

This week, there are 4 lessons as we are hoping you will spend Monday completing activities in support of World Ocean Day

LO: To write a character description

Watch the attached video up to 38 sec.

<https://vimeo.com/24500500>

What is Esther like? Firstly, what does she look like? Then, what sort of person could she be? Why do you think this? Can you improve your ideas with adjectives, noun phrases?

Look at her image:



Write down a sentence about her physical appearance. Eg 'My glasses are broken.'

How could you improve this sentence? Think about different openers, adding adjectives or expanded noun phrases, adding adverbs.

This is my idea:

'The tarnished frames of my glasses are taped together at the corner, balancing precariously on the bridge of my nose.'

Look up any word in a dictionary which you are not sure of the meaning of.

Identify the adjectives, adverbs, expanded noun phrases, embedded clause within my sentence. This is an example of the type of sentence you might want to include in your character description.

Activity - write a descriptive paragraph

Imagine you are Esther, trying to describe herself to somebody who has not seen the video - include as much detail as possible.

If you need some extra help, try using some of this vocabulary:

Word Bank

Broken	Lonely
Cracked	Timid
Worn	Vulnerable
Dishevelled	Curious
Aged	Inquisitive
Wrinkled	Imaginative
Haggard	Settled
Tired	Resourceful
Weary	Contented
Filthy	Hopeful
Odour	Strong
Numb	Isolated
Shivery	Anxious
Wispy	Unfortunate
Tattered	Scrappy
Gentle	Humble
Repaired	Reflective

LO: To describe the setting in a story

Watch the full video. Today, you are going to have a go at describing the setting.

<https://vimeo.com/24500500>

Where does it take place? What things do you immediately notice?

Write down 5 things which immediately stood out to you.

Think about the rubbish tip rather than Esther's tent. What are the 5 senses? Why is it important to include them in a setting description? How can we use prepositions to help in a description? (Good at the beginning of a sentence eg Next to the, Under the, Beside Esther's tent etc)

Look at this still from 42 sec:



Write a list of all the nouns (things) you can see .

Now, add adjectives to these nouns. Turn some into expanded noun phrases.

Finally, use a preposition to say where they are.

Eg lamp → tired, damaged lamp → next to pile of old rubbish

You will need at least 5 or 6 ideas. Now you have made your own word bank!

Activity - writing a setting description

Use your list of ideas to write a setting description. From my idea, I could start my paragraph with the following:

Next to a pile of old rubbish, a tired, damaged lamp leans precariously, about to fall over.

In my sentence, I have included:

- On opening preposition phrase, with comma.
- An expanded noun phrase
- Exciting verbs
- An interesting adverb
- E4E, an embedded clause

Now, using the success criteria above, write a paragraph to describe the setting of the rubbish dump. To make it simpler, you could write in the first person, as if Esther were describing the rubbish tip. To make it a little harder, use an online thesaurus to uplevel vocabulary.

LO: To use similes and metaphors to improve my writing

Watch the video again to the end.

<https://vimeo.com/24500500>

Thinking about the story as whole, what are the 5 w's in this story? (Who, What, When, Where, Why)

What is a simile? A metaphor? This clip might help if you can't remember:

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>

In the film, how do you think Esther is feeling as she trawls through the tip What does she find? How does she react? Can you describe any of the items she finds? When describing them can you include a simile or a metaphor?

Look at this list poem:

On the Way to School

I find a dark brown penny.
I pat a friendly cat.
I slosh through murky puddles.
I stomp a berry flat.

I tap tap tap with a pointy stick
on a fence along the block.
I move a roly poly bug
and kick a bright white rock.

And when I hear the first bell ring
I know I might be late.
I sprint like a racer, full-speed ahead
and whizz through the school gate!

by Betsy Franco

Activity - Write a list poem entitled

In the rubbish tip, I found...

I can include:

- *Exciting adjectives and noun phrases to describe the items*
- *Similes*
- *Metaphors*

LO: To make predictions based on a story

Imagine you are Esther at the end of the film in her tent. Think about how she feels? Where is she? What did she find? What is she thinking as she watches the lights?

Imagine she hears this sound coming towards her....

https://www.youtube.com/watch?v=0w82r_DHAYk

(You don't need to watch the images, just listen to the sounds.)

What just happened? What did you hear? What could be about to happen in Esther's story?

Make a prediction for the immediate future.

Today we are going to think about Esther's future. One day, Esther's future changes. Something happens which changes her life from how it is currently. What could happen? Would it improve her life or make it worse?

Make some different ideas and then choose your favourite.

Activity - Write a paragraph to describe how Esther's fortunes change.

I can include:

- *Adverbials of probability: certainly, definitely, doubtless, maybe, perhaps, possibly, probably.*

Some of these sentence starter ideas might help you:

Sentence starters...

The started like any other...

Perhaps it had been my imagination, but...

Turning abruptly, I tripped over the small object...

As I shuffled over for a better look, I could see it was definitely what I had suspected...

From the corner of my eye I saw something glistening over by the rusty washing machine...

It couldn't be? Surely not? Was my mind playing tricks on me?...

I had been rifling through a bag of old clothes when suddenly...

"Hello?"... There, I had heard it again, a man's voice...

If you want to make you work harder, can you write your prediction in exactly 22 words? If you choose this challenge, have a go at writing your paragraph normally first, then try and amend it to fit the word limit.