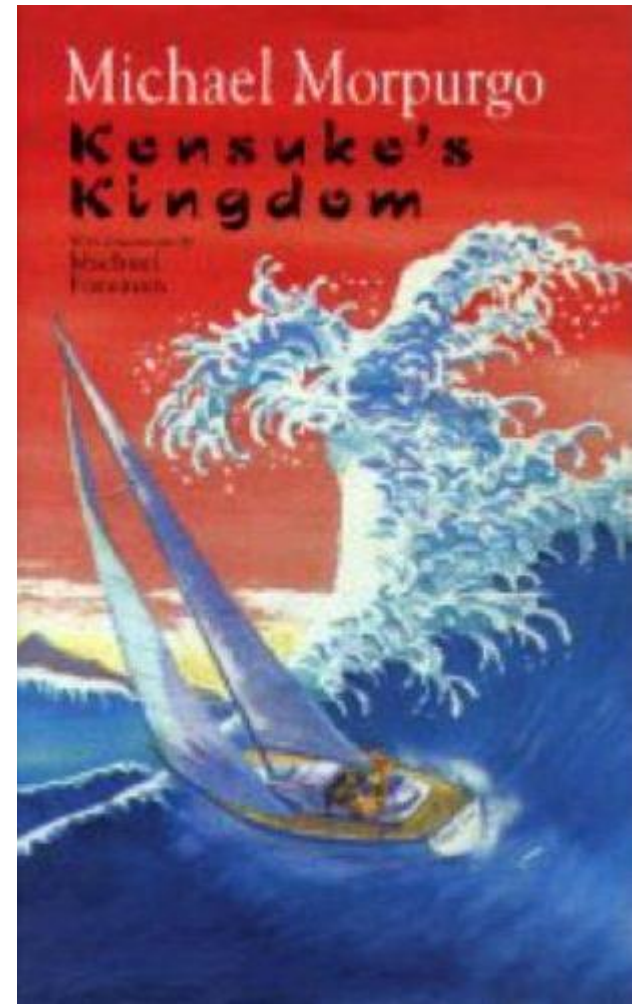




Kensuke's Kingdom by Michael Morpurgo

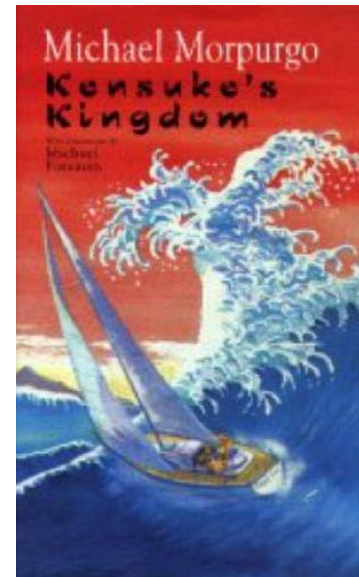
Year 5 (Year 6 Autumn 2020)
Summer Homework Project



Task 1

Learning Objective: You are going to learn how to discuss issues arising from a text and presenting balanced arguments.

Success Criteria: I can discuss the idea of “sailing around the world” with my family and write a balanced argument about it.

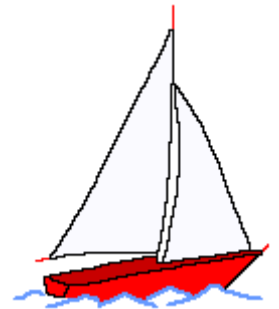


Michael's father decides that the family will sail around the world together.

Do you think that it would be a good idea for your family to do something like this?

Complete the chart with your reasons FOR and AGAINST.

FOR	AGAINST
<i>It's a really exciting adventure and would be great fun.</i>	<i>It is scary, sailing into the unknown</i>
<i>One long holiday and no school.</i>	<i>Too much Mum and Dad.</i>





Use the writing frame below to plan and write a balanced argument on sailing around the world.

SAILING AROUND THE WORLD

I am not sure that sailing around the world with my family would be a good thing because...

On the other hand...

However...

One good thing about it would be...

Nevertheless...

Another point of view is...

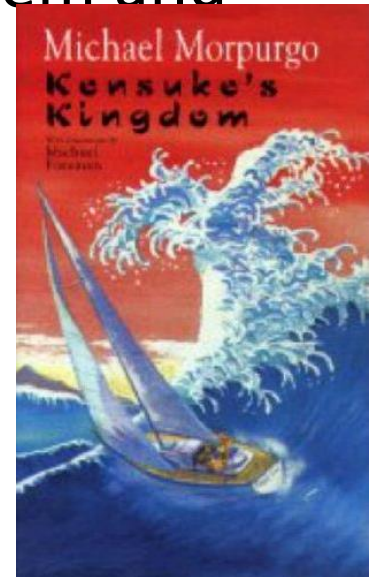
In conclusion...

When you have written your plan, check your spelling and punctuation very carefully,

Task 2

Learning Objective: You will be identifying unfamiliar words and describing their meaning.

Success Criteria: I can find words that I don't understand, look them up in the dictionary and write a sentence to show I understand them and can spell them.





L.O. To identify unfamiliar words and describe their meaning.

In Chapter 1 of Kensuke's Kingdom the author, Michael Morpurgo, uses some challenging words.

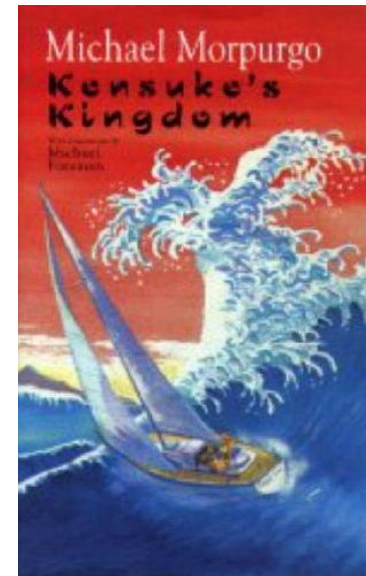
1. Using a dictionary look up the meaning of the following words and write them in a table like the one below.
2. Then write a sentence using the word to show that you understand how to use it.

WORD	MEANING	SENTENCE
revelling		
exhilarating		
gibbered		
savaged		
redundant		
lunacy		
liability		

Task 3

Learning Objective: You will practise reading texts carefully.

Success Criteria: I can read and understand chapter 3 of Kensuke's Kingdom by myself.

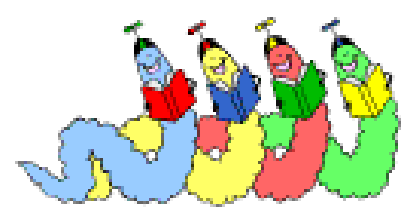




Discuss these questions with an adult.

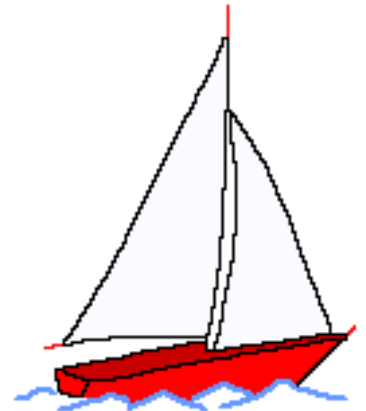


1. Why has Michael decided now to tell his story?
2. Who are the members of Michael's family?
3. What do the family do together on the weekends? Can you describe how it makes them feel?
4. Why do the family stop sailing?
5. What is the atmosphere like in the house?
6. What happened to Michael's best friend?
7. What happens to Michael's father and why?
8. What do you think happens next?
9. Describe the father when they meet up again. What sort of mood is he in?



QUESTIONS ON CHAPTER 3

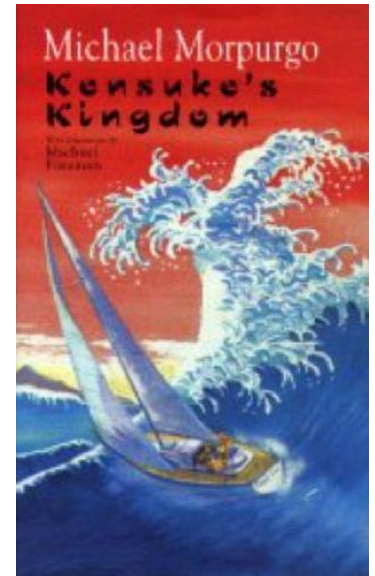
1. When Michael and his family first set sail, how many miles a day do they want to do?
2. How many miles a day do they actually do?
3. What game do Michael's parents play?
4. What do they eat?
5. What creatures do they see off the coast of Africa?
6. In November they went to Brazil. Where did they stop?
7. What did Michael do in Brazil?
8. What did they do on Christmas Day?
9. Describe, in your own words, the incident with Stella Artois.



Task 4

Learning Objective: You will learn to use evidence from the text effectively.

Success Criteria: By finding and understanding specific detail in chapter 4, I can draw and label and detailed picture of the island.





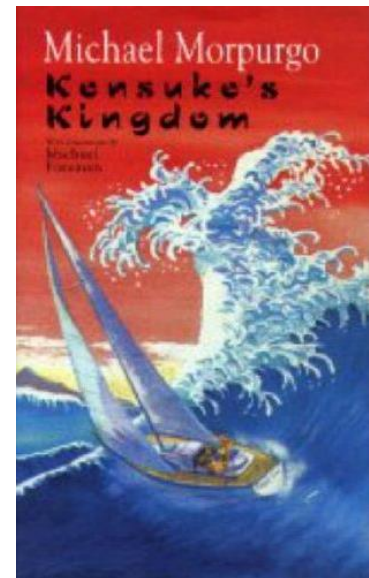
L.O. To use evidence from the text effectively.

Carefully read the description of the island Michael is living on (page 53) and then draw and label it.

IDEAS:

Task 5

- **Learning Objective:** You will identify and use strategies to make writing more interesting.
- **Success Criteria:** I can recognise techniques that make writing descriptive and I can write a descriptive account of a scary situation.



Write about a time in your life when you have been really frightened.



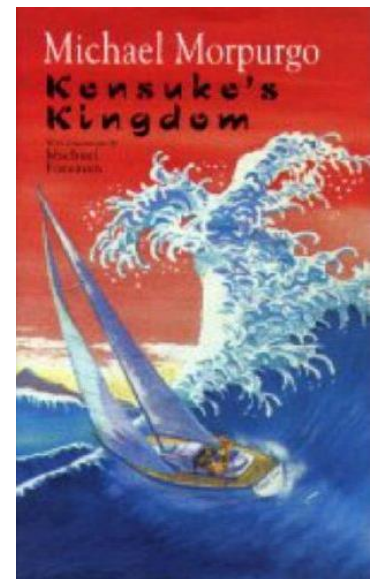
Read the following extracts and think about what techniques have been used to create mystery, suspense and fear.

A shadow under the trees moved and came lumbering out into the sunlight towards us. A monkey, a giant monkey. Not a gibbon at all. It moved slowly on all fours, and was brown, ginger-brown. An orang-utan, I was sure of it. He sat down just a few feet from me and considered me. I dared not move. When he'd seen enough, he scratched his neck casually, turned and made his way on all fours slowly back into the forest.

I was sitting under the trees when I saw them standing there, watching us. What were these strange creatures? They did not move, so I slowly went towards them and sat down close by to examine the two creatures. One was standing upright. He looked like a monkey, but did not have any fur. The other had four legs and a long face. I looked at them for a while, but they did not move or make a sound. What strange creatures. I decided to return to my friends in the forest.

Task 6

- **Learning Objective:** You will learn to rewrite texts from a different perspective.
- **Success Criteria:** Using imagination and description to re-write a part of the book from the perspective of an orang-utan.



L.O. To re-write text from another perspective.

Read through the extracts describing the actions of the orang-utans - re-write the events from their perspective.

What were they thinking? Why were they acting the way they were?



p.66

A shadow under the trees moved and came lumbering out into the sunlight towards us. A monkey, a giant monkey. Not a gibbon at all. It moved slowly on all fours, and was brown, ginger-brown. An orang-utan, I was sure of it. He sat down just a few feet from me and considered me. I dared not move. When he'd seen enough, he scratched his neck casually, turned and made his way on all fours slowly back into the forest.

L.O. To re-write text from another perspective.

p.88

I was heaving a massive branch on to the pile when I felt a sudden shadow come over me. An orang-utan was looking down at me from the rock above - I could not be sure it was the same one as before. He was on all fours, his great shoulders hunched, his head lowered, eyeing me slightly sideways. I dared not move. It was a stand-off, just as it had been before down on the beach.

He sat back and looked at me with mild interest for a while. Then he looked away, scratched his face nonchalantly and sloped off, stopping once to glance back at me over his shoulder before moving on into the shadow of the trees and away.



Task 7

Learning Objective: You will learn about how authors can communicate meaning without words.

Success Criteria: I can identify some of the emotions expressed in chapter five.

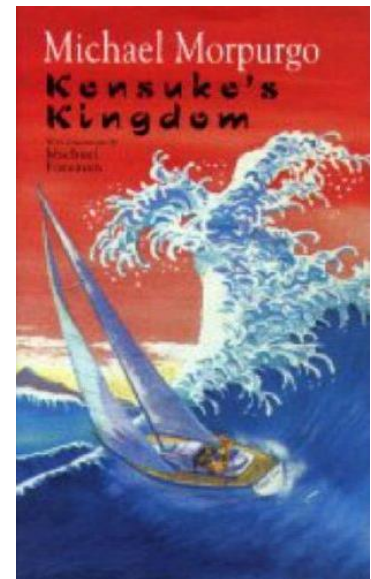
Look at the emotions on the next page. Can you find examples of where characters show these emotions in chapter 5. What do they do which shows their emotions?

Angry	Happy	Afraid	Hungry	Nervous
Worried	Shy	Curious	Excited	Unhappy
Calm	Uncomfortable	Relaxed	Confident	Annoyed

Task 8

Learning Objective: You will be describing characters using evidence from the text.

Success Criteria: I can describe a character from Kensuke's Kingdom using evidence from the text.





What sort of person do you think Michael is? Choose **SIX** of the words in the box below, and write a sentence for each.

brave cowardly lonely determined happy sad
confused clever sensible angry foolish naughty

6 sentences:

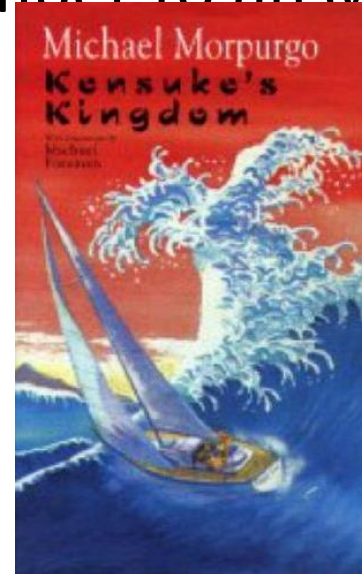
I think Michael is.....

because.....

Task 9

Learning Objective: You will learn to ask precise questions.

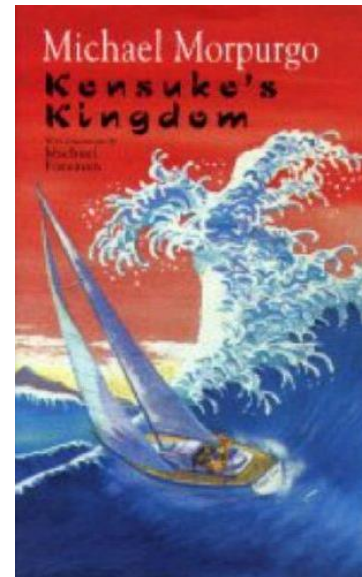
Success Criteria: I can make a questionnaire about chapter eight for a family member to answer.



Task 10

Learning Objective: You will learn to sort information from a text.

Success Criteria: I can complete a timeline about Kensuke's life.



L.O. To complete a timeline using information from the text.

Complete a time line of Kensuke's life, from his birth in Japan until he is in the boat with Michael telling his story; include all the significant events.

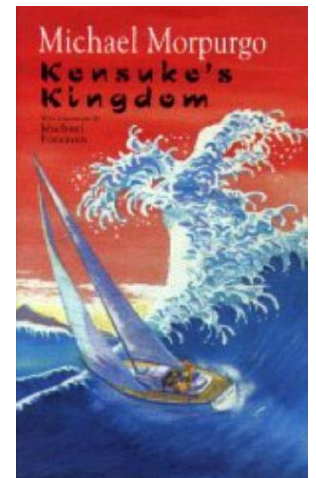
Birth in
Japan



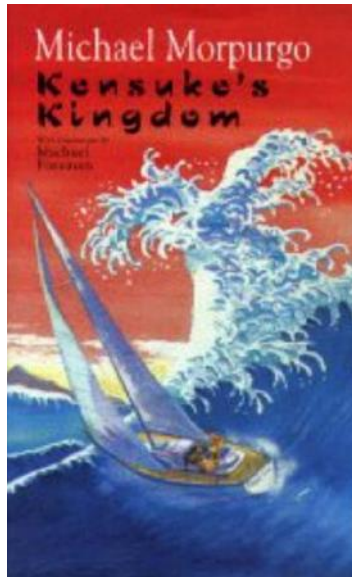
Task 11

Learning Objective: You will finish reading the novel and discuss certain aspects of the final two chapters.

Success Criteria: I have read Michael Morpurgo's novel: Kensuke's Kingdom, am able to summarize it and discuss the main points.



Now try some of the following activities.



L.O. To write in a journalistic style using appropriate style and structure.

Write a newspaper article detailing the disappearance of Michael OR his experiences when he returns.





L.O. To design a 'missing person' poster.



What information needs to be included in a poster?

How would Michael be described?

What evidence can you find in the text to support your ideas?

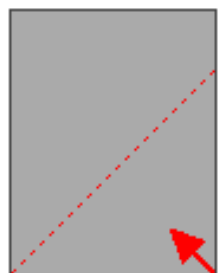




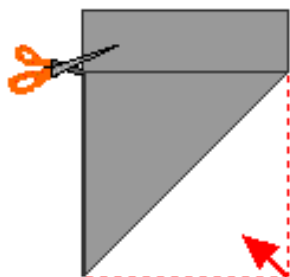
Origami Whale

Supplies needed:

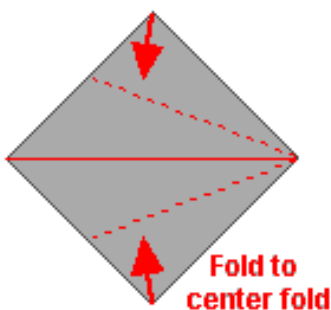
Construction paper Scissors Markers or crayons



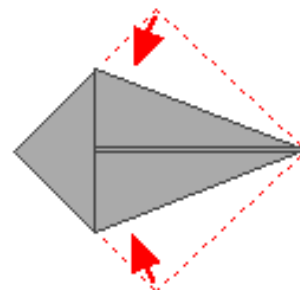
Start by making a square piece of paper. To start making the square, fold one corner of a piece of paper over to the adjacent side.

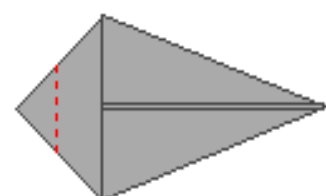


To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle).

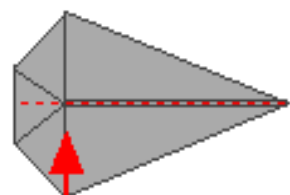
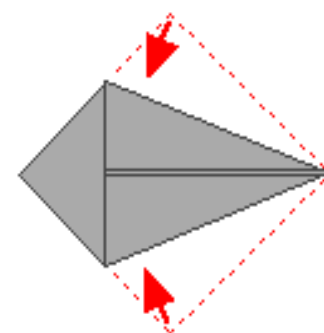


Fold two opposite side over so that they meet at the fold.

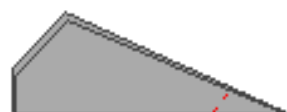
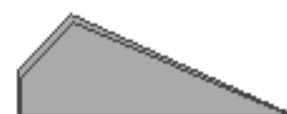




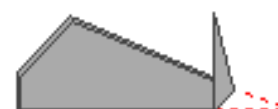
Fold the tip over to just meet the other folds.



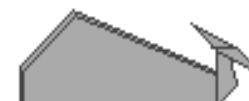
Fold the piece in half along the central axis.



Fold the tail up.



Make a short cut through the end of the fold in the tail. Fold the edges of the tail outwards.



Draw eyes, fins, and any other patterns you like, and enjoy your whale.



L.O. To write a haiku in correct style and format.

the nail box:
every nail
is bent

Ozaki Hôsei(1885-1926)

Darkness falls again
Lights illuminate the night
Guiding us safely

old pond . . .
a frog leaps in
water's sound

Matsuo Bashô(1644-1694)

Cold winter morning
(A) tickling chill bites his
throat
Some coughing smoke forms



*How do you think
haiku are written?*

*Look at each of the
poems and see if you
can work it out!*

Haiku History

Haiku began in Japan during the 17th century. Haiku are short, imagistic poems about things that make people feel a connection to nature. In Japanese, haiku traditionally have seventeen short sounds divided into three lines of a fixed five-seven-five pattern. In Japan, people of all ages write haiku as a way to relax and gain perspective. Today, haiku has grown in popularity worldwide. Haiku is written in many different languages and is now a unique art form that reflects different cultures.



L.O. To write a haiku in correct style and format.



Inside the small classroom,
The children are working
quickly,
Some look quite sad.

The old woman waves
goodbye
To her daughter who is
leaving
She is alone again.

Some of the lines in these haiku are the wrong length - try to work out which ones and how they can be changed.

Now write a haiku based on Kensuke's Kingdom - what words can you think of that best describe the story or the characters?

Remember to follow the rules for writing haikus!