

5-7 years
Home Learning Activity Pack
Travel Writers

Objectives

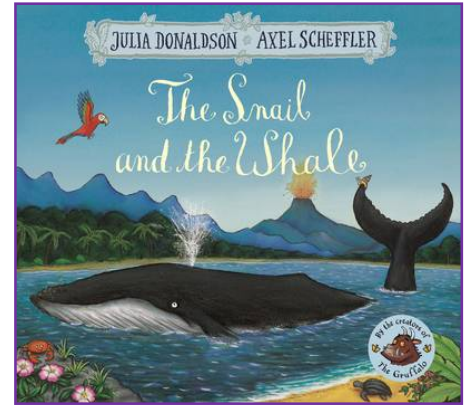
- To compose a new page for a text based on set language pattern
- To use effective and powerful adjectives and adverbs
- To create an illustration that reflects accompanying descriptive language

Resources

- *The Snail and the Whale* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Destinations*
- *Resource Sheet 2: A Travel Log*
- *Sticky notes or coloured card*

Travel Writers

Age 5-7 Home learning



Outcomes

- Compose a new page for the text
- Describe a scene using a range of adjectives and adverbs
- Create illustrations that reflect descriptive language

Introduction

Read the book to your child as far as page 4, where the snail writes that he needs a lift to help him travel around the world. Ask your child how the snail's trail is described. Ask them to let you know if they hear any other describing words/adjectives/adverbs as you read on as far as page 16, where the snail says that he is small compared with the whale. Make a note of the descriptions that are used for the things listed below, either on individual sticky notes or pieces of coloured card:

- the waves
- the sky
- the lightening
- the sea
- the mountains
- the icebergs

Return back to the book and the initial description of the snail trail (page 4) and ask your child to help you come up with some alternative describing words, e.g. sparkly, twisting and coiled. Now challenge your child to think of alternative describing words for each of the words you have written down on the sticky notes/coloured card. Challenge your child to change the descriptions given in the book by replacing the describing words with the new ones they have thought of.

Highlight the pattern of the clauses and sentences in the book, 'this is the... (*add a noun*) that/which/who's... (*add describing words*)' and challenge your child to describe things using their new describing words and this same pattern. For example:

This is the *sun* that shines *fiercely*

Main task

Explain to your child that they are going to write and illustrate some additional pages for the story that describe more places the snail and whale visited. Ask your child to think about where else the snail and whale could have gone and what else they could have experienced. Give the children *Resource Sheet 1: Destinations* to inspire them. Children should use *Resource Sheet 2: A Travel Log* to record their sentences and can then add an illustration to accompany it. Encourage your child to create bold images with details that reflect their words.

Extension

Provide your child with a world map (you may wish to use Scholastic's [Where in the World? A2 poster](#)) and encourage children to find places that the snail could have travelled to at the end of the story.

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Resource Sheet 1: Destinations

Could the snail and the whale have visited any of these destinations? Describe what each place might be like.



Big Ben and the Houses of Parliament



The Statue of Liberty in New York



Golden Gate Bridge in San Francisco



The Amazon River



Sydney Harbour

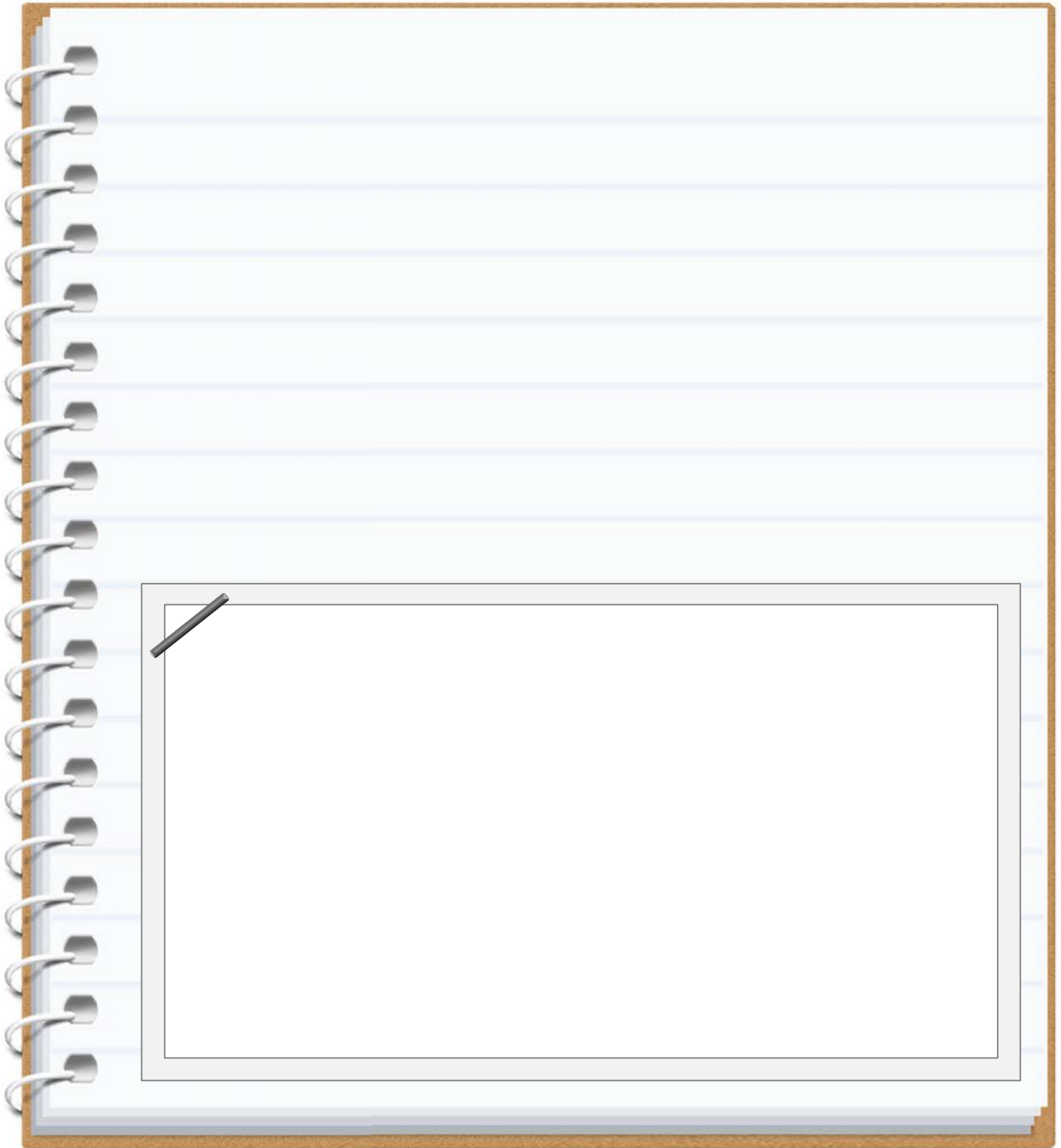


The Eiffel Tower

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Resource Sheet 2: A Travel Log

Choose a place that the snail and the whale could have visited and use descriptive language to complete a travel log about their experiences.



The image shows a spiral-bound notebook with a brown cover and white pages. The pages are ruled with light blue horizontal lines. On the left side, there is a silver metal spiral binding. In the bottom right corner of the notebook, there is a large, empty rectangular box with a thin black border. A small, dark grey pencil is positioned diagonally in the top left corner of this box, pointing towards the bottom right. The notebook is set against a white background.

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Curriculum links

KS1 English: Pupils should be taught to:

Speaking and Listening

- listen and respond appropriately to adults and their peers
- ask relevant questions which extend their understanding and knowledge

Reading

- develop pleasure in reading, motivation to read, vocabulary, and understanding
- participate in discussion about what they read, taking turns to contribute and listening to what others say
- explain clearly their understanding of what is read to them

Writing

- write sentences
- discuss what they have written with the teacher and other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

KS1 Geography: Pupils should be taught to:

Human and Physical Geography

- use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather

KS1 Art Pupils should be taught to:

- use drawing, painting, and sculpture to develop and share their ideas and experiences
- develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form, and space