

Year 6

English Home Learning Pack



**Manor Court Community Primary
School**

Week 1 text

"What happened to Barf Bag?" asked the black kid.

"Lewis is still in the hospital," said Mr. Pendanski. "He won't be returning." He told the boys to come shake Stanley's hand and introduce themselves, "like gentlemen."

"Hi," the white kid grunted. "That's Alan," said Mr. Pendanski.

"My name's not Alan," the boy said.

"It's Squid. And that's X-Ray."

"Hey," said X-Ray. He smiled and shook Stanley's hand. He wore glasses, but they were so dirty that Stanley wondered how he could see out of them. Mr. Pendanski told Alan to go to the Rec Hall and bring the other boys to meet Stanley. Then he led him inside the tent. There were seven cots, each one less than two feet from the one next to it. "Which was Lewis's cot?" Mr. Pendanski asked.

"Barf Bag slept here," said X-Ray, kicking at one of the beds.

"All right, Stanley, that'll be yours," said Mr. Pendanski.

Stanley looked at the cot and nodded. He wasn't particularly thrilled about sleeping in the same cot that had been used by somebody named Barf Bag. Seven crates were stacked in two piles at one side of the tent. The open end of the crates faced outward. Stanley put his backpack, change of clothes, and towel in what used to be Barf Bag's crate. It was at the bottom of the stack that had three in it.

Squid returned with four other boys. The first three were introduced by Mr. Pendanski as Jose, Theodore, and Ricky. They called themselves Magnet, Armpit, and Zigzag. "They all have nicknames," explained Mr. Pendanski. "However, I prefer to use the names their parents gave them—the names that society will recognize them by when they return to become useful and hardworking members of society."

"It ain't just a nickname," X-Ray told Mr. Pendanski. He tapped the rim of his glasses. "I can see inside you, Mom. You've got a big fat heart."

The last boy either didn't have a real name or else he didn't have a nickname. Both Mr. Pendanski and X-Ray called him Zero. "You know why his name's Zero?" asked Mr. Pendanski. "Because there's nothing inside his head." He smiled and playfully shook Zero's shoulder. Zero said nothing.

"And that's Mom!" a boy said.

Mr. Pendanski smiled at him. "If it makes you feel better to call me Mom, Theodore, go ahead and call me Mom." He turned to Stanley. "If you have questions, Theodore will help you. You got that, Theodore? I'm depending on you."

Theodore spit a thin line of saliva between his teeth, causing some of the other boys to complain about the need to keep their "home" sanitary.

"You were all new here once," said Mr. Pendanski, "and you all know what it feels like. I'm counting on every one of you to help Stanley." Stanley looked at the ground. Mr. Pendanski left the tent, and soon the other boys began to file out as well, taking their towels and change of clothes with them.

Stanley was relieved to be left alone, but he was so thirsty he felt as if he would die if he didn't get something to drink soon. "Hey, uh, Theodore," he said, going after him. "Do you know where I can fill my canteen?"

Theodore whirled and grabbed Stanley by his collar. "My name's not Thee-o-dore," he said. "It's Armpit." He threw Stanley to the ground. Stanley stared up at him, terrified. "There's a water spigot on the wall of the shower stall."

"Thanks . . . Armpit," said Stanley. As he watched the boy turn and walk away, he couldn't for the life of him figure out why anyone would want to be called Armpit. In a way, it made him feel a little better about having to sleep in a cot that had been used by somebody named Barf Bag. Maybe it was a term of respect.

Stanley took a shower— if you could call it that, ate dinner— if you could call it that, and went to bed— if you could call his smelly and scratchy cot a bed. Because of the scarcity of water, each camper

was only allowed a four-minute shower. It took Stanley nearly that long to get used to the cold water. There was no knob for hot water. He kept stepping into, then jumping back from, the spray, until the water shut off automatically. He never managed to use his bar of soap, which was just as well, because he wouldn't have had time to rinse off the suds.

Dinner was some kind of stewed meat and vegetables. The meat was brown and the vegetables had once been green. Everything tasted pretty much the same. He ate it all, and used his slice of white bread to mop up the juice. Stanley had never been one to leave food on his plate, no matter how it tasted.

"What'd you do?" one of the campers asked him. At first Stanley didn't know what he meant. "They sent you here for a reason."

"Oh," he realized. "I stole a pair of sneakers." The other boys thought that was funny. Stanley wasn't sure why. Maybe because their crimes were a lot worse than stealing shoes. "From a store, or-were they on someone's feet?" asked Squid.

"Uh, neither," Stanley answered. "They belonged to Clyde Livingston."

Nobody believed him. "Sweet Feet?" said X-Ray. "Yeah, right!"

"No way," said Squid.

Now, as Stanley lay on his cot, he thought it was kind of funny in a way. Nobody had believed him when he said he was innocent. Now, when he said he stole them, nobody believed him either. Clyde "Sweet Feet" Livingston was a famous baseball player. He'd led the American League in stolen bases over the last three years. He was also the only player in history to ever hit four triples in one game. Stanley had a poster of him hanging on the wall of his bedroom. He used to have the poster anyway. He didn't know where it was now. It had been taken by the police and was used as evidence of his guilt in the courtroom.

Clyde Livingston also came to court. In spite of everything, when Stanley found out that Sweet Feet was going to be there, he was actually excited about the prospect of meeting his hero. Clyde

Livingston testified that they were his sneakers and that he had donated them to help raise money for the homeless shelter. He said he couldn't imagine what kind of horrible person would steal from homeless children. That was the worst part for Stanley. His hero thought he was a no-good-dirty-rotten thief.

Day 1 reading comprehension:

1. What is Squid's real name?
2. Who used to sleep in the bed Stanley has?
3. Why is Zero called Zero?
4. Why do the boys call Mr Pendanski mom?
5. What was the crime Stanley committed?
6. What is Clyde Livingston's nickname?
7. What was the worst part of Stanley's crime?
8. Do the boys we meet seem friendly?
9. Do the boys respect Mr Pendanski?
10. Use the text to explain if the camp has good facilities?
11. Why do the boys think Stanley's crime is funny?
12. Why don't the boys believe Stanley?
13. Why is Armpit a weird name?
14. Why are the campers only allowed four minute showers (hint look at the location of the camp)?
15. Why might people want to meet their hero?
16. Using the text so far predict if you think Stanley will get on well at the camp.

Day 2

Writing task: Today you are going to write as though you are Mr Pendanski. Each day Mr Pendanski has to write a report to the warden telling them what happened and what the boys are up to. Can you write a report for the day that Stanley arrives at camp?

Cover how the boys react and what they say to Mr Pendanski.

Day 3 Grammar.

Revisit relative pronouns. Relative pronouns are pronouns used to replace nouns often in a relative clause. Eg who, which, where

Day 4 Use the text prove or disprove these comments.

A) Stanley thinks the cot is a good place to sleep B) Mr Pendanski likes the boy's nicknames C) The boys like Mr Pendanski D) Zero is clever E) The boys like their real names F) The boys are treated well G) Stanley likes the food H) The sneakers Stanley stole were cheap I) The showers are warm. J) The camp is well looked after K) The boys are comfortable at the camp

Day 5 Character analysis.

Using what we have learnt so far. Can you create a poster describing the character Stanley. Can this include a drawing of him? Facts that you have found out about Stanley. Can you find at least 12 facts? Annotate the picture with things you have found out about Stanley.

Grammar sheet 1

Relative pronouns: who, which, when, where, whose, that

Write the sentences then underline the relative clauses.

1. The Remote Toter, who often steals our remote, lives under the sofa.
2. Sometimes I get strange itch on my back, which is usually caused by the Itchy.
3. My house, which is often untidy, has an extensive selection of books.
4. The scientist, who had studied the Mischievians for years, was an expert.
5. The Remote Toter only comes out at night, when we are all asleep.

Add a relative clause into each of these sentences.

6. My homework is always completed on time.
7. The Mischievians can be very irritating.

8. During the holidays, I visit my grandparents.
9. I often lose odd socks.
10. The yawn mowers made the boy yawn.

Explain it

1. Walt Disney is a famous man who created many animated films.
2. Walt Disney, who created many animated films, is a famous man.

Both sentences contain a relative clause. Why could the relative clause in sentence one be considered essential, while the relative clause in sentence two be considered non-essential?

Hint: think about the meaning of the sentence.

Apply:

Write a paragraph about yourself. Can you include 5 relative clauses? Challenge can they all start with a different relative pronoun?

Week 2 text

As Stanley tried to turn over on his cot, he was afraid it was going to collapse under all his weight. He barely fit in it. When he finally managed to roll over on his stomach, the smell was so bad that he had to turn over again and try sleeping on his back. The cot smelled like sour milk. Though it was night, the air was still very warm. Armpit was snoring two cots away.

Back at school, a bully named Derrick Dunne used to torment Stanley. The teachers never took Stanley's complaints seriously, because Derrick was so much smaller than Stanley. Some teachers even seemed to find it amusing that a little kid like Derrick could pick on someone as big as Stanley.

On the day Stanley was arrested, Derrick had taken Stanley's notebook and, after a long game of come-and-get-it, finally dropped it in the toilet in the boys' restroom. By the time Stanley retrieved it, he had missed his bus and had to walk home. It was while he was walking home, carrying his wet notebook, with the prospect of having to copy the ruined pages, that the sneakers fell from the sky.

"I was walking home and the sneakers fell from the sky," he had told the judge. "One hit me on the head." It had hurt, too. They hadn't exactly fallen from the sky. He had just walked out from under a freeway overpass when the shoe hit him on the head. Stanley took it as some kind of sign. His father had been trying to figure out a way to recycle old sneakers, and suddenly a pair of sneakers fell on top of him, seemingly out of nowhere, like a gift from God. Naturally, he had no way of knowing they belonged to Clyde Livingston. In fact, the shoes were anything but sweet. Whoever had worn them had had a bad case of foot odour. Stanley couldn't help but think that there was something special about the shoes, that they would somehow provide the key to his father's invention. It was too much of a coincidence to be a mere accident. Stanley had felt like he was holding destiny's shoes. He ran. Thinking back now, he wasn't sure why he ran. Maybe he was in a hurry to bring the shoes to his father, or maybe he was trying to run away from his miserable and humiliating day at school.

A patrol car pulled alongside him. A policeman asked him why he was running. Then he took the shoes and made a call on his radio. Shortly thereafter, Stanley was arrested. It turned out the sneakers had been stolen from a display at the homeless shelter. That evening rich people were going to come to the shelter and pay a hundred dollars to eat the food that the poor people ate every day for free. Clyde Livingston, who had once lived at the shelter when he was younger, was going to speak and sign autographs. His shoes would be auctioned, and it was expected that they would sell for over five thousand dollars. All the money would go to help the homeless.

Because of the baseball schedule, Stanley's trial was delayed several months. His parents couldn't afford a lawyer. "You don't need a lawyer," his mother had said. "Just tell the truth." Stanley told the

truth, but perhaps it would have been better if he had lied a little. He could have said he found the shoes in the street. No one believed they fell from the sky. It wasn't destiny, he realized. It was his no-good-dirty-rotten-pig-stealing-great-great-grandfather! The judge called Stanley's crime despicable. "The shoes were valued at over five thousand dollars. It was money that would provide food and shelter for the homeless. And you stole that from them, just so you could have a souvenir." The judge said that there was an opening at Camp Green Lake, and he suggested that the discipline of the camp might improve Stanley's character. It was either that or jail. Stanley's parents asked if they could have some time to find out more about Camp Green Lake, but the judge advised them to make a quick decision. "Vacancies don't last long at Camp Green Lake."

The shovel felt heavy in Stanley's soft, fleshy hands. He tried to jam it into the earth, but the blade banged against the ground and bounced off without making a dent. The vibrations ran up the shaft of the shovel and into Stanley's wrists, making his bones rattle. 12 It was still dark. The only light came from the moon and the stars, more stars than Stanley had ever seen before. It seemed he had only just gotten to sleep when Mr. Pendanski came in and woke everyone up.

Using all his might, he brought the shovel back down onto the dry lake bed. The force stung his hands but made no impression on the earth. He wondered if he had a defective shovel. He glanced at Zero, about fifteen feet away, who scooped out a shovelful of dirt and dumped it on a pile that was already almost a foot tall. For breakfast they'd been served some kind of lukewarm cereal. The best part was the orange juice. They each got a pint carton. The cereal actually didn't taste too bad, but it had smelled just like his cot. Then they filled their canteens, got their shovels, and were marched out across the lake. Each group was assigned a different area. The shovels were kept in a shed near the showers. They all looked the same to Stanley, although X-Ray had his own special shovel, which no one else was allowed to use. X-Ray claimed it was shorter than the others, but if it was, it was only by a fraction of an inch. The shovels were five feet long, from the tip of the steel blade to the end of the wooden shaft. Stanley's hole would have to be as deep as his shovel, and he'd have

to be able to lay the shovel flat across the bottom in any direction. That was why X-Ray wanted the shortest shovel.

The lake was so full of holes and mounds that it reminded Stanley of pictures he'd seen of the moon. "If you find anything interesting or unusual," Mr. Pendanski had told him, "you should report it either to me or Mr. Sir when we come around with the water truck. If the Warden likes what you found, you'll get the rest of the day off." "What are we supposed to be looking for?" Stanley asked him.

"You're not looking for anything. You're digging to build character. It's just if you find anything, the Warden would like to know about it." He glanced helplessly at his shovel. It wasn't defective. He was defective

Day 6 reading comprehension. Text 2

1. Who bullied Stanley?
2. How was Stanley bullied?
3. How did Stanley get the sneakers?
4. Why was Stanley's trial delayed?
5. Why was the judge so shocked by Stanley's crime?
6. Prove that Stanley finds the digging hard?
7. Why is it hard to dig the holes?
8. Which part of breakfast was the best?
9. Why does Stanley think his shovel is broken?
10. Prove that the boys look up to X Ray.
11. Explain X Ray wants a smaller shovel.
12. Why would the camp not make the food too appealing?
13. Using the text show two ways Stanley is struggling.
14. Using the text, explain why the boys have to dig holes
15. We have yet to meet the Warden, from the text list 3 things we do know about the warden.

Day 7:

The Warden. We have yet to see the Warden in this book. Today you are write in the 3rd person, eg he she they. You will introduce the character of the Warden. You will need to describe what they look like and how they talk with the other characters.

Structure: paragraph 1: Boys are on the lake digging. Describe setting and a small amount of speech

Paragraph 2: The warden comes out of the hut. Describe what they look like, how the other characters react.

Paragraph 3: The warden speaks to Stanley. Remember to punctuate speech correctly and not to have speech followed by speech.

Try to include a range of features such as relative clauses.

Day 8 Grammar revisit: Parenthesis Grammar sheet 2.

Day 9: Prove how likely my predictions are use the text to help you.

A) The Warden is a female. B) Stanley has a fight with one of the boys. C) Zero finds some treasure D) Mr Pendanski proves Stanley is innocent E) Stanley will meet the Warden F) a new boy arrives G) The boys will find something H) Mr Sir will be kind to the boys I) Stanley gets his own nickname J) Stanley becomes the leader K) A boy gets bitten by a lizard L) The camp gets shut down M) It rains and the lake refills

Example answer

A) I don't believe that the prediction is correct as the only staff at the camp are men. I don't think that means the main character will be a women. I would rate this prediction as 40% as it is unlikely to be true.

Day 10: Debate: Should Camp Green Lake be closed down?

Today you are going to write a discussion text on the question above. Before you start you need to write 5 points for why the camp should and should not be closed.

Structure

Introduction: What are you writing about? how many sides will you discuss?

For: Two paragraphs on why the Camp should be shut down. Use the text for evidence and explain your thinking

Against: Why the camp shouldn't be shut down. Use the text for evidence and explain your thinking

Conclusion: Your opinion on this with evidence and explanation.

Grammar sheet two

Parentheses: () , , - -

Write the sentences then underline parenthesis.

1. Our belongings, which were disappearing, were a source of worry for us.
2. The Homework Eaters (who eat homework) are just trying to build their knowledge.
3. Some Homework Eaters – named File Suckers – can steal homework from computers.
4. Lintbellians (made of lint) are found in your belly button.
5. New shoes, especially leather ones, are particularly bad for giving blisters.

Add parenthesis into each of these sentences. Use brackets for one, commas for another and dashes for the last.

6. The bad smell was caused by the Stinker.
7. Remote Toters are the most frustrating type of Mischievian.
8. The Gigglers have large and ticklish feet.

Explain it

How should this sentence be punctuated? Why is the pair of commas not appropriate?

The Sock Stalkers gather lots of socks so that they do not appear to be naked, they find this extremely embarrassing,.

Apply

Write a description of the Stanley *using at least 2 of each type of parentheses.*

Remember:

- commas and dashes don't go in front of full stops
- write in third person
- use fronted adverbials followed by a comma
- use a range of conjunctions

Characteristics

No friends

Stole trainers

Poor

Overweight

Not sure what is happening at camp.

ENGLISH LEARNING PACK ANSWERS

Day 1 reading comprehension:

1. Alan
2. Barf Bag
3. He is not clever, not very intelligent
4. He looks after them like a mum. Answer that refer to looking after them
5. Stole Sneakers
6. Sweet Feet
7. His hero was disappointed in him
8. Any answer as long as evidence is used
9. Any answer as long as evidence is used
10. No with evidence from the text
11. Any reference to it not being serious or dangerous
12. References to all people saying they are innocent
13. Any reference to name being an unusual part of the body
14. Answers that refer to the lack of water
15. No correct answer , explain your view
16. No correct answer , explain your view

Day 3: Grammar sheet one answers

Relative pronouns: who, which, when, where, whose, that

Write the sentences then underline the relative clauses.

1. The Remote Toter, who often steals our remote, lives under the sofa.
2. Sometimes I get strange itch on my back, which is usually caused by the Itchy.
3. My house, which is often untidy, has an extensive selection of books.
4. The scientist, who had studied the Mischievians for years, was an expert.
5. The Remote Toter only comes out at night, when we are all asleep.

Add a relative clause into each of these sentences.

Ask an adult to check. Must have a relative pronoun and come after a noun.

Explain it

1. Without the relative clause the sentence would not make sense

Day 4 Use the text prove or disprove these comments.

A) false B) false C) true D) false E) false F) true or false G) false H) false I) false . J) false K) true or false

Day 6 reading comprehension answers

1. Derrick Dunne
2. Take his things chuck them in the loo
3. They fell on him
4. The baseball schedule
5. He stole from charity, he stole from the poor homeless people
6. He thinks the shovel is broken , slower than the other boys , arms and hands hurt
7. The ground is so hard and tough, no rain makes it hard
8. Orange juice
9. He is not able to dig with it, he is slower than the other boys,
10. He has the special shovel
11. The shovel is used to measure the hole, the smaller the shovel the smaller the hole , less digging

12. Reference to it being a punishment, not wanting the children to enjoy themselves
13. Cot too small, lack of sleep, slow digger, not friends with the boys, finds everything tough, moans a lot, in pain
14. To make them better people , less likely to recommit crimes
15. Don't upset the warden, the warden owns the shade, the warden rarely comes out, the warden can give you a day off

Day 8: Grammar sheet two answers

Parentheses: () , , - -

Write the sentences then underline parenthesis.

1. Our belongings, which were disappearing, were a source of worry for us.
2. The Homework Eaters (who eat homework) are just trying to build their knowledge.
3. Some Homework Eaters – named File Suckers – can steal homework from computers.
4. Lintbellians (made of lint) are found in your belly button.
5. New shoes, especially leather ones, are particularly bad for giving blisters.

Add parenthesis into each of these sentences. Use brackets for one, commas for another and dashes for the last.

Check for near the noun , if parenthesis is taken out the sentence makes sense

Explain it

How should this sentence be punctuated? Why is the pair of commas not appropriate?

The Sock Stalkers gather lots of socks so that they do not appear to be naked,)they find this extremely embarrassing).

You can not have a comma and a full stop next to each other.

