"TITANIUM"

LESSON 1

Year 6 Home Learning w/c 22 FEBRUARY 2021

LC: Can I use figurative language to enrich description?

This week's writing is all about description, feelings and levels of formality in writing from different perspectives (viewpoints)

Let's get started with our inspiration this week – watch the video in the link below.

https://vimeo.com/34035823

TASK 1

Now that you have watched the story, without watching it again, write down a list of:

-your questions

- a timeline of what happened

- characters you can recall

- your thoughts on what might happen next.

TASK 2

Look at resource sheet 1a and study the images. These are the images of the corridors before the 'event'. Try to write sentences that use similes and metaphors to describe the corridors in the photos. Use the sentence starters below to start you off and aim to write 5 more of your own.

1) The corridors were as silent as….
2) Along the wall stood dozens of lockers; they were…..
3) Not a soul was in sight. It was….
4) In the classrooms, children studied as if….
5) The floor shone like a…

TASK 3

Now pause the video at 0.19 seconds

Look at the scene the character witnesses.

Read the example description from resource 1b and underline words and phrases that add to the description. ***Can you come up with some alternative words / phrases and sentences in this style that could be used to write a description of what the boy sees?***

Now (in 3rd person style) write your own version of resource 1b using the very best language that you can. To help, you may find resource sheet 1c helpful. Your writing should really 'paint a picture' in words and should be at least 18 lines of A4 in length. Be sure to properly edit your writing.

LESSON 2 - Tuesday 23rd February 2021

LC: Can I describe a character's emotions using 'show not tell'?

Resources needed: sheets 2a, 2b, 2c

TASK 1

Watch the video clip again, pausing at **0.19** to think about how the boy is feeling at that point.

Watch further **until 1.21** and consider further what he feels as he leaves the school.

Now read resource sheet 2b and think about which words and phrases SHOW US how he feels, rather than tells us. COPY THESE INTO YOUR BOOK.

TASK 2

Now look at resource sheet 2c. Read the questions and complete the 9 sentences. Think about how your body reacts in these situations and note what you might do or say in each situation for each emotion.

TASK 3

Now go back to resource sheet 2b. Re-read it.

Your task is to try and write **IN THE 3RD PERSON** a similar version to this, which clearly shows how the character feels and what he sees. Use the very best vocabulary as you can! If you are stuck for words, try https://www.visualthesaurus.com/ which might give you ideas. WARNING: DON'T USE WORDS THAT YOU ARE UNSURE OF AS THEY WON'T WORK!

Start your writing like this and remember to SHOW US how he's feeling, rather than simply tell us:

Gradually, the boy removed his hands from his face and raised his head. The scene that confronted him was....

LESSON 3 - Wednesday 24th February 2021

LC: Can I develop a character's emotions by expressing feelings and though processes?

Resources needed: sheet 3d

Watch the video again from start to finish, with the recourse sheet to hand.

TASK 1

For each part of the film, pause it at the relevant point and for each 'what is happening' statement, write a thoughtful sentence about 'How he is feeling' and therefore 'What he is thinking'. Really try to 'get inside his head' and empathise about what he's going through. Copy the sentences into your book.

TASK 2

Freeze the film at point that interests you the most.

Write an 'internal monologue' (thoughts from inside a character's head) about what is going through the character's mind at that point. You could – if you wish – write from the perspective of a teacher, another child or one of the police officers. An example to get you started might look like this:

This cannot be happening! What am I going to do about this? I've got the children to protect…but I owe him so much! That poor boy – so confused, so mixed up! It's not his fault!

- From the perspective of the teacher.

LESSON 4 - Thursday 25th February 2021

LC: Can I mix speech and action to develop a scene in a story?

Resources needed: sheet 4c

Watch the film again and focus on 1.00-1.18 where the teacher speaks to the police officer.

TASK 1

Thinking about what you know about writing direct and reported speech, write your own version of resource sheet 4c. MAKE SURE YOU WRITE IN 3rd PERSON

The writing should be approximately 15-20 lines long.

Try to mix up the conversation with what is happening and ***how the characters behave***.

EXAMPLE:

As the teacher ran from the building, she called out, "WAIT!" but the boy had already sped off.

"Officer!" she wailed, "He's getting away – but please…" she shook her head, "don't hurt him. It wasn't his fault!"

The officer turned to see the boy riding away, heading north. He reached for his gun, but the teacher quickly grabbed his shoulder.

TASK 2

Really carefully and properly EDIT AND CHECK your writing:

-read out loud

-look at spelling errors

-check your punctuation

-see if any words or phrases are awkward and need replacing

-check each sentence starts differently

LESSON 5 - Friday 26th February 2021

LC: Can I write in the style of a formal report?

Resources needed: sheet 5a, 5b, 5c

Look at the resource sheets provided. Sheet 5a is success criteria (remember to's), 5b is written informally and 5c is formal.

TASK 1

Highlight the differences between the two reports provided. Copy the most formal phrases (typically used by a police officer in reports) into your book.

TASK 2

In a formal style, try to write from the perspective of the police officer. Use recouce sheet 5c to help you, but be sure to add your own observations and ideas – remembering to keep it very formal at all times.

TASK 3

Very carefully edit, check and change your writing where necessary.