



Diamond Class English Planning – Ingrid Rounce
Summer 2 Week 1, 2 and 3
Robinson Crusoe- Daniel Defoe



Robinson Crusoe by Daniel Defoe was first published in 1719. We will be reading ‘Classic starts Robinson Crusoe’ - retold by Deanna McFadden. This is saved as a word document on our school website under each week. Should you wish to read the original, you can download it from www.gutenberg.org

Week 1

	Learning Objectives	Introduction	Activity
Day 1	To know the features of an opening chapter.	<p>Read chapter 1 of Robinson Crusoe Classic Starts - Retold from Daniel Defoe original. (On school’s website as a word document, under title above).</p> <p>Is this a good opening to the story? Why or why not? Think about: Does it introduce the characters? Does it introduce the setting? (Where and when?) Does it introduce the plot? Does it make you want to read on? Does it have unanswered questions?</p>	<p>Is the chapter a good opening to the story? Write whether you think the first chapter is a good one and explain your thoughts. Choose from the challenges below. Remember – the idea is to CHALLENGE YOURSELF!</p> <p>C1: I have said whether I think it is a good story opening and mentioned at least one story feature. I think it is a good opening to the story because... C2: I have said whether I think it is a good story opener and included at least 2 story features C3: I have said whether I think it is a good story opener and included at least 3 story features *C I have written a review of the chapter in complete paragraphs, including all the features.</p>

Day 2

To be able to identify imagery in texts.

Read chapters 2 and 3 of Robinson Crusoe Classic Starts - Retold from Daniel Defoe original.

In the chapters, Crusoe experiences two storms. How does the author create the atmosphere of these storms? Look for expanded noun phrases and adverbial phrases - 'The boat pitched this way and that way in the waves.'

Adverbial phrases typically answer the questions how, where, why or when something was done, as you'll see in the adverb phrase examples below.

I parked the car.

I parked the car *here*.

I parked the car *right here*.

I parked the car *right here under the bridge*.

The first sentence does not contain an adverb or adverb phrase at all. The second sentence contains the adverb "here" to describe where the car was parked. The third sentence contains the adverb phrase "right here," which emphasizes where the car was parked and employs a phrase instead of a single adverb. The final sentence contains a longer, more informative adverbial phrase.

Record in your book as many phrases as you can find that describes the storms. If you can, underline the adverbial phrases in one colour and the expanded noun phrases in another colour.

C1: Record at least 4 images that the author uses to describe the storms.

C2: Record at least 6 images that the author uses to describe the storms.

C3: Record at least 6 images that the author uses to describe the storms and underline the adverbial phrases and expanded noun phrases

*C: Evaluate the author's use of imagery and its effect on the reader, making reference to expanded noun phrases and adverbial phrases.

Day 3	To write a description of a storm using images (including expanded noun phrases and adverbial phrases).	<p>Re-read chapters 2 and 3 of Robinson Crusoe Classic Starts - Retold from Daniel Defoe original.</p> <p>Look at the pencil illustration on page 13.</p> <p>Imagine you are on a ship in a storm. Jot down any words or phrases that you can think of to describe the storm Think about sights, smells, sounds, voices and feelings Think about the ship, the sea and the sky.</p>	<p>Look at the image on page 12.</p> <p>Using the words you have recorded, draw your own pencil sketch of your storm. Write your words either around your drawing or on your drawing.</p> <p>C1: I have drawn a picture and recorded at least 5 words. C2: I have drawn a picture and recorded at least 8 words. C3: I have drawn a picture and recorded at least 8 words or phrases. *C: I have presented my idea of my storm in my own way with at least 10 words or phrases recorded.</p>
Day 4	To write a description of a storm using images (including expanded noun phrases and adverbial phrases).	<p>Look at the notes you made yesterday. How can you turn these into sentences? Think about different sentence openers. You can find the ISPACE sentence openers PowerPoint on the website.</p>	<p>Write a description of your storm including lots of images. Try to use expanded noun phrases and adverbial phrases if you can.</p> <p>C1: I can write 3 sentences describing my storm that includes an image of the sea, sky and boat. C2: I can write 6 sentences describing my storm that includes images of the sea, sky and boat. C3: I can write a paragraph describing my storm that includes images of the sea, sky and boat, and expanded noun phrases and adverbial phrases. *C I can write an extended piece of writing including all the above and speech.</p>
Day 5	To predict what might happen in a story	<p>Read Chapters 4 and 5.</p> <p>At the end of chapter 4 Robinson Crusoe has been captured and is a slave. He asks, ‘Was this how I would spend the rest of my life?’ What do you think? Will he escape? Will he remain a slave? How will he escape? Where will he escape to? Will he go on his own? Why do you think these things? Is there any evidence in the text?</p>	<p>‘Was this how I would spend the rest of my life?’ What do you think? Predict what might happen next in the story.</p> <p>C1 I can predict at least one thing that might happen next and give a reason why I think it. C2 I can predict at least three things that might happen next and give reasons why I think it. C3 I can write a paragraph explaining what I think will happen next and use the text to explain my reasons *C I can present what will happen in the text next in my own way.</p>
Week 2			
	Learning Objectives	Introduction	Activity

Day 6	To write the next chapter of a story.	<p>Read Chapter 6.</p> <p>At the end of the chapter, Robison Crusoe and Xury are heading towards land. Where do you think they will end up? Will they be in a country? On an island? Remember: they are heading away from the Spanish coast. What will they see when they arrive? What does the place look, sound and smell like? Will they meet anyone? What will be the first thing they do?</p>	<p>Write the next chapter of the story using your ideas. Think about how you will end it. Could you end on a cliffhanger?</p> <p>C1: I can write a chapter with correct capital letters and full stops. C2: I can write a chapter with capital letters, full stops, question marks and exclamation marks. C3: I can write a chapter with capital letters, full stops, question marks, exclamation marks, commas and speech marks *C I can write a chapter with all of the above and colons, semi-colons, dashes and brackets.</p> <p>Remember to check your work and edit it.</p>
Day 7	To answer questions about a text.	<p>Read Chapter 7.</p> <p>Was the next chapter anything like your chapter?</p>	<p>Answer these questions in your book.</p> <p>Who is telling the story? What writing genre is it? (What type of writing is it?) Why do you think Xury was scared? Why do you think Crusoe and Xury stayed on the boat for the night? What does the word venture mean? What were the massive beasts that came to the water's edge and why do you think it? Why did they have to go to shore? Why did they both swim as fast as they could? Why had Xury 'done a good job'? What is a native? What do you think the beasts they had never seen before were? Was the chapter anything like yours? Why or why not?</p> <p>C1: choose 5 questions to answer. C2: choose 8 questions to answer. C3: answer all the questions. *C: answer all the questions and write 3 of your own questions about the chapter.</p>

Day 8	To expand my understanding of a range of vocabulary	<p>Read Chapters 8, 9 and 10.</p> <p>What has happened so far in the story? What do you think will happen next?</p>	<p>Look through the 3 chapters and record the words you do not know the meaning of. Use a dictionary (there are online ones if you don't have one) and record the meaning of each word. If you wish to extend yourself, write the words into a sentence.</p>
Day 9	To be able to justify (explain) my ideas.	<p>Read Chapters 11 and 12</p> <p>How has the story moved on? What do you think will happen to Crusoe and Shippy?</p>	<p>What would you take with you on to a deserted island? What would be your most precious possessions? What would you need on a desert island?</p> <p>You are allowed to take 6 items with you to the desert island. List the items and explain why you would take them. You are allowed one extra bonus item that is special to you.</p> <p>C1: I have listed my six items plus one precious item. C2: I have listed my six items plus one precious item, and explained why I would take each one. C3: I have listed my six items plus one precious item, and explained why I would take each one in detail. *C: I have listed my six items plus one precious item, explained why I would take each one and used some ideas from the text to justify my ideas.</p>

Day 10	To use information in a text to create an image.	<p>Read Chapters 13 and 14</p> <p>Whilst you are reading, make notes about what is on the island.</p>	<p>Using your notes, draw and label the island. Remember to include: beach, trees, rocks out to sea with the ship, small hill, Crusoe's camp, fort, grassy plain and a rising hill,</p> <p>C1: I have drawn the island and labelled the areas with a word C2: I have drawn the island and labelled the areas with a phrase. (A group of words.) C3: I have drawn the island and labelled the areas with a sentence. *C: I have drawn the island and labelled the areas with quotes from the text.</p>
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Week 3

	Learning Objectives	Introduction	Activity
Day 11	To write a diary entry.	<p>Read Chapter 15 and 16.</p> <p>As you read, think about all the things that Crusoe does in his weeks?</p>	<p>Imagine you are on the desert island and write a diary entry for one day. You could include: what your shelter is like, what you do when you get up, what you eat, how you grow/catch/cook your food, what you do for fun and what you do on an evening/night. Remember to include your thoughts and feelings throughout the diary.</p> <p>Try to include these features: I have an interesting opening paragraph. It is in chronological order. It is in the 1st person. It is mainly in the past tense. I have used time connectives. I have included my memories and feelings. I have written in paragraphs. I have a range of punctuation I have a final paragraph with a personal reflection, which links to my opening. Remember to check your work and edit it.</p>

<p style="text-align: center;">Day 12</p>	<p>To use a text to find information.</p>	<p>Read Chapters 17 and 18. As you read, be thinking about the good and bad things about living on the island.</p>	<p>Record the good and bad things about living on the island. You can use what you have learned about the island from all the chapters we have read. You could do this as two separate lists or as two brainstorms</p> <p>C1: I can write a list of the good and bad things about living on the island. C2: I can draw two brainstorms recording the good and bad things about the island. C3: I can record the good and bad things about the island in my own way. *C: I can record the positive and negative things about the island in my own way and explain my choices.</p>
<p style="text-align: center;">Day 13</p>	<p>To be able to write ideas in complete sentences.</p>	<p>Read Chapters 19 and 20. How would you be feeling if you were Robison Crusoe? What would you be missing from home?</p>	<p>On page 90 Crusoe writes, ‘There were things I missed from home, like carrots and peas...’ What would you miss from home? Write a piece about what you would miss and why. Make sure you have capital letters and full stops/a range of punctuation.</p> <p>C1: I have recorded some things I would miss in complete sentences. I would miss... C2: I have recorded some things I would miss in complete sentences and explained my ideas. I would miss... because.... C3: I have recorded what I would miss as a complete paragraph, explaining my ideas. *C: I have recorded what I would miss in my own style, explaining my ideas.</p>

<p style="text-align: center;">Day 14</p>	<p>To be able to create a character</p>	<p>Read Chapters 21 and 22. Who does the footprint belong to? Would you be scared?</p>	<p>Who do you think the footprint belongs to? Imagine the person. Jot down some words to describe the person. Think about size, hair, clothes, age and you could think about character. Draw and colour your character. Describe your character. Think about expanded noun phrases. (Add adjectives to your nouns – super shiny hair that fell to her shoulders) C1: I can write sentences about my character. C2: I can write sentences about my character that contain expanded noun phrases. C3: I can write a paragraph about my character that contains expanded noun phrases. * C: I can write paragraphs about my character containing expanded noun phrases.</p>
<p style="text-align: center;">Day 15</p>	<p>To write an adventure chapter</p>	<p>Read Chapters 23, 24 and 25. How has the story moved on?</p>	<p>Robinson Crusoe now has a friend. What adventures could they go on? Plan the story. Think about where they will go? (Another island, out on the boat, to a secret part of the island/forest/mountain/lake,) What will happen? (Meet people/injury/find food/escape?) How will you end the adventure? (Leave island for good/return to camp with something/get captured)</p> <p>Write your adventure story. Try to include the following:</p> <p>My chapter maintains the reader's interest My chapter moves the action on The characters are true to the story I have written in first person I have written in paragraphs I have a range of sentence openers (Ispaced) I have a range of punctuation (day 6)</p> <p>Remember to check your work and edit it.</p>

Read the rest of the story – the chapters are in Week 4. Did you enjoy the book? You could write a book review if you want!