


English and Literacy
Home Learning Read and Respond Units
Year 1 - Week 11



Week Eleven					
Year 1	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Focus Theme: Meerkats</p> <p>In this unit, you will discover all about the fascinating world of meerkats. Read and enjoy the story of <i>Meerkat Mail</i> by Emily Gravett. Find out about Sunny the meerkat's journey and write your own postcard inspired by the ones sent by Sunny.</p> <p>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</p>	<p>Watch the <i>Official Compare the Meerkat Jingle Advert</i>: https://www.youtube.com/watch?v=NBu00tC6m9g Ask your child if they have seen this creature before. <i>What is it called?</i></p> <p>Discuss - <i>what is a real meerkat? Have you seen one before? What do they look like? Can you describe one? How do they behave?</i></p> <p>Watch <i>How meerkats interact in the wild</i>: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-how-meerkats-interact-in-the-wild/z7h6nrd</p> <p>Repeat watching the clip, and this time stopping and pausing to discuss what you see.</p>	<p>Consider the 'W' (What do I want to know?) questions from yesterday's session.</p> <p>Watch <i>Meerkat Animals for Kids</i>: https://www.youtube.com/watch?v=ullLtzOpNw and /or <i>Kid Reporter Dominique – Meerkats</i>: https://www.youtube.com/watch?v=efRGPz1BQ6Y Can you find the answer to any of your questions?</p> <p>Talk to an adult about what you now know about meerkats.</p> <p>Fill in the last section of the KWL grid in full sentences. The 'L' being the 'What have I learnt?' section.</p>	<p>Consider the information you have discovered about meerkats in the previous session. Imagine that your family and friends don't know very much about meerkats. Using the information you've found, write a simple report or quiz for a sibling or family member. They could either read your report or you could present it to them, just like Dominique does in the <i>Kid Reporter Dominique – Meerkats</i>: https://www.youtube.com/watch?v=efRGPz1BQ6Y</p> <p>Just like Dominique, you could use a question and answer sequence in your report, e.g. <i>What type of animal is a meerkat? A meerkat is from the</i></p>	<p>Listen to <i>Miss Lee presents Meerkat Mail</i>: https://www.youtube.com/watch?v=DcwuTRQ16MU Whilst listening to the story, stop and play the 'tell me' game. This involves pausing the story to talk about what your child has heard. Prompts can be open ended to help start discussion, e.g. <i>Tell me what you know about Sunny so far.</i></p> <p>Talk about how Sunny might be feeling but also how his family must be feeling without him. <i>What do you think they would say to him? Do you think Sunny regrets leaving as the book goes on? How do you know?</i></p> <p>Write a feeling bubble (a heart-shaped outline with a feeling written</p>	<p>Talk about the story <i>Meerkat Mail</i> from yesterday's session. Discuss: <i>do you think that Sunny was pleased to go home? Why? How do you think his family felt when he went back? How do you know?</i></p> <p>Return to the story again, <i>Meerkat Mail</i>: https://www.youtube.com/watch?v=DcwuTRQ16MU Or, listen to it being read aloud here: <i>Meerkat Mail World Book Day Stories</i> https://www.worldbookday.com/stories/meerkat-mail/</p> <p>Imagine that you are to go and visit another family member and that you can stay with them. <i>What might you do there?</i></p>

<p><i>How do they move? What do they look like? Do you think they like to be alone?</i></p> <p>Generate some words, phrases or short sentences together which describe how they look, behave, act etc. e.g. <i>playful, cute, quick, mischievous, like to stand up tall on their back legs, they cuddle up together, live underground, etc.</i></p> <table border="1" data-bbox="152 863 443 1011"> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">W</td> <td style="text-align: center;">L</td> </tr> <tr> <td style="text-align: center;">What do I already know?</td> <td style="text-align: center;">What do I want to know?</td> <td style="text-align: center;">What have I learnt?</td> </tr> </table> <p>Write these words and phrases into the 'K' section of a KWL grid. (The 'K' standing for what I already know about meerkats.)</p> <p>Consider and talk about what you would like to know about meerkats with an adult and write a few questions down in the second part of the grid (the 'W' which stands for 'What do I want to know?'). You</p>	K	W	L	What do I already know?	What do I want to know?	What have I learnt?	<p><i>How do they move? What do they look like? Do you think they like to be alone?</i></p> <p>Generate some words, phrases or short sentences together which describe how they look, behave, act etc. e.g. <i>playful, cute, quick, mischievous, like to stand up tall on their back legs, they cuddle up together, live underground, etc.</i></p> <p>Write these words and phrases into the 'K' section of a KWL grid. (The 'K' standing for what I already know about meerkats.)</p> <p>Consider and talk about what you would like to know about meerkats with an adult and write a few questions down in the second part of the grid (the 'W' which stands for 'What do I want to know?'). You</p>	<p>Check writing is in full sentences with capital letters and full stops. Use phonics to help you spell words independently.</p>	<p><i>mongoose family and is not a cat at all. What are groups of meerkats called? A group of meerkats is called a mob. What do meerkats eat? Where do meerkats live? Etc.</i></p> <p>When writing the report, aim to include the words 'and', 'but' and 'or' to join ideas in sentences.</p> <p>Check that sentences make sense by reading them aloud. Check for capital letters and full stops. Remember to use phonics to help you spell words independently.</p> <p>Read your report to a sibling or family member. You could do this with a microphone just like Dominique in her video!</p>	<p>inside) after Sunny sends the first note home (1:46 mins) and then a feeling bubble from his mum's point of view. Feelings might be a single word, phrase or a sentence. Try to choose words other than happy or sad. Discuss with an adult a more appropriate word or use a dictionary/thesaurus to find an alternative word.</p> <p>Write another feelings bubble after Sunny sends the postcard from Auntie Flo's (5:27 mins). <i>How is he feeling now?</i> Finally, write the last feeling bubble on how you think his mum/family might be feeling too at this point.</p>	<p>Write a postcard as if you have been to stay at another family member's house. Remember to use the capital letter 'I' and tell the audience all about your visit. You could include sentences about what the weather is like, what you have done and how you are feeling.</p> <p>Use a simple structure, such as: Dear ... Love from ...</p> <p>Check that sentences make sense by reading them aloud. Check for capital letters and full stops. Remember to use phonics to help you spell words independently.</p>
K	W	L									
What do I already know?	What do I want to know?	What have I learnt?									

	<p>might wish to use the question hand to generate some of the questions, e.g. <i>What is the name of a group of meerkats? What do they eat? Etc.</i></p>  <p>Check that questions have a capital letter at the start of the sentence and a question mark at the end.</p>				
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Additional activities:

- Watch and enjoy *Catch It*, a short CGI film: <https://www.youtube.com/watch?v=OilR9daVmBs> and talk through what happened in the story using the words/phrases; *first, next, then, after that,* and *finally* to help.
- After reading *Meerkat Mail*: <https://www.youtube.com/watch?v=DcwuTRQ16MU> write an invitation to come to Sunny’s welcome home party.
- Watch and enjoy *CBeebies Andy’s Wild Adventures: Meerkats*: <https://www.youtube.com/watch?v=R6UPG6ITFIU>