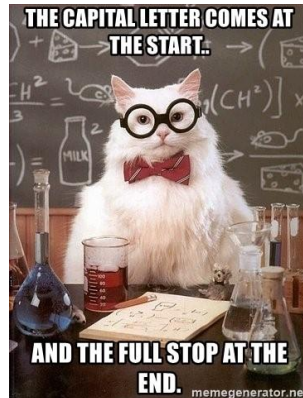


Learning Intention: I am learning to use full stops and capital letters correctly so that I can improve the quality of my writing.



Motivate, Attend, Relate

Why do we use capital letters and full stops?

Capital letters and full stops are very important. They ensure that a piece of writing flows but they also provide information that readers need to understand a text. A **full stop** is a punctuation mark used to separate sentences. Its purpose is to let the reader know that the sentence, or a complete thought, has ended.

Capital letters show us:

- The start of a new sentence
- The names of people and places
- The days of the week and the months of the year
- The pronoun 'I'
- Titles of people, events, books or films

Look at the sentence below. Does it make sense? If not, why do you think that is?

"ruth edged closer to the colossal, smouldering volcano fear gripped her as it began spitting dense, grey ash and molten, glowing lava into the blackened sky she stood, frozen to the spot and wondered why emma had suddenly disappeared"

The sentence above is not grammatically correct because it is missing full stops and capital letters. This makes it very difficult to read and as a result, it loses the impact the author is trying to create. Let's add the correct punctuation and compare the two:

"Ruth edged closer to the colossal, smouldering volcano. Fear gripped her as it began spitting dense, grey ash and molten, glowing lava into the blackened sky. She stood, frozen to the spot, and wondered why Emma had suddenly disappeared."

By using full stops and capital letters, the author has created a passage which flows and makes sense, ultimately improving the quality of the writing.
Look at the image below which identifies the correct use of capital letters:

Capital Letters



Capital letters are used at the start of a sentence.

Once upon a time...

Capital letters are used for names of people and places.

I have a penpal in Canada called Philip White.

Capital letters are used for days of the week and months.

The first of December is a Sunday.

Capital letters are used for the pronoun 'I'.

I played on my bike.

Capital letters are used for titles.

My favourite teacher was Mrs Kemp.

I love reading "Holes".

We watched "Up" at the cinema.

Generate

Use what you have learned to complete **one of the following tasks**:

- Correct the sentences by inserting the missing full stops and capital letters.
- Correct the passage by inserting the missing full stops and capital letters.
- Correct the passage by inserting all the missing punctuation.

To complete one of these tasks, you could take a screenshot of the picture and use the mark-up function on your iPad to record your answers. Alternatively, you could rewrite the sentences or paragraph using the word app.

Option 1 -Correct the sentences by inserting the missing full stops and capital letters.

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop i will get some crisps

7. sameera and i are going to town on friday

8. did you sell buns at the fair

9. my mum has a cat he is called tom

10. have you got a dress for the prom

Option 2 - Correct the passage by inserting the missing full stops and capital letters.

Punctuating Sentences

All of the full stops and capital letters have been removed from the extract below.

chapter one

of crowns and caverns

guster the dragon lay in the mouth of his cave he itched his back itched and his belly itched his fingers and his toes itched even his eyes and ears and nose itched it was unbearable

guster felt like this every autumn while the leaves on the trees flushed into their autumn finery, guster's green summer scales slowly changed to copper this was a mountain dragon trick which kept them safe from human eyes humans couldn't spot green scales against the grass, red scales against autumn leaves or white scales against snow guster thought that humans must be very stupid

guster rolled on the rocky ground he scratched his back and scraped his shoulders his head wriggled and his legs flailed it did no good if only there were some way to soothe his scaly skin

guster twisted to his feet "ma?" he yelled into the darkness "i'm going swimming"

Extract from Twinkl Original story 'The Wyrmostooth Crown'

Option 3 - Correct the passage by inserting all the missing punctuation.

Punctuating Sentences

All of the punctuation has been removed from the extract below.

chapter one

of crowns and caverns

guster the dragon lay in the mouth of his cave he itched his back itched and his belly itched his fingers and his toes itched even his eyes and ears and nose itched it was unbearable guster felt like this every autumn while the leaves on the trees flushed into their autumn finery guster's green summer scales slowly changed to copper this was a mountain dragon trick which kept them safe from human eyes humans couldn't spot green scales against the grass red scales against autumn leaves or white scales against snow guster thought that humans must be very stupid guster rolled on the rocky ground he scratched his back and scraped his shoulders his head wriggled and his legs flailed it did no good if only there were some way to soothe his scaly skin guster twisted to his feet ma he yelled into the darkness i'm going swimming

Extract from Twinkl Original story 'The Wyrmostooth Crown'

Evaluate

Option 1 – do all of your sentences had capital letters & full stops?

Options 2 & 3 - Check the answers files in the Learning Resources Folder and mark your work.

What did you do well, did you have any mistakes you have learned from?

--

LI – I can retell & recreate a famous legend.



Before this lesson please read the 'A Miscellany of Magical Beasts' extract - **Giants** in WB 22.2 - Learning Resources

Motivate, Attend, Relate

<https://vimeo.com/510650065> Watch this video which will:

- Show you the Giant's Causeway in Northern Ireland
- Share two versions of the legend that gives a story to explain the formation of the Giants Causeway
- Study the characters in the story
- Look at the success criteria for **retelling** a story
- Introduce the generate task

Remember you can pause or skip back to watch parts of the video as many times as you like.

Generate

Metalinguistics

In order to ensure you fully understand the story, use metalinguistic strategies to work out the meaning of the following words:

Metalinguistic Strategies:

Read on – RO – I read on and found a clue that helped me to work out the meaning

Read back – RB – I read back and found a clue that helped me to work out the meaning

Replace word – RW – I replaced the word with one I already knew and read over the sentence to check it would make sense

Discussion – D – I had a discussion with a friend or someone at home

Familiar Word – The word is similar to a word I know

Word	Metalinguistic Strategy Used (and how you used it)	Meaning of the word
Hurling		
retreated		
causeway		

torn		
challenging		

Retell & recreate

Now retell & recreate the story of Finn McCool & Benandonner.

You might want to

- Write a script for a make a puppet show or act out the story
- Write a diary entry of the events from the perspective of one of the characters
- Create a comic strip to tell the full story
- Recreate the story in another create way of your choice!

Remember that your version of the story should include all of the characters and events from the famous legend. You might want to start by making a timeline of the events so that you can use this as your plan. This is retelling the story NOT summarising – we want details which help the reader to understand the story & characters.

Please save your finished “recreation” video or photograph(s) into your Personal File.

Evaluate

Last week you created catch phrases for your own superheroes. Write a catch phrase for the 2 Giants in the story which sums up their personalities. [Post this on the Literacy 2 Thread on our Teams Page](#)

Finn McCool	
Benandonner	

LI – I can create and write about a mythical creature.



Before this lesson please read the 'A Miscellany of Magical Beasts' extract - **A World of Magical Beasts** in WB 22.2 - Learning Resources

Motivate, Attend, Relate

<https://vimeo.com/511255211> Watch this video which will:

- Investigate some famous mythical creatures, including a quiz
- Provide a WAGOLL for character description plan & paragraph
- Go over Success Criteria for the task,

Remember you can pause or skip back to watch parts of the video as many times as you like.

Generate

Create your own mythical creature which is a medley of animal parts. Use this plan to think about what creatures it is made from, how it looks and its personal qualities (how it acts). Remember to give it its own name!

Mythical Creature's name & picture:	
Animals it's made from:	Descriptive words, phrases, similes to describe how it looks.

Descriptive words, phrases, similes to describe how it moves.	Descriptive words, phrases, similes to describe how its personal qualities.

Now use your plan to help you write a descriptive paragraph to introduce your mythical creature. Remember to:

Success Criteria

- Choose 1 tense to write in and stick to it throughout the paragraph (past, present)
- Use punctuation to make sure your paragraph can be read easily
- Fill your paragraph with descriptive language (adjectives, adverbs, similes)
- Try out different sentence openers (eg. Strangely.... All along its spine....)
- Read over your work to make sure it makes sense.

WAGOLL

The panamion sits back quietly and observes those around her. She occasionally opens her vast black wings which are covered in smooth feathers, as black as coal. Her bright glistening eyes follow her prey. Suddenly she starts to move, gliding silently on her feet as she nears her victim. As she gets closer, her beating wings launch her into the air and in a second her victim is between her dagger-like teeth. Content, she lands and enjoys her meal.

Please save a picture of your finished paragraph into your personal file.

Evaluate

Take some time to self-evaluate your writing. Look at the success criteria & think What is Green – Good to be Seen? What is Pink – Stop & think?

Green – Good to be Seen	
Pink – Stop & Think	



LI - I can relax by reading or listening to a book I enjoy.

Reading has many benefits. It exercises our brain, teaches us about the world around us, broadens our vocabulary, develops our imaginations but most of all, reading is fun!

In class, we spend 15 minutes a day in class reading a book of our choice independently. Take some time this week to spend at least an hour reading. You may want to split this into smaller sessions or lose an afternoon with your nose in a good book.

You may have a book at home you are reading or you can listen to a text – these audio books are all free to listen to on Audible https://stories.audible.com/discovery/enterprise-discovery-21122356011?page=2&ref=adbl_ent_anon_ds_ds_pl_2

If you have your First Minister's Reading challenge booklet at home, log you reading & enter your reflections.

WB 22.2.21

Maths Lesson 1

Learning Intention: I can subtract two numbers together in my head.

Complete Maths Objective:



1. Learning

Watch the video where Miss McManus explains four different mental strategies you can use to subtract numbers in your head. Remember Miss McManus has written these down to demonstrate the thinking process, hopefully you can try and do these in your head without needing to write anything down. <https://vimeo.com/510189608>

1. Rounding and adjusting (start)
2. Partitioning (3.27)
3. Finding the difference (counting on) (6.45)
4. Bridging (9.25)

2. Your Task

Choose your challenge! Using one or a few of the strategies shown to you in the video can you use your knowledge to mentally calculate the answers to the chilli challenges. (Challenges can be found in the lesson folder)

Remember you should be working out the answers in your head (although using your fingers is allowed).

- Bell Pepper subtraction up to 50
- Jalapeno subtraction up to 100
- Scotch Bonnet subtraction up to 1000

Upload a photo of your completed task in your Personal folder in Teams.

For extra challenge time yourself. Complete the task on your iPad, use the answers (on split screen) to mark it then complete the challenge again another day. Can you beat your time?

3. Tuesday Problem

Can you solve the problem? In our morning live session on Tuesday 23rd February, we will discuss the different answers to the problem. Remember to attend the live session to find out if you are right.

Make 37

Four bags contain a large number of 1s, 10s, 20s and 50s.

Can you pick ten numbers from the bags that add up to 37?



nrich.maths.org

WB 22.2.21

Maths Lesson 2

Learning Intention: I can subtract 1 and 10 to a 2, 3 or 4-digit number.

Complete Maths Objective:



1. Learn

Watch Miss McManus explain how we can subtract 1, 10 or a multiple of 1 and 10.

<https://vimeo.com/510652482>

2. Task – Part 1

Please could everyone complete the task part 1 which is the White Rose Maths Worksheet. There are both addition and subtraction questions. Then select a chilli challenge for the task part 2 problems.

Task parts 1 and 2 can be found in the lesson folder along with the answers.

You might want to use the White Rose Maths video to help you work your way through the task part 1. <https://vimeo.com/461777711>

Please note the task sheet is a PDF so you will need to either print it or take a screen shot and use mark up.

Please upload either a photo of your completed work tasks 1 and 2 to this document or in your Personal Folder in Teams.

WB 22.2.21

Maths Lesson 3

Learning Intention: I can subtract 100 from a 2, 3 or 4-digit number.

Complete Maths Objective:



1. Learn

Watch either of these videos to learn the different ways we can subtract 100 or a multiple of 100. Hopefully YouTube is now working on your iPads.



<https://www.youtube.com/watch?v=Q29WTopX8dM>



<https://www.youtube.com/watch?v=JqdM8QltahA>

2. Task

Number ladders and number line task. Last time you completed the ladders by starting at the bottom and working up by adding 100 each time. This time can you start at the top and work your way down subtracting 100 each time.

Use the examples to help you.

Please use the **Maths 3 - Task Sheet** to find the ladders and the number line questions.

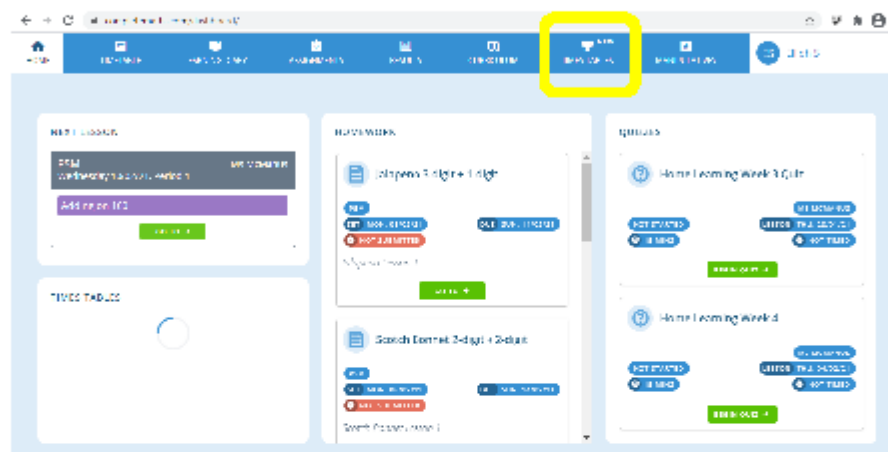
WB 22.2.21

Maths Lesson 4

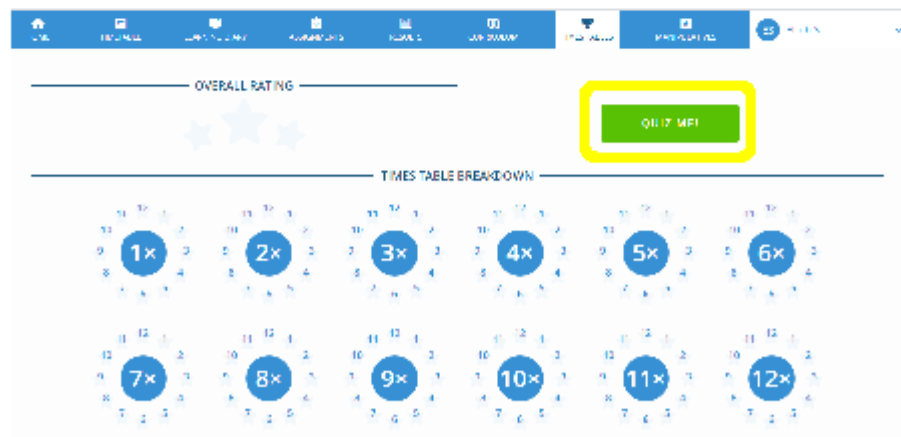
Learning Intention: I can recall my times tables quickly and accurately

Login to your Complete Maths account and spend **20 minutes 2 times** this week practising your times tables skills. You don't need to submit anything for this lesson. Your teacher will be able to see how you are getting on through their Complete Maths account.

1. To get onto your times tables click times tables at the top of your screen.



2. Click on Quiz me to begin.



Learning Intention: I am learning to understand that kindness makes a difference to myself and others .



Motivate, Attend, Relate

Over the last few weeks, we have been learning how to be respectful online, but let's take a minute to really stop and think about what that means. What is *kindness*? How do you know if you know if someone is being nice to you?

Kindness, by definition, is a type of behaviour recognised by acts of generosity, compassion or concern for others without the expectation of praise or reward. It is witnessed every day by the words we use and the actions we take. You may see this when:

- Someone is given a compliment.
- A stranger smiles at you when you pass them on a street.
- Someone holds the door open for others.
- Someone offers their seat to another person on the bus.
- Someone helps people who are upset or distressed.

There are many ways we can show kindness and we all have a responsibility to be considerate towards others. Our words and actions have the potential to have a positive, lasting impact on someone's life. It is also important to understand that being kind can make a difference to how you feel. Showing compassion to others can help you become more hopeful when you are feeling worried or uncertain.

Use the following link to watch a short video

about compassion: <https://vimeo.com/510893277?activityReferer=1> Reflect on what you see by discussing kindness with someone at home.

Generate

Put what you have learned to the test by going on a scavenger hunt! The table below shows twelve different acts of kindness. Can you help someone who is struggling with something? Will you manage to give someone a compliment? Try to make your way through each of the suggestions, placing a tick in the boxes as you go. If you perform an act of kindness that isn't listed in the table, make a note of it at the bottom of the page.

 <p>Pick something up for someone else.</p>	 <p>Give someone a compliment.</p>	 <p>Help someone with something.</p>
 <p>Offer a hug to someone.</p>	 <p>Offer to help an adult make dinner.</p>	 <p>Do a favour for someone.</p>
 <p>Cheer up a family member that is sad or upset.</p>	 <p>Pick up litter and put it in the bin. (Wash your hands after.)</p>	 <p>Say 'thank you' to someone.</p>
 <p>Use kind words.</p>	 <p>Write a thank-you note to someone.</p>	 <p>Do something kind for a family member.</p>

Evaluate

How many acts of kindness did you perform?

How did it make you feel?

What are you planning for next week?

LI – I am learning to ask fat questions which move my learning forward.



Motivate, Attend, Relate

<https://vimeo.com/511310080> Watch this video which will:

- Introduce The Questionator
- Investigate why we ask questions
- Look at the difference between fat questions & skinny questions
- Introduce the generate task

Remember you can pause or skip back to watch parts of the video as many times as you like.

Generate

Mark the following Home Learning questions that a teacher or learner might ask to show if they are fat (F) or thin (T)

Who has finished their Reading task?	
Can anyone explain to me where to find the files for this week?	
Which lesson did you find the most enjoyable?	
Can you explain which part of the writing lesson you found most challenging and why?	
Why do you think we need to learn this?	
When is the next live meeting?	
What could you do if you need help with your home learning?	
How are you managing your time to complete lessons at home?	

Evaluate

Over the week, be the questionator and try to ask at least one question in a live chat or on the Teams threads. Can you make your question **fat** so that you get more information from you teachers / classmates. We will recognise the “Questionators” in class at the end of the week.

Learning intention – I am learning about homes in Ancient Greece.



Motivate

What's going on in this picture?



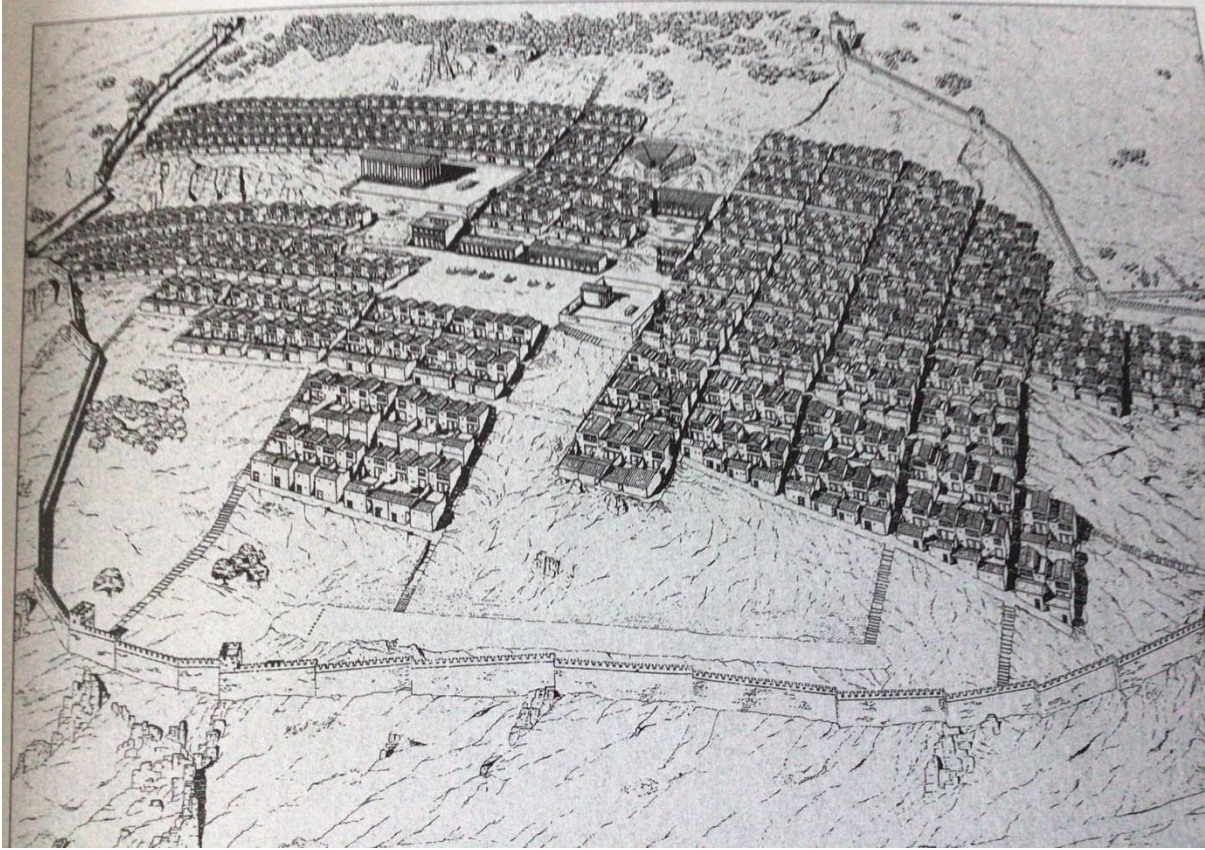
In the picture above you can see two different areas. The housing on the left is a bit run down and the housing on the right seems rather well, luxurious (more than needed) with swimming pools and balconies.

Attend

Homes in the Polis (City-State)

The picture below is one example of how one city state tried to make 'egalitarian' (equal-the same) housing for every citizen.

dried up almost completely, until they made an appearance again in the last quarter



They worked together to build everyone’s homes and they made an extra effort to build special buildings that were for everybody to use- like the theatre, temple and the Agora (the open market space). Can you see the Theatre, Temple and Agora in the picture above.

What were houses like in Ancient Greece?

Housing in the Polis was often planned- sometimes to be egalitarian (so that everybody lived in a similar type of house). They tried to reduce inequality so that people could work and get along well with each other; if they didn’t work well and get on then they wouldn’t be able to compete against the other City-States.

Inside the houses there were some familiar features- watch the video about the inside of a typical/ normal house in an Ancient Greek polis.

Watch this video on homes in Ancient Greece: [A house in Ancient Greece. on Vimeo](#)

Relate:

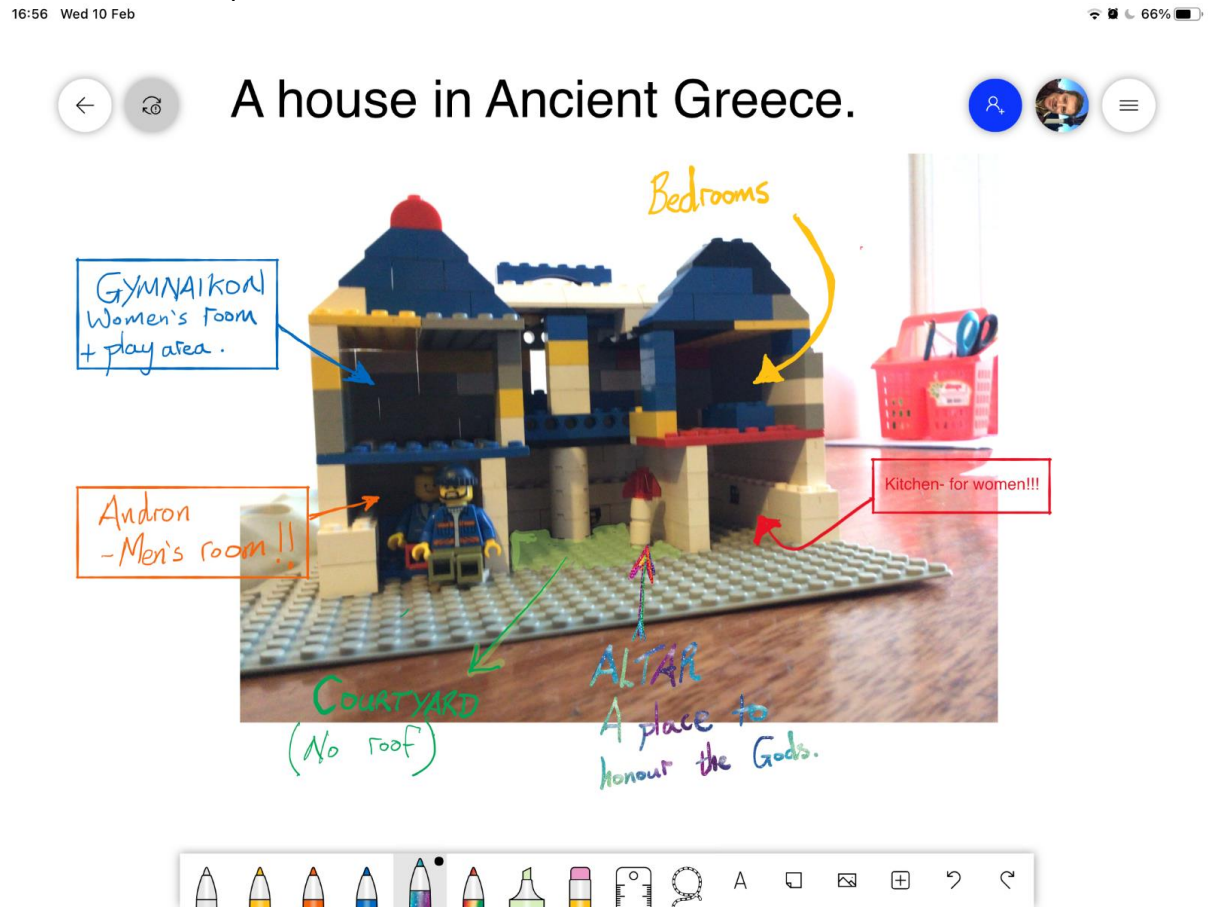
What do you need in your house? Fill in the table below.

Things the same as my house.	Things different in an Ancient Greek House.

Generate:

Make a plan of your ideal 'egalitarian' house. Take a screen shot of a house you've made in Minecraft. Make a Lego house. Draw your Ancient Greek house. Take a screen shot and annotate the image to include the main features of an Ancient Greek house.

Here is one example of WAGOLL:



Evaluate:

What do you think about the idea of women and men having different parts of the house to live in?

Learning Intention: I am learning about Ancient Greek plays and theatres.



Motivate, Attend, Relate

Life in Ancient Greece was very different to life nowadays. People lived in city states and they did not have access to the medicine, food, housing or clothing we do today. They also did not have electricity or technology which meant that they had to source their own entertainment.

One way they did this was through the construction of open-air theatres.

Almost every Greek city had a theatre where people could go to watch plays, ceremonies or festivals. They were built on hillsides and could often hold more than 18,000 spectators. The theatres were open-air and were formed in a semi-circular with rows of stone seating around them. The shape gave everyone in the audience an excellent viewing point and also meant they could hear the actors, regardless of where they were sitting.

The Greeks enjoyed singing and dancing, so in the centre of the theatre was a circular dancing floor. Plays were also staged there and were performed by speaking or singing in rhymes. The actors were always men who wore brightly coloured clothing and large masks that exaggerated facial features and expressions. Greek plays often fell into two categories: comedies or tragedies. Tragedies were written to depict events in the past, whereas comedies tended to be about more current or everyday Greek affairs. In the image below, you will see many different examples of the masks worn during play performances:



To learn more about Ancient Greek theatre, watch the following video: <https://vimeo.com/164710800>

Generate

Design your own Greek theatre mask! You could choose to do this by either:

- Watching a step-by-step tutorial for drawing a mask
- Using the template provided to create your own real-life mask

Drawing Tutorial

Please use the following link to watch a tutorial about drawing an Ancient Greek theatre mask: https://www.youtube.com/watch?v=zAiLFHakq_o *You will not be able to access YouTube from your iPad, so please use another device to view this content.*

You will need a piece of paper, a pencil, a rubber and colouring materials. The video is a step-by-step guide for drawing a mask. Please pause the video as often as you need. Once you have completed your wonderful piece of art, post a photo to your class Teams page.

Mask Template

Use the template below to create your own Greek theatre mask. Simply colour it in, cut it out and attach a string to the sides to secure it in place!

Look at the images and pay particular attention to the colours that have been used. Consider how to replicate this by only selecting suitable shades. **Please ask an adult to help you measure and cut the string.** Ask someone to take a picture of you wearing the mask and post it to your class Teams page.



Evaluate

Ask someone to take a picture of you wearing the mask and post it to your class Teams page or save into your personal file.

Tell me 3 things you learned, 2 questions you have and 1 thing that wowed you in this lesson.

3	- - -
2	- -
1	-



Learning intention - I am learning about traditional Greek food and ingredients.

Motivate

Have a look at the photos below. Can you name the Greek ingredients?



Attend

Watch this video about the diet in Ancient

Greece <https://www.youtube.com/watch?v=QyUtsrY1j1A>

You may need to watch this on a non-school device. Search "the ancient Greek diet pepper and pine" in the YouTube search bar.

Relate

Have you tried any Greek food? Things like hummus, tzatziki. Pitta bread and olive oil are all Greek.

List any Greek food you have tried and what you thought about them below.

<u>Greek Food</u>	<u>Your review</u>

Generate

Wild Mushroom Cream Soup 7.00
A variety of hand-picked mushrooms, cooked to perfection, mixed in with velvety cream and served with freshly chopped scallions

Redneck Pulled Pork 18.00
Slow cooked, hand-pulled juicy pork meat piled high in a fresh bun, topped with homemade coleslaw and Chef Bob's special BBQ sauce

Chocholic's Cheesecake 11.00
Creamy chocolate cheesecake nested in a dark, moist brownie, sprinkled with chocolate flakes



CORRECT

Mushroom Soup 7.00
Wild mushrooms, sour cream, scallions

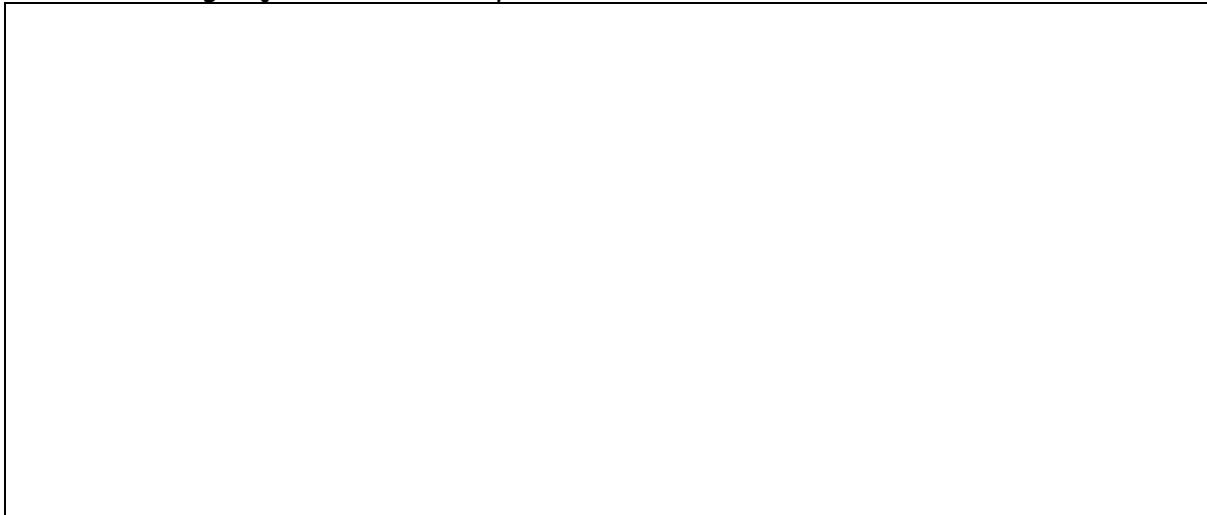
Pulled Pork 18.00
roasted pork meat, coleslaw, bbq sauce, bun

Chocolate Cheesecake 11.00
Dark chocolate cheesecake with chocolate flakes



WRONG

Plan a pretend Greek menu with a starter, main and dessert. Have a look at the WAGOLL which shows the importance of adding description to your dishes. Can you use mouth-watering adjectives to make your food sound delicious?



Have a go at making some Greek food. Some easy recipes are linked below to help you:

Tzatziki and Pitta bread - <https://www.bbcgoodfood.com/recipes/tzatziki>

Greek salad - <https://www.bbcgoodfood.com/recipes/greek-salad>

Baklava - <https://www.allrecipes.com/recipe/20287/easy-baklava/>

Melomakarona - <https://www.nigella.com/recipes/members/harry12345s-melomakarona>

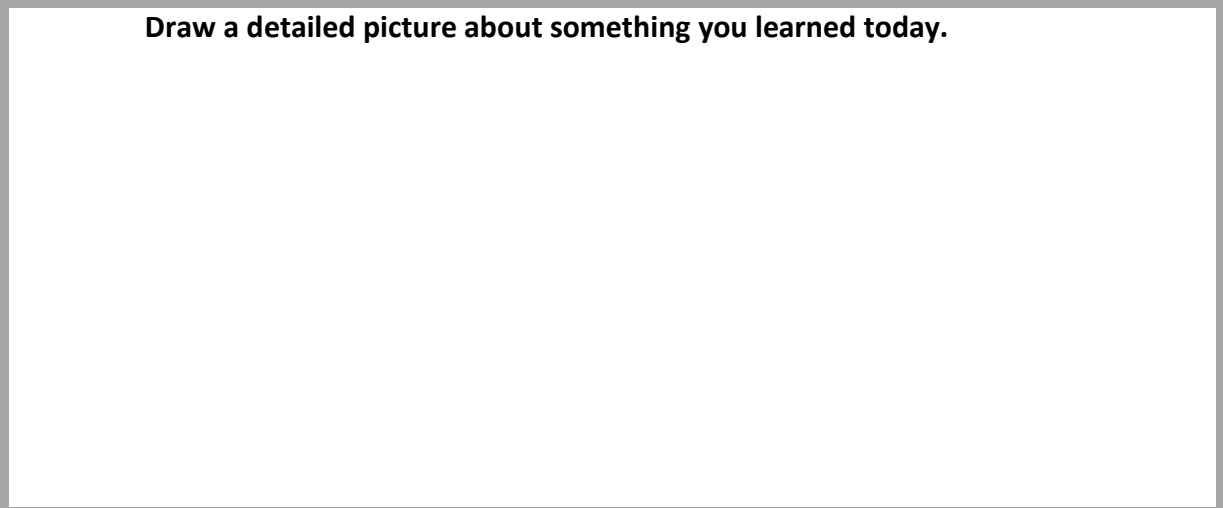
Hummus - <https://www.jamieoliver.com/recipes/vegetable-recipes/simple-houmous/>

If you try out a recipe, share a picture of your finished dish on the IDL 3 Thread.

Evaluate

Learning intention - I am learning about traditional Greek food and ingredients.

Draw a detailed picture about something you learned today.



Learning Intention: I can describe the clothing Ancient Greeks would likely have worn.

Motivate, Attend, Relate

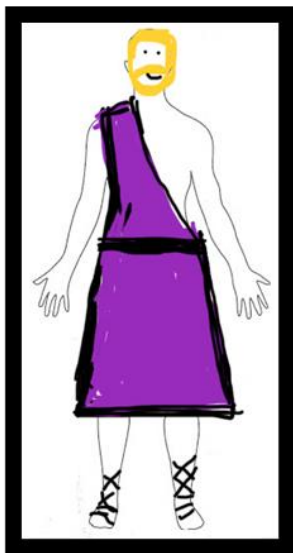
Watch the video from Miss McManus to find out more about Greek fashion. <https://vimeo.com/511084712/ce4282a30e>

If you want to learn more, these websites have lots more information.

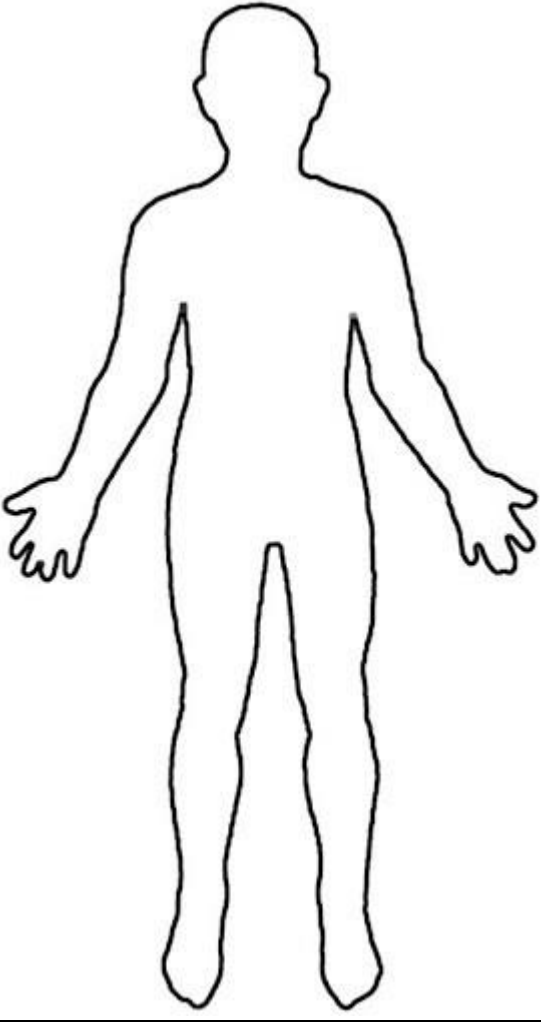
- DK Find out - <https://www.dkfindout.com/uk/history/ancient-greece/ancient-greek-clothes/>
- Primary Homework help - <http://www.primaryhomeworkhelp.co.uk/greece/clothes.htm>
- Ducksters History - https://www.ducksters.com/history/ancient_greece/clothing.php
- History for kids - <https://www.historyforkids.net/greek-clothing.html>

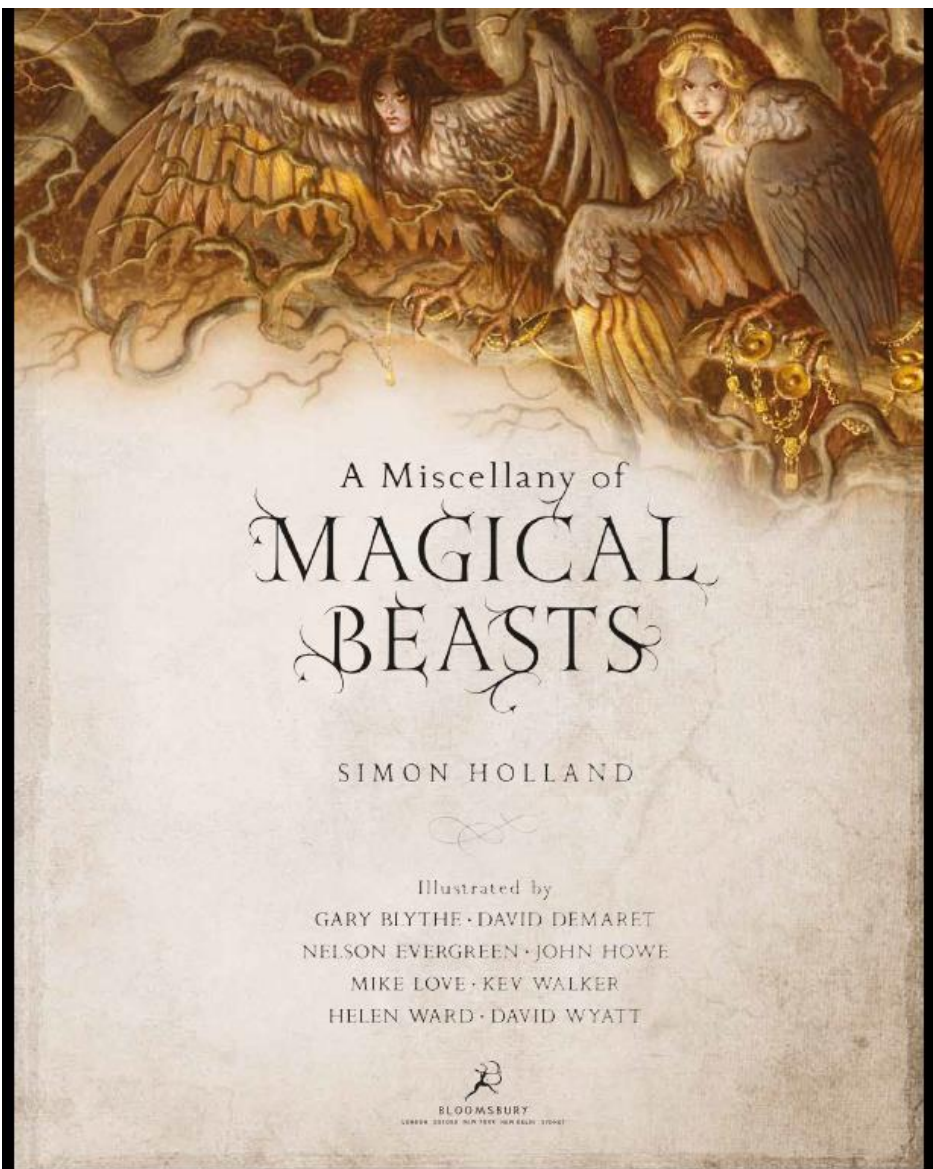
Generate, Evaluate

Can you either dress like a Greek or design a Greek outfit?



You are welcome to use the person outline on the next page to help with your outfit design. **Share your photo or design on our IDL Challenge Thread.** See the examples from Miss McManus above.





A Miscellany of
**MAGICAL
BEASTS**

SIMON HOLLAND

Illustrated by
GARY BLYTHE · DAVID DEMARET
NELSON EVERGREEN · JOHN HOWE
MIKE LOVE · KEV WALKER
HELEN WARD · DAVID WYATT


BLOOMSBURY
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A World of Magical Beasts

Welcome to an enchanted world of strange and magical beasts. For many hundreds of years, people have told stories about creatures that lurk in mysterious places that are beyond our control, such as caves, mountains, rivers, lakes, the air and the ocean. Legends give us the idea that supernatural beings can weave their magic in all these places. Watch out for a fairy who might bring bad fortune, give you nightmares or make food go bad, or an angry giant who carves out valleys and scatters mountains across the land. Or perhaps you might meet a dragon or a magical serpent

who can simply conjure rain, sleet, snow and storms from the air?

The many exotic beasts you'll meet in this book have human features, or are part-human and part-animal. Some of them are a medley of different animal parts. There is the terrifying basilisk, part-serpent and part-cockerel; the noble griffin, part-lion, part-eagle; and the mighty centaur, half-man, half-horse. There are alluring selkies, beautiful creatures who switch from human to seal, and mischievous werewolves, who shift their shape from human to wolf and back again. Prepare to be enchanted, frightened and amazed, all at the same time, when you dare to enter this spellbinding realm.





*“Glorious phoenix,”
cried the Sun [god].
“You shall be my bird
and live forever!”*

*The immortal phoenix
is a powerful symbol of
hope – the triumph
of new life over death.*

The Phoenix

Fantastically beautiful birds often appear in mythological stories connected to ideas of death, rebirth and immortality. The phoenix is one such bird, from the Middle East. Every five or six centuries, the bird senses it is time to die, and it builds a ‘funeral nest’ out of sweet-smelling sticks and herbs from Arabian spice groves. The phoenix then lies down to rest and sings an enchanting song, as the Sun rises and sets fire to the nest. Both the bird and the nest are turned to ashes – but a seed of life remains...

A tiny worm crawls from the ashes and grows into a new young phoenix. This chick collects the ashes into an egg made from myrrh, a gum-like material that comes from trees. According to some versions of the legend, the phoenix takes to the sky – surrounded by other birds – and carries the egg to Heliopolis, the Egyptian City of the Sun. Here, the egg is delivered to priests at a temple, where the ashes may be buried. The bird is now free to return to Arabia and begin its new life.

*The true home of
the phoenix is Paradise.
In our world, only one
such bird can live at
any one time.*

In ancient Egyptian mythology, the phoenix is a female firebird, with dazzling, red-and-gold feathers, that lives for either 500 or 1,461 years. This bird is sometimes pictured as a heron, or a flamingo-like bird from East Africa, and can also regenerate itself if wounded by an enemy. In ancient Greek and Roman legends, the bird looks more like a peacock or an eagle. Most of the phoenix stories feature a Sun god, riding across the sky in a horse-drawn chariot, who stops to listen to the bird’s haunting song.

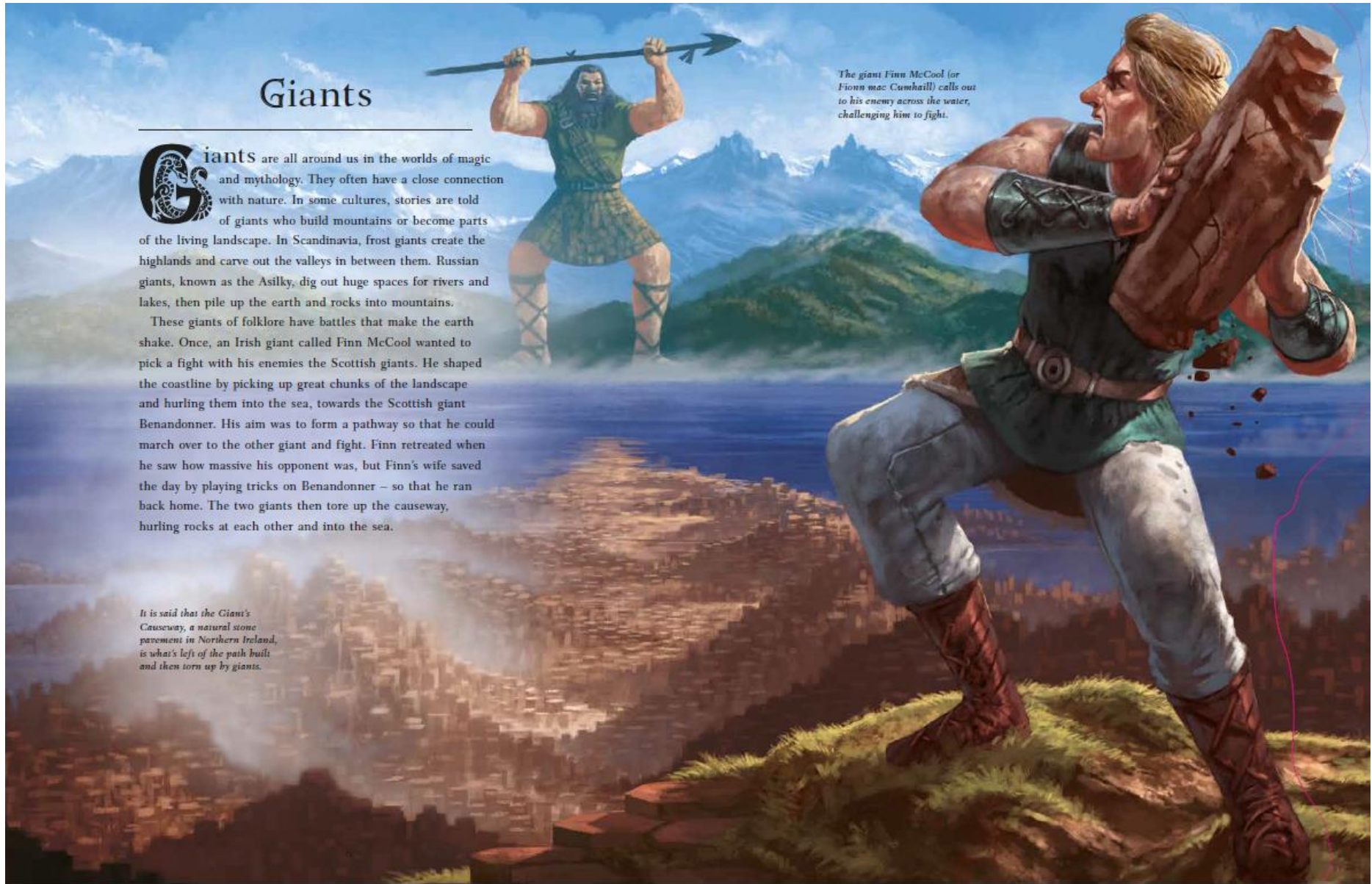
Giants

Giants are all around us in the worlds of magic and mythology. They often have a close connection with nature. In some cultures, stories are told of giants who build mountains or become parts of the living landscape. In Scandinavia, frost giants create the highlands and carve out the valleys in between them. Russian giants, known as the Asilky, dig out huge spaces for rivers and lakes, then pile up the earth and rocks into mountains.

These giants of folklore have battles that make the earth shake. Once, an Irish giant called Finn McCool wanted to pick a fight with his enemies the Scottish giants. He shaped the coastline by picking up great chunks of the landscape and hurling them into the sea, towards the Scottish giant Benandonner. His aim was to form a pathway so that he could march over to the other giant and fight. Finn retreated when he saw how massive his opponent was, but Finn's wife saved the day by playing tricks on Benandonner – so that he ran back home. The two giants then tore up the causeway, hurling rocks at each other and into the sea.

It is said that the Giant's Causeway, a natural stone pavement in Northern Ireland, is what's left of the path built and then torn up by giants.

The giant Finn McCool (or Fionn mac Cumhail) calls out to his enemy across the water, challenging him to fight.





Benandomer is so huge that his advance across the Causeway makes the earth tremble and Finn shake with fear.

Fearsome Giants

Giants are powerful forces of nature. They do battle with gods by hurling immense pieces of the landscape at them, or cause great alarm to human beings by fighting amongst themselves. Huge rocks or standing stones are sometimes said to be the leftovers of a skirmish between two giants, who argued and threw boulders at one another. Other stories tell of giants who shape or turn into parts of the natural world – or who use the winter weather to travel from place to place while altering their physical shape.



CYCLOPS
The one-eyed Cyclops of Greek myths were skilled blacksmiths who forged weapons for gods to use in their war against their fellow giants, the Titans.



ASILKY
The Asilky, mighty frost giants from Russia, designed and put up the mountains on Earth. They had to be destroyed when, having become too proud, they rose against the gods.



WINDIGO
In southern Canada, the Algonquin people have told stories of the Windigo, an evil being that can take the form of a tree-sized man or a giant timber wolf. He uses blizzards and winds to travel without being seen, so that he can harm humans.

