

# Romulus and Remus: Activity Plan 2

## Reading Skill:

2a. Give/explain the meaning of words in context.

I can explain the meaning of words.

## Vocabulary and Key Phrases:

Romulus and Remus, Italy, ancient, story, shepherd, definition.

**Prior Learning:** Children will have read pages 1 - 6 of the story.

**Reading Task:** Read pages 7 - 9 of the story.

## Reading Questions

### Page 7:

What does the word 'herding' mean?

What does the word 'resolutely' mean?

What type of word is 'uncontrollably'?

### Page 9:

What word gives us a clue about how Romulus and Remus felt about each other? What does this word mean?

How does the author describe Romulus?

The author describes Romulus' cheeks as having 'burned bright red'. What other phrases could have been used?

### Deeper Reading:

Which words tell us what kind of person Romulus is? How do these words help us to work out what Romulus might do next?

## Related Activities

**Punctuation and Grammar:** Children complete the [Inverted Commas Activity Sheet](#), adding in inverted commas to the text.

**Challenge!** Using inverted commas, children write a conversation between the brothers after Romulus has rescued Remus.

**Vocabulary:** Children find adverbials in the story so far. They then find synonyms for these adverbials. They can use thesauruses if they wish.

**Challenge!** Children use some of the synonyms to make sentences with fronted adverbials.



**Comprehension:** Children complete the [Romulus and Remus Character Activity Sheet](#), explaining everything they know about the characters so far.

**Challenge!** Children write expanded noun phrases about each character.

**Debate:** In their groups, children split into two teams. One takes the side of Amulius and the other team takes the side of the twins. The teams have to debate whether Amulius or Romulus and Remus should be king of Alba Longa. Children can use the [Romulus and Remus Debate Cards](#) to support their arguments.

**Challenge!** Children explain the similarities and differences they have found from the story and their research.

**Draw:** On a plain piece of paper, children draw a picture of Amulius' face when he realises who Romulus and Remus are.

**Challenge!** Children draw a thought bubble and write what Amulius is thinking.

**Write:** Using the [Palace Prompt Sheet](#), children write a description of Amulius' palace using expanded noun phrases.

**Challenge!** Children use a thesaurus to find synonyms for some of their words.

