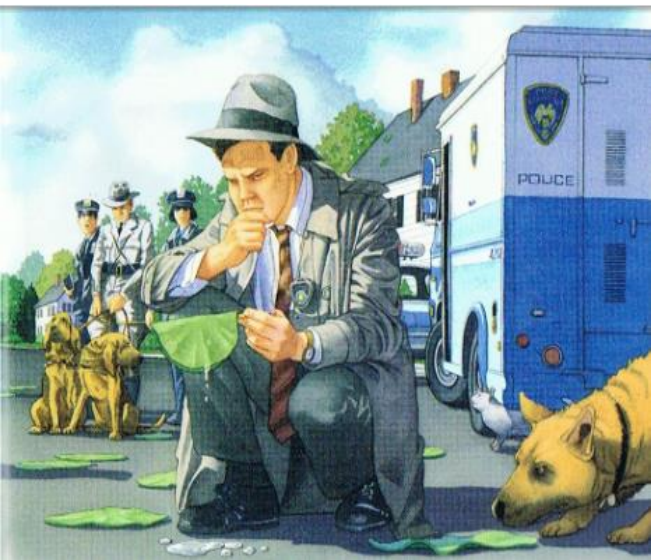
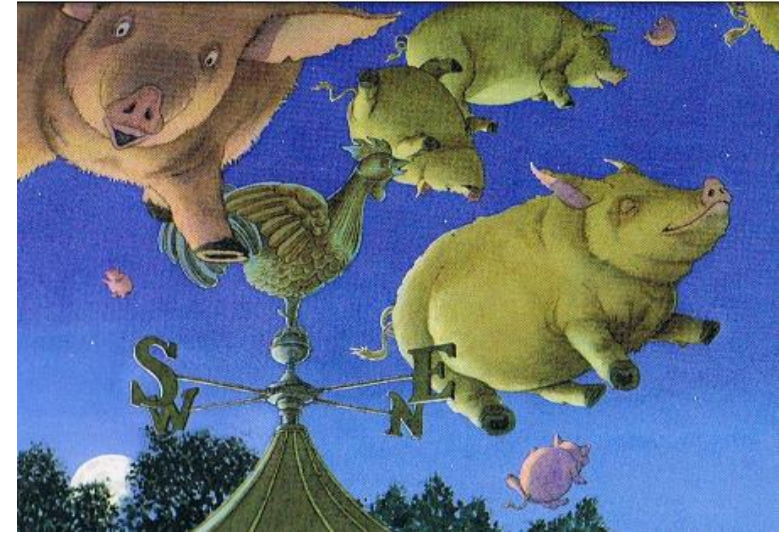
Detective Inspector



## Task 2

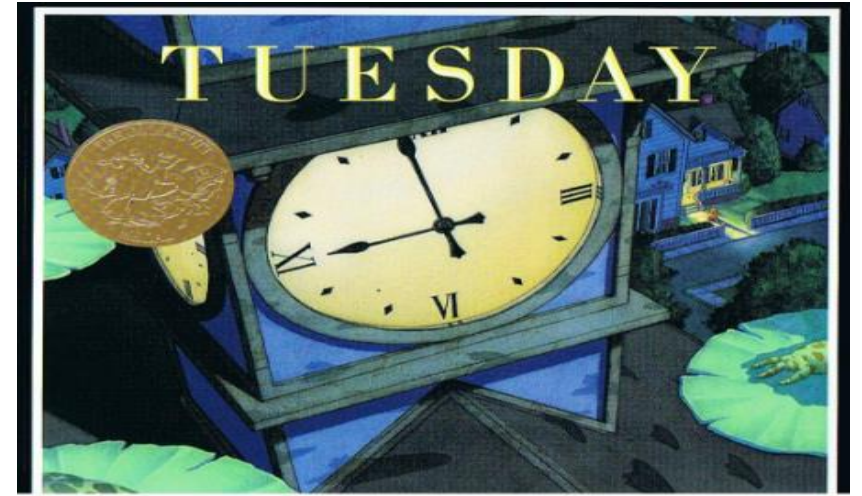
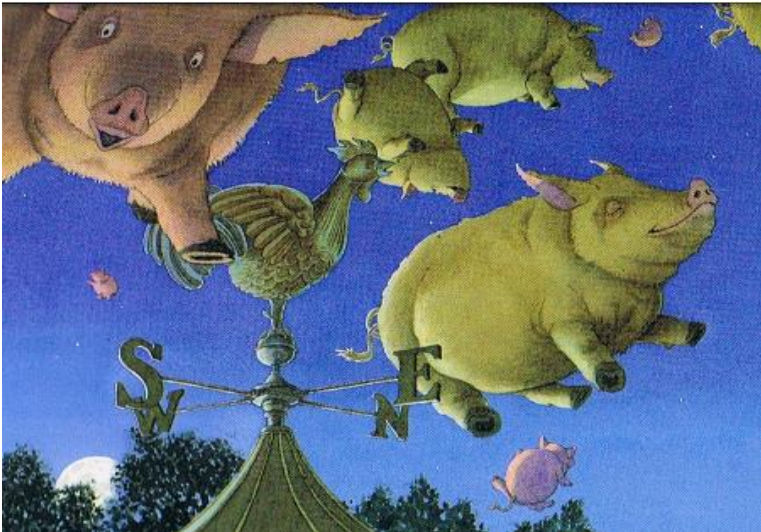
- Write your police incident report.

Use the example on slide 52 to help and your plan on slide 53 to write.



# Friday 4<sup>th</sup> March

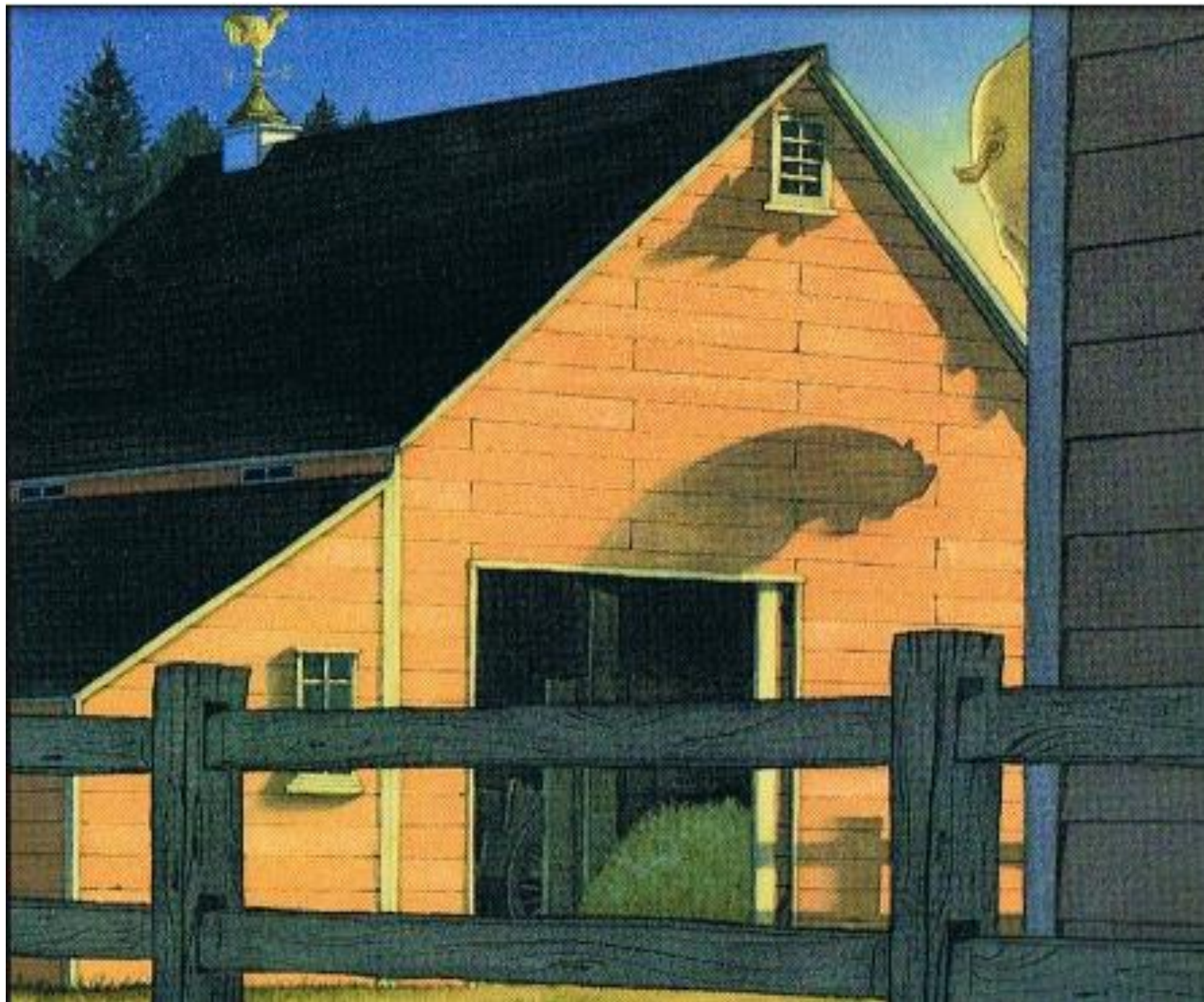
To use reported speech in own writing

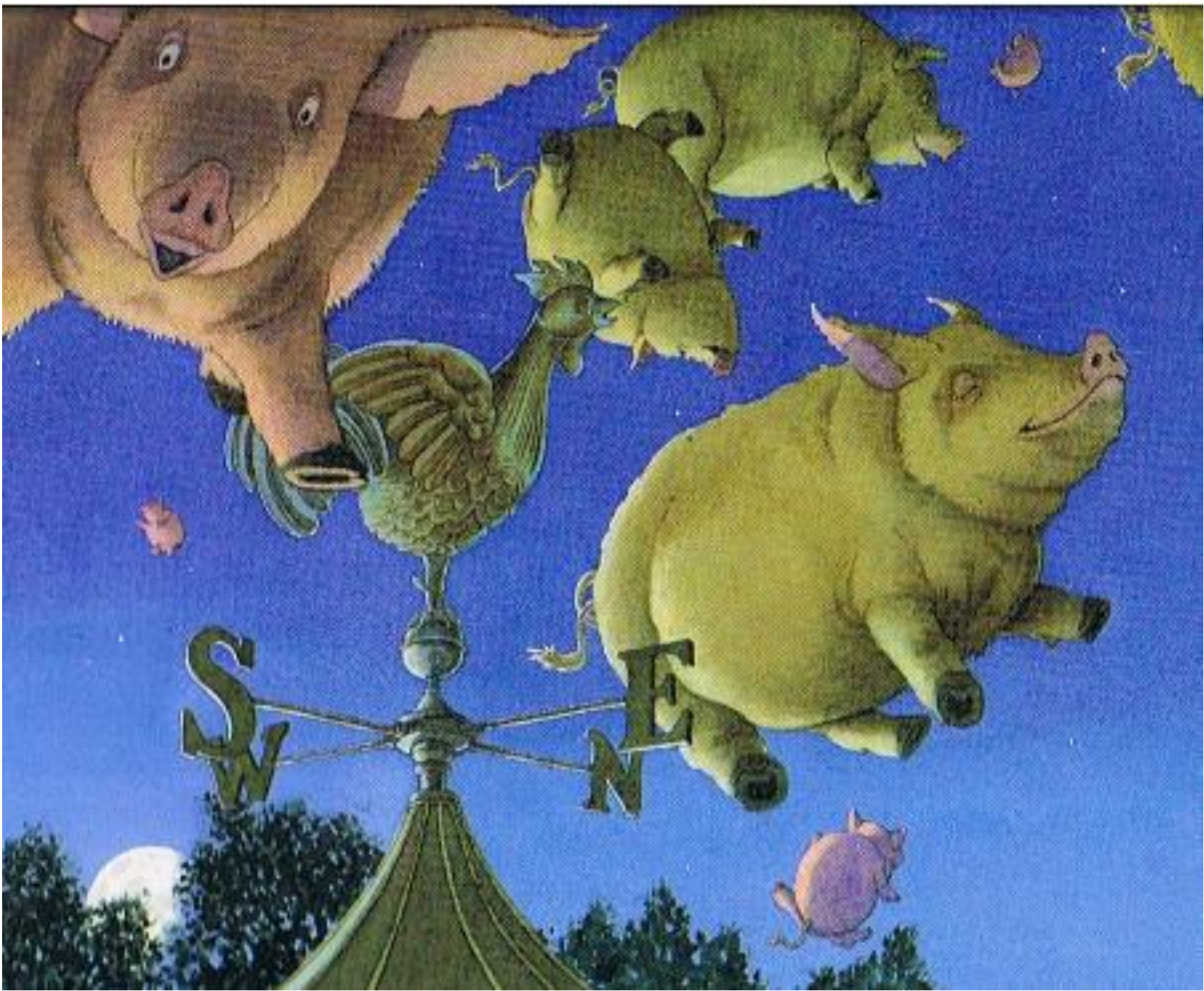


Remember the 1st paragraph of a news report answers the questions *Who? What? When? Where?*











- Look again at the last 2 pages of **Tuesday**.
- You will write a news report about the night of the flying pigs, describing what happens.
- The report will not be of the ‘chatty’ kind, but will be quite formal and objective and use reported speech.







## Success Criteria for your News Article

-  = Headline attracts attention and may play with language in some way
-  = First paragraph answers the questions: Who? What? When? Where?
-  = Details such as names of people and places given in full
-  = Information logically organised in paragraphs
-  = Some opinions may be included, possibly disguised as facts
-  = Two interviews with participants / eyewitnesses / experts / spokespeople included
-  = Reported speech used correctly
-  = Final paragraph brings the reader up to the present / future
-  = Modal verbs to express certainty, ability and obligation
-  = A semi-colon used correctly.

## Task - Write a report of the night of the flying pigs

- Use reported speech.
- REMEMBER A first paragraph has to GRAB the reader's attention.
- Who? What? When? Where?
- Use formal sentence openers, e.g. *A commotion was caused by.... Pigs were seen by...*

# Modal Verbs

might/might not

could/could not

would/would not

must/must not

may/may not

will/will not

ought/ought not

can/cannot

should/should not

shall/shall not

Modal verbs can have many uses. In most cases, they work with another verb to describe the possibility of something happening or to describe to what degree of certainty something is known.



The netball team might win the tournament.

Humpty Dumpty could fall off the wall.



Modal verbs can also express the obligation for someone to do something.



You must go and see the headteacher.

Modal verbs can also express an ability to perform the action of another verb.



I cannot play the ukulele yet but I am having lessons.

Yasmin can expertly dribble around defenders.



# Semicolons

Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.



I have a big test tomorrow;  
I can't go out tonight.



I've just had a big meal;  
however, I am hungry again!



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# Morning News

*Stories that will make you think twice!*

*Monday 1<sup>st</sup> March 2020*

## Hovering Hogs Shock Village!



**Can pigs really fly?**

**By Miss L Lawson – chief reporter**

Surprised villagers of Hagley, Worcestershire, awoke this morning to the remarkable news that their village had been visited by a flock of flying pigs during the night.

There were astonishing scenes in the sleepy Worcestershire village when villagers awoke to find scenes of disarray and damage to their land and property. From numerous eyewitness reports, we have been led to believe that the flying pigs originated from the fields of Farmer Gary Peniket (49) of Fox Lane Farm.

Witnesses describe seeing unusually large bird like silhouettes gliding effortlessly through the night sky just after midnight. Others describe terrible damage to telegraph poles and rooftops that could only have been caused by impacts with large objects.

Miss R Robertson (27) of Hagley village described hearing an unusual grunting just after 2.30 am. She told the morning news that her dog Archie had started to bark frantically which woke her up.

*She added "Once Archie had calmed down I heard a strange chorus of snorting and oinking. Thinking I'd left the TV on, I went to switch it off but TV and radio but it was definitely off. Worriedly, I looked out of the window but saw nothing strange. The whole experience has been quite troubling and I've had trouble sleeping ever since."*

Mrs. A Hickman (30) of Middlefield Lane, remarked "I was up early to feed the baby. As I drew back the curtains, I noticed pigs coming in to land like miniature aircraft in the field opposite. I thought I was still dreaming!"

Local police are continuing their enquires and would like to speak to other witnesses on their incident line: 0778543542

# Well Done Year 4!

I hope you enjoyed exploring our book  
this week children. Well done for all your  
hard work xx



Have a happy  
day!

