

If you have any questions about your learning please email:  
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Please complete learning in your home learning book.

# Day 1

L.O: To edit your climax and resolution.

**Remember to use the feedback from your teacher**

## Punctuation

- Relative clauses have commas on either side.

E.g. **The men, who were ravenous, tore at the hog voraciously.**

- Commas after fronted adverbials.

• E.g. **Under the shadow trees, where the wind stood still.**

- Speech marks around speech and a new speaker on a new line.

# Spelling

- You can use an online dictionary to check your spellings. See a website below.

<https://www.dictionary.com/>

- If you do not have access to the internet, you can check your reading record for how to spell some words.
- If you have a dictionary at home you can also use this.

# Activity

- Read your feedback about your climax and resolution.
- Read your climax and resolution out loud and check your punctuation.
- Read your resolution and climax out loud and check your spellings.
- Check your level of formality with your word choice. Remember this is a myth, set in a distant time, so your language should reflect that.
- Once you have corrected everything, rewrite your improved version of the climax and resolution.

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## Day 2

L.O: To make notes to prepare for oral story telling.

### Success Criteria

I can structure notes using bullet points.

I can include key words and phrases.

I can think about audience and purpose.

This week you are going to prepare your myth to read to someone.

This will give you a chance to think about audience and purpose, evaluating and improving your myth before writing your final version.



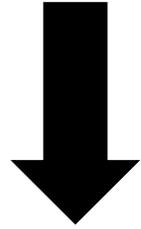
# What is the history of the storytelling tradition in Ancient Greece?

In ancient Greece, some people earned a living with their storytelling skills. They went from town to town telling myths, fables, and legends.

Sometimes, a storyteller would be in the middle of a story and the townspeople would correct him. The people had heard the same tale from another storyteller. They wanted to hear it again, but they knew the story and the hero and the adventure and the ending. Soon, the storytellers all knew the same stories. The best storytellers made up new stories, using the same characters. Some storytellers added a new twist to an old story to keep things interesting, but the characters' personalities remained the same. The characters had to remain the same. Nothing else would have been allowed by the townspeople because the people believed the stories were true. They believed the gods and goddesses and mythical creatures were real! The heroes were real. The adventures were real.

The ancient Greeks never tired of their myths, fables, and legends. Long after the dark age, these stories were still being told, in homes and temples and everywhere the Greeks travelled. They were retold by people who were not even Greek. In time, these wonderful stories were written down. We still enjoy them today. People are still writing new myths and new twists to old myths, but just as thousands of years ago, the basic characters and their personalities and magical abilities remain the same.

Copy and paste the blue link below to listen to the story of Pandora and think about what makes a good storyteller and what makes the story interesting?



<http://myths.e2bn.org/mythsandlegends/playstory562-pandoras-box.html>

# Checklist for telling Greek stories orally.

- Questions to hook the audience
- Varied tone of voice to build drama and excitement.
- Suspense and tension.

How do we structure notes?

heading, bullet points, key words only,  
abbreviations

How do we keep them consistent?

Capital letters and full-stops or no capital  
letters at beginning of sentence and no full-  
stops

### **Quick Olympic Facts**

- In ancient Greece, only men were allowed to take part.
- The modern Olympic Games started in Athens in 1896.
- Tug-of-war was once an Olympic sport.
- London 2012 was the first Olympics to include women's boxing.

### **Resources/Equipment**

- 3 plastic cups
- different types of soil
- water
- measuring beaker
- seeds

You will have 10 minutes each to share and evaluate your stories with your family

Using the checklist, your family checks which boxes you could tick.

What have you learnt from sharing your story?

What are your next steps?

# Activity 1

- Read your story to someone in your family. (Preferably someone who is older who can give you feedback).
- Ask the person or people who listen to your storytelling to give you feedback on how you did with things on the checklist.
- Examples of questions you could ask....
  - 1) Were you always excited to hear what would happen next?
  - 2) Did you enjoy my tone of voice?
  - 3) What emotions did you feel during the story?
  - 4) Is there anything that would make my storytelling better?

# Activity 2

- Write bullet points to make notes on the feedback you were given to improve your storytelling.
- You can write these notes under the questions you asked them.

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## Day 3

L.O: To share stories using own notes

Success Criteria:

I can share my story using notes.

I can think about audience and purpose.

Today you are going to use your feedback and notes from your family to improve your oral storytelling.

# Activity 1

- Use the feedback notes on your storytelling to practice reading your story out loud to make it even more exciting and captivating.
- You can practice reading your story aloud...
  - In front of a mirror to practice your facial expressions.
  - Record yourself telling your story and watch it/listen back to hear how you sound and see what else you can improve to make it even more dramatic.

# Activity 2

- Read your story again to your family.
- On the next page there is a link you can copy and paste into youtube to play background music whilst you tell your story.

<https://www.bing.com/videos/search?q=ancient+greece+lyre+music&view=detail&mid=4A7C2B041B06A45A4B3A4A7C2B041B06A45A4B3A&FORM=VIRE>



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## Day 4

L.O: To use storytelling notes to publish own myth

What have we learnt from sharing our stories?  
How are we going to use that to improve our Big  
Write from last week?

Starter: Write a reflective note in your learning book about your storytelling. You can start it like the one below.

Reflective note in green pen for Thursday.

We shared our myths in the tradition of Ancient Greek Storytelling. My audience told me they liked my story because .....

For our Big Write today, we are going to publish our neatest and final draft in our home learning book.

We are going to use our writing from last week plus all the improvements that have been suggested by our teacher and our families.

Our families have really helped us think about audience and purpose. We will show that through our improved writing.

Now you have edited and improved your work.  
You are going to publish your final version on paper for  
your Writing Portfolio.

**REMEMBER**, to keep your first draft in front of you,  
neatest joined-up handwriting and constantly proof-read  
your writing.

# Activity

- Publish your entire myth in your home learning book.
- Use both the feedback you have got from your teacher (if you sent in your work) and the feedback you got from your families to improve your work.

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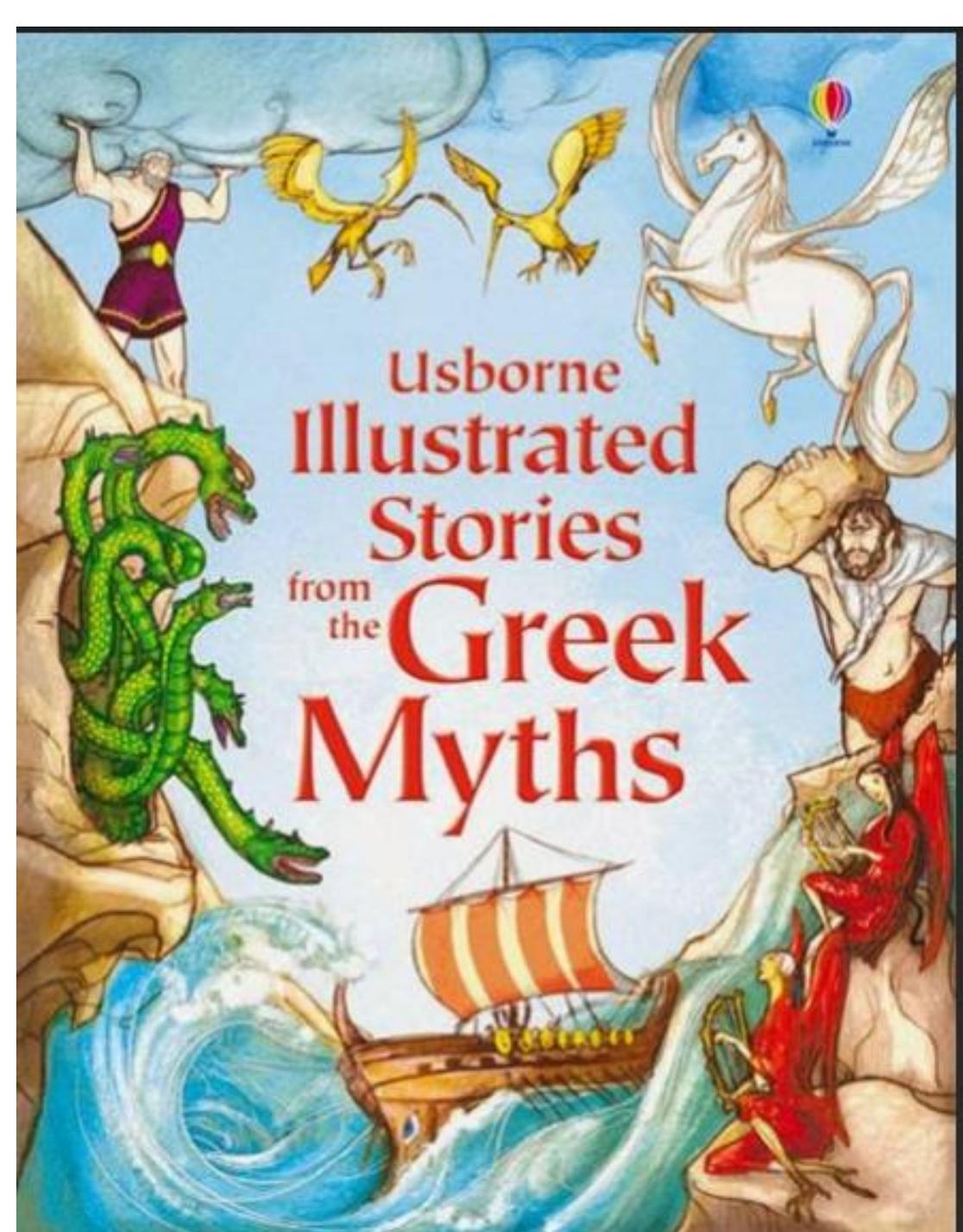
## Day 5

L.O: To draw a cover page for your myth.

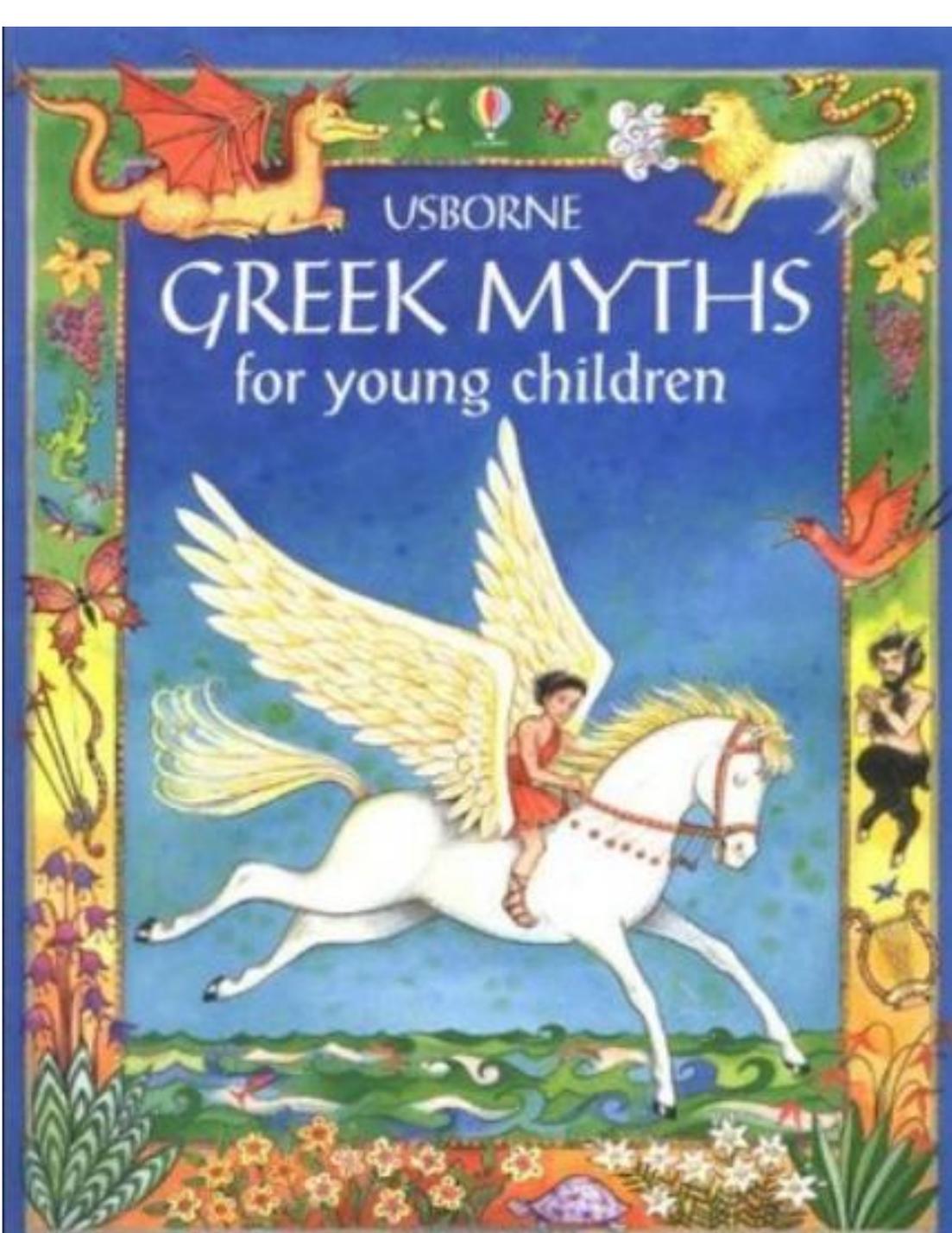
# Activity

- Draw a book cover for your myth that is coloured in.
- Myths book covers are colourful.
- They may show...
  - The mythical creature
  - Some of the main characters.
  - The setting
- Remember to include:
  - The title of your myth.

There are a few examples you can look at on the next slides to give you ideas.



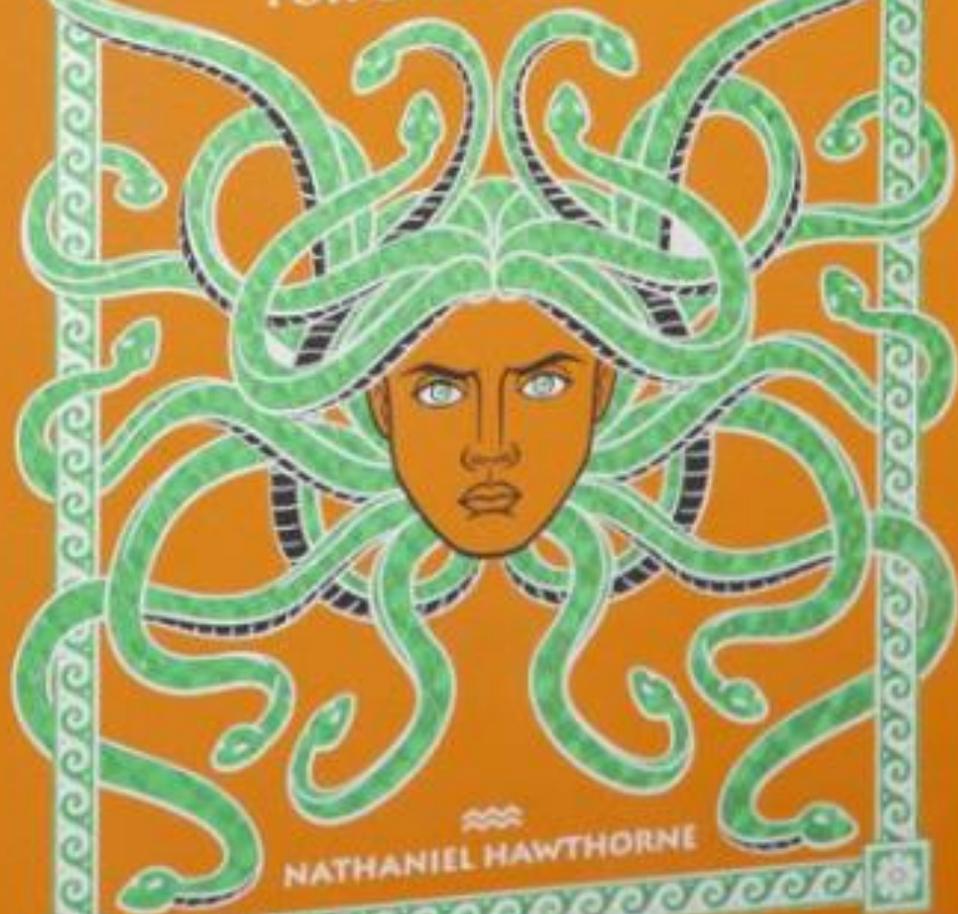
Usborne  
Illustrated  
Stories  
from  
the **Greek  
Myths**



USBORNE  
**GREEK MYTHS**  
for young children

# GREEK MYTHS

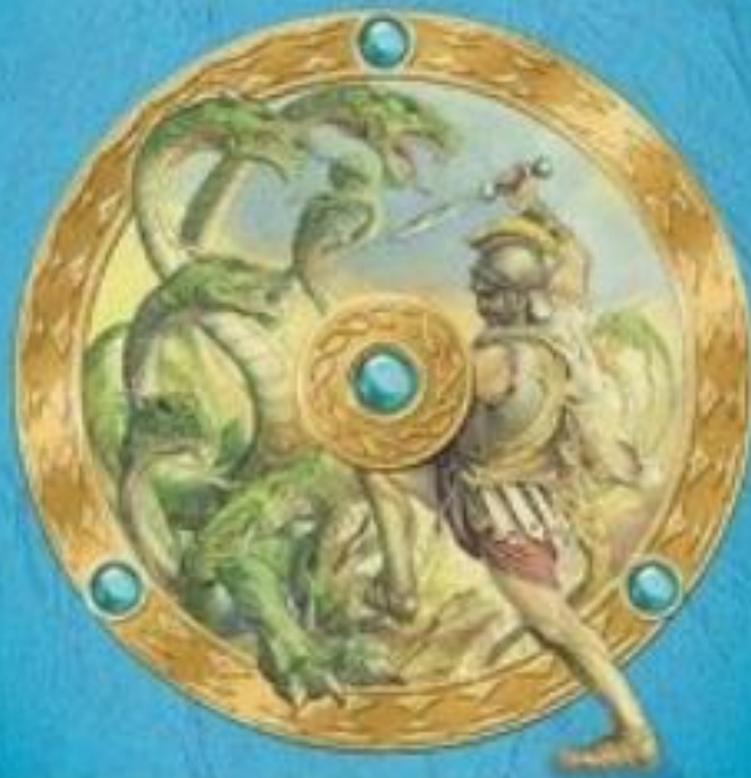
A WONDER BOOK  
FOR GIRLS AND BOYS



NATHANIEL HAWTHORNE

ΑΦΡΟΔΙΤΗ ΖΕΥΣ ΔΗΜΗΤΗΡ

# Mythology



ΑΠΟΛΛΩΝ ΗΡΑ ΗΦΑΙΣΤΟΣ