

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Look carefully at an illustration

- Look at the picture of *Duck and Bird*.
- What is happening in the story before this picture? What will happen just after? (Use your Story Summary from Day 1 to remind you).
- Listen to the music that goes with this part of the story:  
<https://www.youtube.com/watch?v=Vp2Y8ytYDns>
- What do you picture when you hear this music? How could you describe the picture in your head?

### 2. Imagine some speech

- Imagine all the things that Duck and Bird might have said in their argument? Instead of boasting and being unkind, what could they have said to each other to resolve their arguments, celebrate their differences and find similarities between them?
- Write your ideas on *Duck and Bird*.

### 3. Now for some writing

- Write a paragraph using your ideas about what Duck and Bird could have talked about.
- Include some direct speech in your writing. Use the *Revision Card* to remind you about how to do this.

Well done. Share your writing with a grown-up. Show them how you have punctuated your direct speech.

### Try the Fun-Time Extra

Watch the second part of the musical version of the story:  
<https://www.youtube.com/watch?v=Va8Uz6MoKLg>

## Duck and Bird



*From Peter and the Wolf by Ian Beck*

## Duck and Bird

*What might Duck and Bird have said to resolve their argument and find ways to get on with one another?  
Try to think of 3-5 ideas.*

<b>Duck</b>	<b>Bird</b>
<p><i>What sort of bird are you if you can't swim? Instead Duck could have said...</i></p> <p><i>I love to swim but I can't fly. We both have wings but use them in different ways.</i></p>	<p><i>What sort of bird are you if you can't fly? Instead Bird could have said...</i></p> <p><i>Flying is great fun, I can see lots of interesting things as I swoop and glide. It must good to be able to swim though, what can you see on the water?</i></p>

## Revision Card – Punctuating Speech

### Punctuating Speech – capital letters open **direct speech**

**Direct speech** begins with a capital letter, even if it is in the middle of a sentence.

*The cat was thinking, “While he argues, I’ll just grab him.”*

*Peter shouted, “Look out!”*

It is the beginning of the speaker’s sentence so a capital letter is used.



### Punctuating Speech – interrupted **direct speech**

**Direct speech** begins with a capital letter, even if it is in the middle of a sentence.

One exception - If the speech sentence is interrupted by a reporting clause, the speech sentence continues with a lowercase word.

*“A wolf might appear from the forest at any moment,” warned Grandfather.*

*“A wolf,” warned Grandfather, “might appear from the forest at any moment.”*



lowercase

### Punctuating Speech – commas separate clauses

**Direct speech** and reporting clauses are usually separated by a comma.

*“I want to say outside,” complained Peter. He pulled his grandfather’s arm.*

*Grandfather insisted, “It’s too dangerous!”*

The comma is placed at the end of the first clause.  
If it is after the **direct speech**,  
the comma is placed inside the speech marks.



### Punctuating Speech – exclamations and questions

If the speech ends in a **!** or **?** we do not need a comma after the speech.

*“Don’t shoot!” called out Peter.*

*“What if Peter hadn’t caught the wolf?” asked Grandfather.*



The punctuation is placed inside the speech marks.  
The reporting clause still starts with a lower-case letter.



## Duck and Bird



A large rectangular writing area with a decorative orange and black border. The interior is filled with horizontal lines, providing a space for writing.