

Year Groups: 5/6

Dates: 2nd November 2020

Genre: Character Description

Genre:			
<u>Year 5 Success Criteria</u>		<u>Year 6 Success Criteria</u>	
<u>Structural</u>	<u>Language</u>	<u>Structural</u>	<u>Language</u>
<ul style="list-style-type: none"> - Appearance, movement, behaviour - Paragraphs 	<ul style="list-style-type: none"> - Imagery - Adjectives - Expanded noun phrases - Adverbs - Openers - Conjunctions 	<ul style="list-style-type: none"> - Appearance, movement, behaviour - Paragraphs 	<ul style="list-style-type: none"> - Imagery - Adjectives - Expanded noun phrases - Adverbs - Fronted Adverbials

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	Structure	Language			Planning
	<p>Starter: Spelling Activity – Introduction of new spelling rule – log on to Spelling Shed to find activities and games linked to this week’s spelling rules.</p> <p>L.C. Can you make inferences about a character?</p> <p>Input To start our new half term, we are looking at character descriptions – the character you will be studying will vary depending upon which class novel you are currently reading with your teacher.</p> <p>T to read through sample character description on the IVB – begin by retrieving simple facts about the character – what does the text specifically tell us? Make a list of facts that we can see.</p> <p>T to then model how we can use inference to make suggestions about a character – although it does not tell me that she is sad, which clues suggest this?</p>	<p>Starter: Pronouns – what is a pronoun? When might we use it? Watch the short video to check your understanding: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx</p> <p>Take a look through your reading book to find examples of these.</p> <p>L.C. Can you begin to use imagery?</p> <p>On the IWB, T to highlight examples of a feature (imagery) – which feature have I chosen? What does it do? What is the impact on the reader?</p> <p>Explain that these are all examples of imagery – show me, don’t tell me. Discuss why it is more impactful for the reader to draw inferences, rather than be spoon-fed how to feel.</p> <p>T to model a range of faces on the IVB – I want to show you I am sad, but I don’t want to tell you directly – what could I do? Chn to act out</p>	<p>Starter: Review of spelling rules – look, say, cover, write, check activities linked to this week’s rule</p> <p>L.C. Can you use imagery in a character description?</p> <p>Briefly review the learning from the previous lesson on imagery – recap with some more examples to act out.</p> <p>Display a boring character description on the IWB – can we replace the statements with imagery? Can we change ‘he was excited’ to ...</p> <p>Model the use of imagery to edit and improve a character description.</p> <p>Task Chn to up-level the sample character description using full sentences and examples of imagery from yesterday (chn could use previous work as an ideas mat to guide them).</p>	<p>Starter: Pronouns – recap your understanding with videos from Tuesday. Then, complete the sample test questions below.</p> <p>L.C. Can you improve a character description by varying your sentence openers?</p> <p>Read through and compare two examples of a character description – which one do you prefer? Is one better than the other? Which one and why? Discuss as a class.</p> <p>T to pull out features to be developed, e.g. sentence openers – what is the effect of using the same opener each time? Which feature could we use to vary these openers?</p> <p>T to model using the dice to select a variety of opener – can we use this to improve the description on the IVB? T to model the editing process.</p> <p>Task Chn to re-write the character description by varying the sentence openers / use of fronted adverbials.</p>	<p>Starter: Spelling Activity –log on to Spelling Shed to find activities and games linked to this week’s spelling rules.</p> <p>L.C. Can you plan and write a character description?</p> <p>Introduce the task (this will depend upon your class novel).</p> <p>T will model how to plan a character description, focusing on behaviour, appearance and movement.</p> <p>Chn to have time to complete brief plans in their book.</p> <p>T to then model using these plans for writing, checking, editing and improving small sections of character description</p> <p>Display the SC boxes for chn to check against.</p> <p>Task Chn to have the session to complete their own</p>

	<p>Build up an understanding of inference, before competing sample comprehension questions on the IWB.</p> <p>Task Chn to complete the reading comprehension questions, focusing on making inference by using the clues.</p>	<p>their ideas, as T labels the picture on the IWB.</p> <p>Task Chn to annotate the different faces with examples of show me don't tell me – e.g., around the sad face, which clues could show me that you are sad?</p>			<p>character description, using the SC boxes to guide.</p> <p>Provide mini-plenaries throughout to check on progress.</p>
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Starter Activities

Tuesday

Grammar Starter: Pronouns

Definition: A pronoun is used instead of using a noun or a name.

Example: He will buy them a cup of tea.

There are three different types of pronouns

Singular: used when talking about one person or thing.

Plural: used when talking about more than one person or thing.

Possessive: used to show that an object belongs to someone.

Categorise these pronouns into singular, plural and possessive.

he	yours	they
we	me	she
him	I	mine
ours	theirs	us

Wednesday

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correct column.

[illegible]

Thursday

Replace the underlined words with the correct **pronoun**. Write one pronoun in each box.

When Jack's grandmother came to stay, she gave Jack some money.

↓

Jack used his money to buy a game called *Gables*. Jack could not

↓

wait to get home and play the new game.

↓

Replace the underlined word or words in the sentence below with the correct **pronouns**.

For his ninth birthday, James visited his grandparents

and his grandparents took James to the cinema.

↓

↓

Circle the **possessive pronoun** in the passage below.

The boy showed me around the school.

He took me to the music room and pointed out which classroom was his.

Complete each sentence below with **I** or **me**.

My mum and _____ watched a film.

My aunt sent some presents for my sister and _____ .

Please send the parcel to either Jack or _____ .

Lesson Tasks

Monday

Sinewy, wispy auburn hair was glued to his misshaped egg head like a poorly manufactured wig. Through the wisps, you could see increasingly wrinkled skin, often covered in sweat beads (due to the risky nature of his 'trade'). Dirt and grime gathered in the wrinkled lines and occasionally joined the path of the river of sweat that cascaded down his cheeks: some of it caught by his large, bushy eyebrows that mirrored the colour of his hair. His eyes were dark and full of secrets. A long, witch-like, nose protruded from his face and was followed by extensive strands of wiry hair -entwined together- that tried to stray from his pointy chin. The once emerald green coat (now battered and worn) hung off his skeletal frame. Stolen scarves-once owned by wealthy, respectable men- danced around his legs whilst crying for forgiveness whenever he moved. Onyx winkle pickers grasped tightly to his aged feet scared that they may disintegrate any minute in the sludge filled streets that lead up to his lodgings.

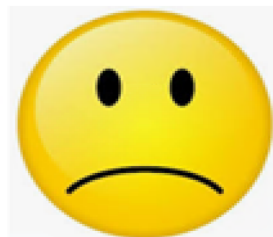
Answer these questions in full sentences where needed:

1. What do you think the word 'sinewy' means?
2. Do you think that Fagin is old or young? Explain your answer.
3. What does he do for a living? What makes you think that?
4. Does Fagin take care of his appearance? Give a reason for your answer.
5. What colour are his eyebrows? How do you know?
6. Is he a kind character? Use the text to explain your answer.
7. Use the description to draw and label a picture of Fagin.

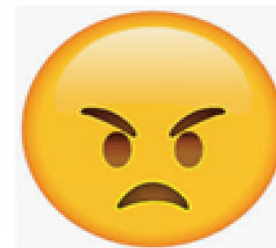
Tuesday



Happy



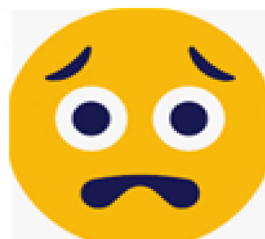
Sad



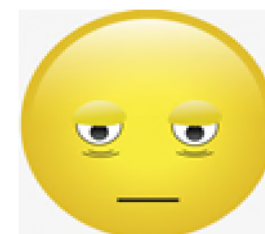
Angry



Shocked



Scared



Tired

Wednesday

Use your understanding of imagery to edit and improve this character description:

He was a very tall man with brown hair. He had blue eyes that looked tired. He had a short and stubby nose and a small red mouth. His hands appeared wrinkly but were often covered in mud. He was unhappy as he had just lost his job. He walked in a miserable way and he always looked sad. His voice was quiet and he never shouted.

Thursday

Roll the dice to select the way in which you will start your sentence. Use this to help edit and improve the character description:

Sentence Openers Game

Choose a topic to write about. Roll a die to determine what sentence opener you will use, then write a sentence using that type of opener. Keep rolling until you have a paragraph.



Use a conjunction

While Dad cooked, Sarah watched television.



Use a noun or adjective

Toys covered the floor.



Use a verb- an 'ing' clause

Watching her step, Lucy climbed over the rocks.



Use an adverb- an 'ed' or a 'ly' clause

Scared by the sound, Ben screamed.
Gently, she stroked the baby rabbit.



Use a feeling

Happily, she danced down the street.



Use a simile or metaphor

Like a swan, she glided across the room.
An elegant swan, she glided across the room.

He looked like he was fifty year old. His hair was long and tangled and greasy. and hung down, His eyes were black and haunting. His face had no colour. His skin was pale. His clothes were simply rags that hung on his bony body. He had one ankle resting on his other knee; and the boot on that foot was busted. His toes stuck through, and he worked them now and then. His hat was laying on the floor — an old black slouch with the top caved in.

Friday

Friday 6th November 2020



LC: Can you plan and write a character description?

SA TA PA

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can use capital letters and full stops correctly. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can include details about the characters appearance, movement and behaviour. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can include a range of adjectives and expanded noun phrases. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can use at least 4 examples of imagery. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can include some interesting verb choices. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can re-read my work to check that it makes sense. |