

# 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.*

If you have any children's books of Greek Myths it would be great to read some more stories alongside this work.

You can also access Greek Myths online:

<https://www.natgeokids.com/uk/discover/history/greece/greek-myths/>;

<https://www.greekmyths4kids.com/> among others but please be aware them some myths are quite grown-up in content.

## 1. Read story 'Icarus' retold by Ruth Merrittens

- Read the story aloud, using good expression to read what is said.
- Now read it through again, answering the '*Exploring Icarus*' questions as you go.

## 2. Punctuating speech

- Read through the *Punctuating Speech Cards*.
- Use the *Speech Bubbles* sheet to record what Daedalus and Icarus say to each other about their escape.
- Use your speech bubble notes to write *Punctuated Dialogue*.

## Try the Fun-Time Extras

- Daedalus was a great inventor. If you could invent something what would it be? Draw and label it and write a description of what it does.
- Design your own maze for the Minotaur. You could try making it out of Lego.

**Remember!**

Powerful verbs are verbs that are exciting and descriptive, e.g. instead of using 'said' use 'shouted' or 'screamed'.

**Exploring 'Icarus'**

1. Can you find some **powerful verbs** in the text? Make a list of your favourite ones.
2. How would you describe the main characters? Are they kind or cruel? How do you feel about them?

**Daedalus**



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**Icarus**

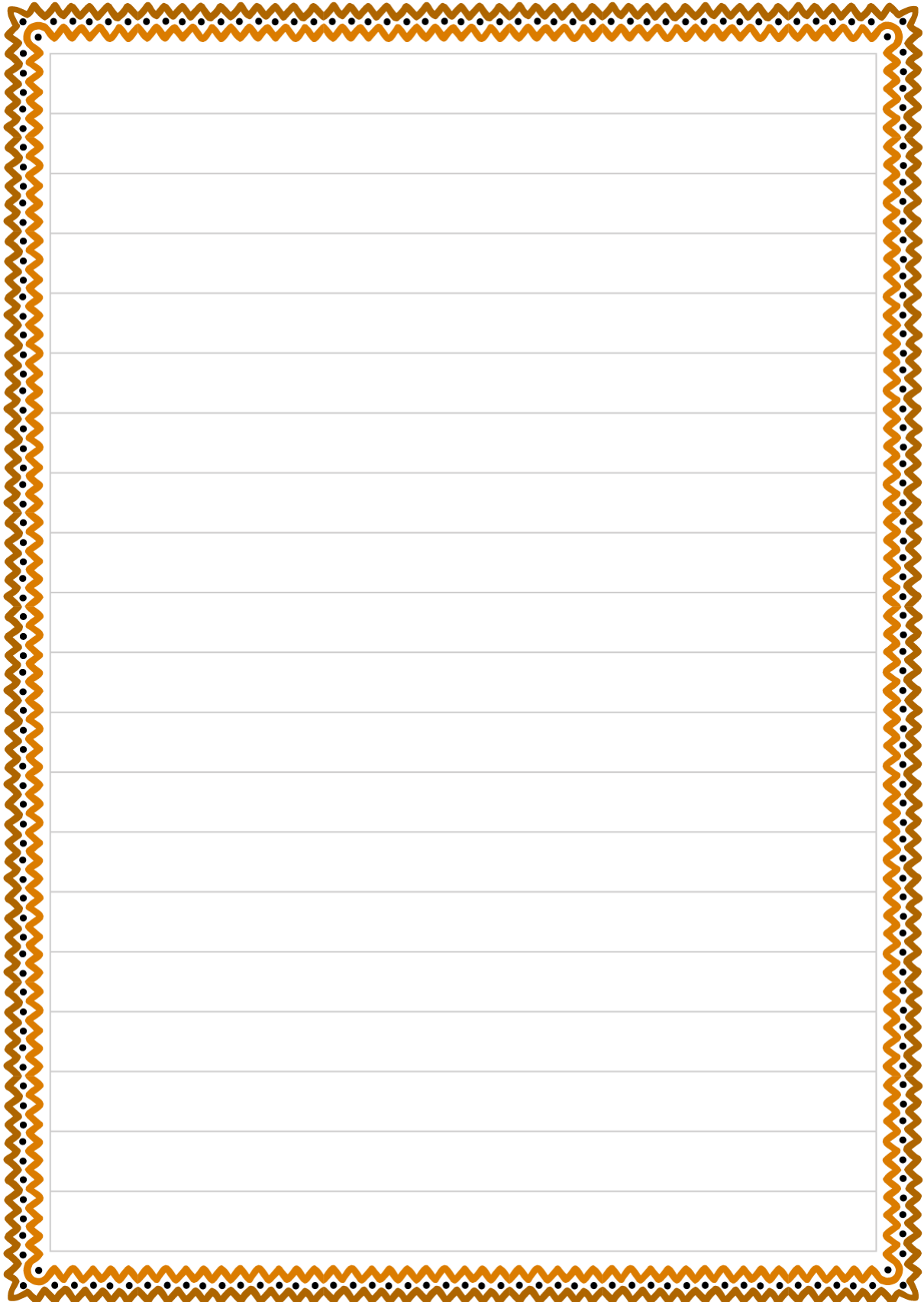


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3. How do you think it must feel to be able to fly? What did you think about the story? How does it make you **feel**?

A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a guide for writing. The border consists of a repeating pattern of orange zigzags and small black dots.

## Punctuating Direct Speech

### Spotting Direct Speech

The words *said* in a text are called **direct speech**.

How do we know which words are **direct speech**? What clues are there?

- The language is written as it would be **said**.
- There are **speech marks** 'hugging' the spoken words.
- *He said* (or an equivalent) is written before or after the spoken words – this is the **reporting clause**.

### Punctuating Speech

Speech bubbles can show us what a character is saying.



Icarus! Take care!

The words *said* are called **direct speech**.

"Icarus! Take care!" called Daedalus.

Bubbles take up too much room so we use **speech marks**.  
**Speech marks** work in pairs to hug the **direct speech**.

We report who is speaking using a **reporting clause**.

Speech marks are also called *inverted commas*.

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

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

Daedalus said, "We shall fly home to Athens."

Icarus replied, "Let's go now!"



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

### Punctuating Speech – commas separate clauses

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

"I am so excited about flying away from this tower," he said.

Daedalus replied, "Remember not to fly too close to the sun!"



The comma is placed at the end of the first clause.

The speech marks follow the comma.

## Punctuating Direct Speech

### Punctuating Speech – exclamations and questions

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

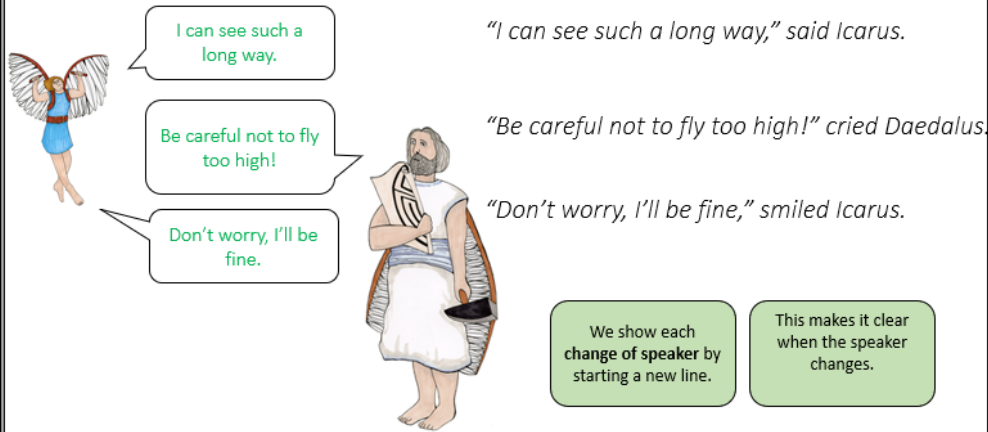
*“You’re flying too high!” shouted Daedalus.*

*“What did you say?” Icarus replied.*

The punctuation is placed inside the speech marks.

The punctuation belongs to the spoken words – they tell you how to say them.

### Punctuating Speech – a new line shows a change of speaker



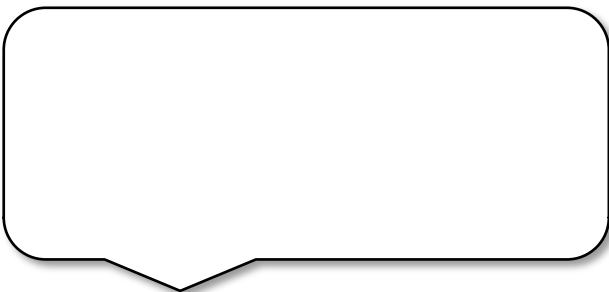
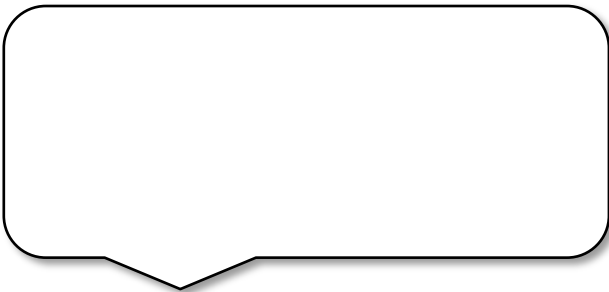
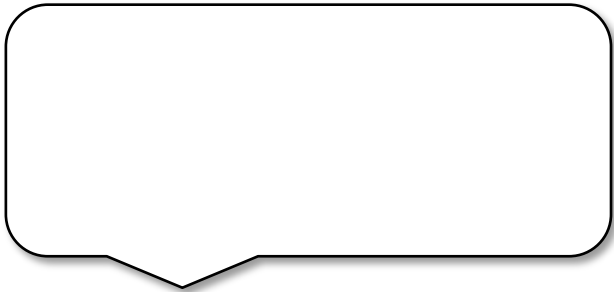
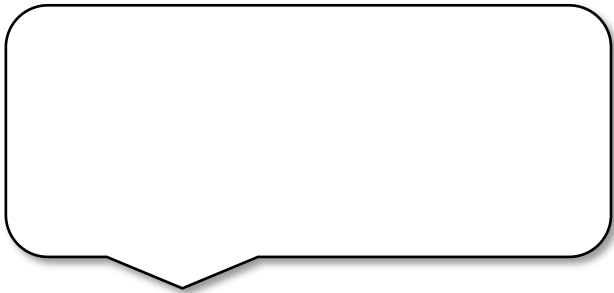
The illustration shows Icarus on the left and Daedalus on the right. Icarus has three speech bubbles: "I can see such a long way.", "Be careful not to fly too high!", and "Don't worry, I'll be fine." Daedalus has two lines of text: "“I can see such a long way,” said Icarus." and "“Be careful not to fly too high!” cried Daedalus." Below the illustration are two green boxes with text: "We show each change of speaker by starting a new line." and "This makes it clear when the speaker changes."

- Hug the words spoken with speech marks
- Start the speakers’ words with a capital letter
- Separate the speech and reporting clause with a comma
- Start a new line to show the speaker has changed

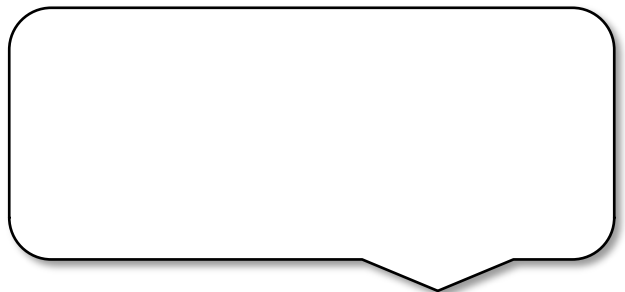
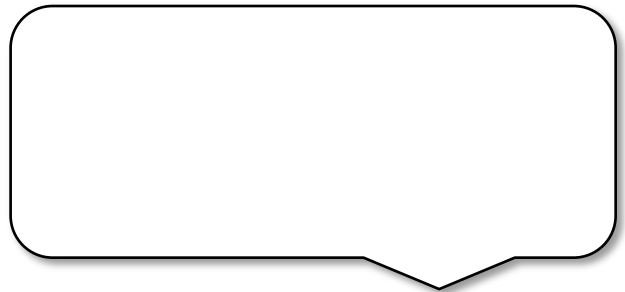
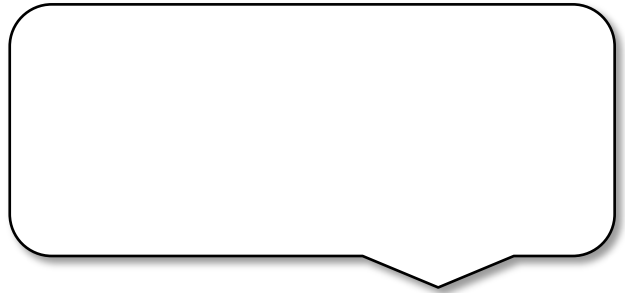
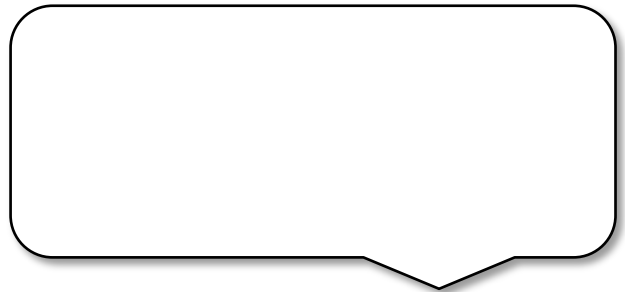
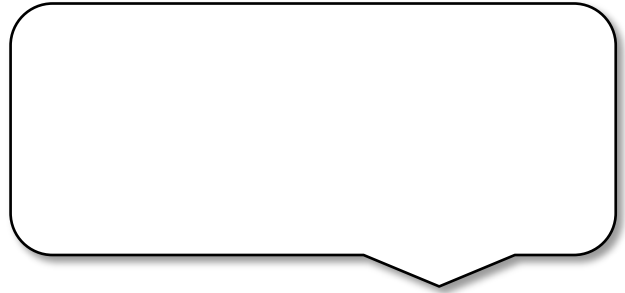
## Speech Bubbles

Use the speech bubbles to write down a conversation between Icarus and Daedalus before they set off.

*Daedalus*

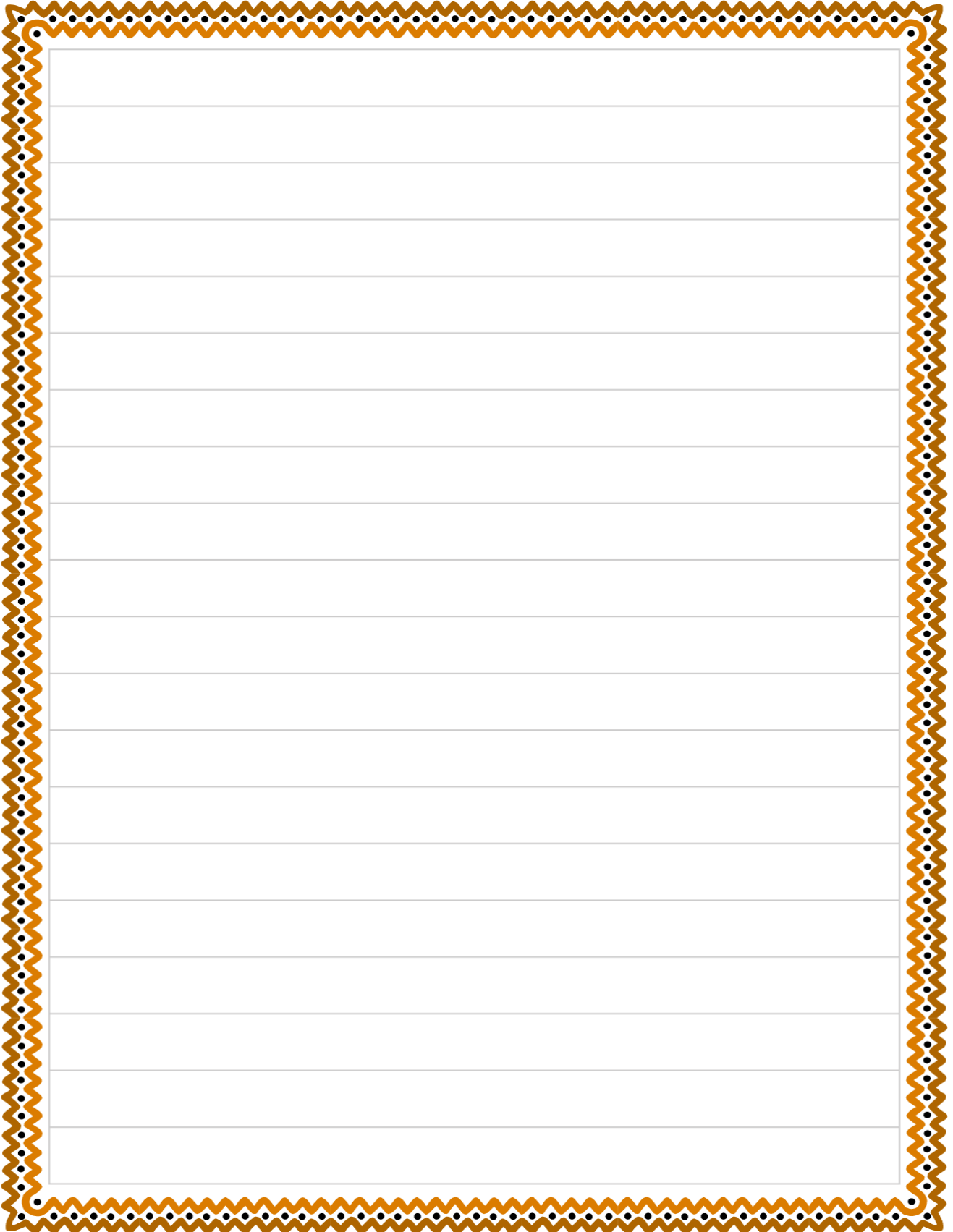


*Icarus*



## Writing Dialogue

Using your speech bubbles and what you have learnt about punctuating direct speech to write out your conversation between Daedalus and Icarus. Think carefully about how they might *say* each sentence.



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