

Week Commencing 8th June 2020

1. Read *The Lorax* up until "No-one can sing with smog in their throat".

Answer the following questions using the Comprehension Strategies Poster resource that you used last week. Remember that questions with 2 marks mean that you will need to give more detail in your answer. This may involve you finding evidence in the text or explaining your answer.

1. What was the main material that the Once-ler used to make the Thneed? (1 mark)
2. What did the Once-ler use to help him get this material quickly? (1 mark)
3. Why do the Bar-ba-loots have to leave? Use evidence from the story to support your answer. (3 marks)
4. How did the Once-ler feel when he heard that the Bar-ba-loots were leaving? (1 mark)
5. Why did the Once-ler continue to use the Truffula Trees even though he felt sad that the Bar-ba-loots had left and the Swomee-Swans couldn't sing anymore? (3 marks)

* Diving Deeper Challenge: What could the Once-ler do differently so that he could protect the environment more and continue to make his Thneed? (* Diving Deeper Challenges are optional to challenge yourselves)

Resources: The Lorax book and The Comprehension Strategies Poster

2. Read *The Lorax* up until "I just couldn't guess".

The story mentions the word smog. Find out what this means and see if you can investigate how smog affects the environment.

Present what you find out in any way that you like. Perhaps you can write an information leaflet/booklet or design a poster.

* Diving Deeper Challenge: Find out some ways in which smog can be reduced. Has there been any difference in the levels of smog in the world recently? Why might that be?

Resources: The Lorax book

3. Finish reading *The Lorax*. See if you can spend some time planting your own seed or grow some veg from the scraps of what you have at home. See <https://www.gardentech.com/blog/gardening-and-healthy-living/growing-food-from-kitchen-scraps> for some ideas. Split your paper in half and write what seeds/plants need to grow and live on one side and then do the same for humans on the other side. What do you notice about your two lists?

* Diving Deeper Challenge: Spend some time writing down why plants are important to us and our environment.

4. Have a look at the explanation below which shows you how to use an embedded clause within a sentence.

An **embedded clause** is another way of using a **subordinate clause**, but in the middle of a sentence. It becomes **embedded** in the sentence. Usually, this **clause** will be separated by two commas, one before and one after.

Example:

An embedded clause is a **clause** used in the middle of another clause.

In other words, an embedded clause is a clause (a group of words that includes a subject and a verb) that is within a main clause, usually marked by commas.

Information related to the sentence topic is put into the middle of the sentence to give the reader more information and enhance the sentence.

My bike, **which is very old**, is broken.

comma comma

embedded
clause

Commas are usually (but not always) used to separate the clause that has been embedded from the main clause.

The witch, **who has green eyes**, is very spooky.

comma comma

embedded
clause

If you removed the embedded clause the main clause would stand alone as a complete sentence. However **the embedded clause is reliant on the main clause so it does not make sense on its own** (it's a **subordinate clause**).

For example:

The coat, which was old, had a hole in the pocket.

The main clause makes sense on its own: *The coat had a hole in the pocket.*

The embedded clause doesn't make sense on its own: *which was old*

The embedded clause has to be supported and explained by the main clause in order to make sense.

An embedded clause usually begins using the words which, who or where and relates to the **noun** or **pronoun** in the main clause.

The doctor, **who was very kind**, took my blood pressure.

comma comma

embedded
clause

This house, **where I grew up**, looked very different years ago.

comma comma

embedded
clause

Use this explanation to write 5 of your own complex sentences with an embedded clause.

* Diving Deeper Challenge: Write a sentence with the subordinating clause at the beginning, write another with the subordinating clause at the end and then write a compound sentence.

5. Imagine that you are the Once-ler trying to sell the Thneed. Think about how he persuaded people to buy his product and design a poster/leaflet to advertise the Thneed. Think about all of the different ways a Thneed can be used and remember that a poster/leaflet will need a heading and possibly sub-headings. Have a look at the persuasive writing checklist below to help you.

* Diving Deeper Challenge: Can you use an embedded clause in your persuasive writing?

Resources: Persuasive writing checklist