





### Steps to Success

Date	
Subject/s	<u>English</u>
	<u>Imitate</u>
Learning Objective 	To understand the text

SA 	TA 
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Success Criteria 	I can recall key information from the text		
	I can use words and phrases around new vocabulary to find the meaning		
	I can write a summary of the text		
Support	Independent	Adult Support (    )	Group Work

### Task

- 1) Practise retelling the text using the text map
- 2) Read the text on the next page.
- 3) I have highlighted some words, which might be difficult to understand. You can read the definitions on the page after.
- 4) Choose 3 words, complete a word aware grid for them. I've done one to show you what to do.

# Strange Objects Appear in Classroom!

Yesterday morning, the normal school routine for Firs Primary School was disturbed due to the sudden appearance of unusual objects in the classroom. Throughout the day, a **constant mumble** travelled around the school and pupils **attempted** to discover where they had come from.

As pupils routinely entered the classroom to begin the day's learning, they were stopped in their tracks as they were faced with a group of objects that looked out of place. A large crowd of pupils gathered around the objects as whispers filled the room: where did they come from?

Discussing the sudden appearance of these items, it became clear that the unusual objects must have a story to tell: flour, a skipping rope, a dog lead and a boot. Strangely, to **accompany** these objects, was the quotation, "No destitute child ever refused admission." But what did this mean? Since discovering the items, it is believed that the objects may have linked to the story of a boy called Jim Jarvis.

It has **since come to light** that the children had been studying the book 'Street child' as part of their topic about

the Victorians called 'Industrial Revolution'.

Speaking about her experience, Jessica **commented** about being the first to spot the objects in the classroom, "When I first saw them, I thought Miss had gone crazy! Why had she brought random things from home?" Jessica went on to explain that her teacher, Miss White, was equally as confused when she arrived (late) in to the classroom.

Another pupil in the class, Daniel, confidently explained, "As soon as I saw the boot, I knew who it belonged to. It had to be Lizzie, and the dog collar belonged to snipe." Following on from Daniel's comment, other pupils began to explain how the items were all from different characters in the story of the street child and the quotation is what the book is all about: finding a home for homeless children.

Now that the pupils of Firs Primary School have solved the appearance of the **mysterious** objects, everyone is left wondering, what will appear next?

## Definitions

constant – something that happens all the time, it doesn't change

mumble – speak quietly, making it difficult to hear

attempted – tried



routinely – something that happens as part of the normal day


accompany – to go together


come to light – become known

commented – said

mysterious – unusual, difficult to understand or explain.

<h3>Symbol</h3> 	<h3>Phonology</h3> <p>Like mystery</p> <p>mysterious</p> <p>change y to i</p> <p>— suffix ous</p>		
<h3>Definition</h3>	<p>mysterious</p>		<h3>In Context</h3>
<p>unusual, difficult to understand.</p>		<p>Suddenly, <u>mysterious</u> objects appeared in the classroom.</p>	

Symbol		Phonology
Definition		In Context

Symbol		Phonology
Definition		In Context

Symbol

Phonology

Definition

In Context



