

Literacy – Week 4

First Person Narrative

Overview

This document details the children's literacy lessons for this week. Each week they will focus on a genre, using a video study. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once – however this suits your home learning timetable.

Please contact me if you require further assistance.

The Lighthouse



Day 1

LO. To combine information about the life of a character and a setting to provide an introduction to the narrative.

Children will write an introductory narrative paragraph.

As we are going to be writing a narrative, we need to include many references to the characters' emotions and thoughts about the incident.

To open the narrative, we are going to set the scene and introduce our character.

Watch the first 40 seconds of the clip, adding information about the character and setting to a grid like the one shown on this slide.

e.g. full moon, cloudy, waves gathering.

The Lighthouse Keeper	The Setting

Look at the opening on this slide.

Highlight where there is information about the man and information about the setting.

(You could rewrite the opening in your green book, then highlight OR simply write the phrases in your book).

I recall an old fisherman's rhyme told to me by my father when I was just a lad, '*If clouds are gathering thick and fast, keep sharp look-out for sail and mast. If the wind is blowing in the north, no fisherman should dare set forth.*' He'd been a fisherman since he was old enough to cast a net and had always believed it to be true, refusing to launch his boat if a north wind was blowing, much to my mother's annoyance. However, I realise now, some forty years later, that perhaps there *was* some truth in his theory. Because it was an icy north wind that blew on that fateful night in December: a night I won't forget in a hurry. Heavy, ragged clouds obscured the moon from time to time in a tumultuous grip and the sea was a restless beast, chewing at the rocks below the lighthouse. I watched the horizon for longer than usual, scouring the inky darkness for ships with my father's rhyme playing over and over in my mind and then eventually I decided to retire to my books.

- You are going to write your opening paragraph of the narrative, giving an insight into the life of a lighthouse keeper and the setting.
- Try to weave the two together like I have in the example below.
- *I was always fond of the sea and would spend hours, as a child, out on the beach collecting shells and staring at the waves. Though I learned as an adult that the peace and tranquility of the sea could change at any moment. The rocks beneath the lighthouse were perilous and constantly gnawed at by the waves, and the walks I'd had as a child were rare because of the high tides and dangerous currents.*
- Setting
- Lighthouse keeper

- Use the information collected about the lighthouse keeper and setting from the first activity to formulate sentences.
- Once you have created a range of sentences, write them up as a paragraph – remember to keep a balance of setting and character sentences.
- When you have finished your opening paragraph (take your time), spend some time editing and improving – this paragraph is then complete!

Metaphors

- A metaphor is a word or phrase used to describe something as if it were something else.
- E.g. 'A wave of terror washed over him' – terror isn't actually a wave, but a wave is a good way of describing the feeling.
- E.g. 'Jess is dynamite' – she isn't made of dynamite, but it's a good way to explain how exciting she is.

Similes

- A simile describes something by comparing it to something else, using like or as.
- E.g. The snake moved like a ripple on a pond.
- E.g. It was as slippery as an eel.
- E.g. Jess is as graceful as a gazelle.

- Look at the image of a choppy sea. You could also research some other images to help you with the task.
- How many different similes or metaphors can you think of? This will help with the next task.



Day 2

LO. To write a setting description using a variety of sentence styles.

Children will create descriptive sentences and write a setting description.

- Watch the clip to the point where the **candle goes out**.
- Consider the questions below – you do not need to write anything down.

- What does the lighthouse keeper feel about the people outside?
- What makes them think this?
- Why is this in the clip?
- How does it make us feel about the man and the cheering people?
- What time of year could it be?

Look at the image of a village at night.

You are going to complete a 4, 3, 2, 1 of ideas.

(4 expanded noun phrases, 3 preposition phrases, 2 short snappy sentences and 1 sentence including a relative clause).

First, look at my examples on the next slide.



4 Expanded noun phrases:

- Bare, sinuous trees awaited their springtime leaves.
- Amber lights shone from friendly windows and inside noisy revelers danced and cheered.
- The narrow walkways and paths were bathed in the pale light of a milky moon.
- Houses of all sizes dotted the grassy clifftop.

3 Preposition phrases:

- High above the village, at the edge of the cliff, sat the Briar's Rock lighthouse.
- The light danced over the rooftop; the darkness was no match for its strength.
- Beyond the cliffs, the restless sea gurgled and churned.

2 Short snappy sentences (no more than 4 words):

- Light swept the village.
- The villagers cheered.

1 Sentence including a relative clause:

- The lighthouse, which didn't benefit from the same warm glow of the beam, stood stoically in the near darkness.

Now, have a go at creating your own 4, 3, 2, 1 of ideas.

Remember to use the image of the village for your 4, 3, 2, 1.



Here, I have used my ideas from the 4, 3, 2, 1 activity to create a setting description.

Can you identify which parts I have taken from the 4, 3, 2, 1 and which parts are new?

I have added repetition for effect (Light swept the village.).

I have also combined some sentences to make them complex sentences.

High above the village, at the edge of the cliff, sat the Briar's Rock lighthouse. Its bright light danced over the rooftops and out to sea; the darkness was no match for its strength. In the village, the narrow walkways and paths were bathed in the pale light of a milky moon and bare, sinuous trees awaited their springtime leaves. Amber lights shone from friendly windows and inside noisy revellers danced and applauded. Houses of all sizes dotted the grassy clifftop, and beyond the cliffs and the pretty, little village, the restless sea gurgled and churned

Light swept the village. The villagers cheered. Light swept the village. More applause.

The lighthouse, which didn't benefit from the same warm glow of the beam, or the same cheeriness of the village, stood stoically watching in the near darkness.

- Using your ideas from the 4, 3, 2, 1 activity, you are going to write a setting description based on the image of the village.
- You can magpie ideas from my 4, 3, 2, 1 activity and my setting description, **but do not copy directly.**
- As a challenge, can you include repetition and complex sentences in your setting description?

- Extension – can you go on to describe the inside of the lighthouse?
E.g. books on the bookshelf, bed in the corner, austere, ship's wheel etc. (use the video clip for this).

- Look at the clip between **0:44 seconds and 1 minute.**
 - Watch the clip and note down what happens in sequence.
 - E.g. I was working at a table, I was distracted by the sound, I shut the window...
-
- This will be used in the next session.

Day 3

LO. To write action as a first-person narrative.

Children will construct action sentences and write the next two paragraphs.

- At the end of the last session, you looked at the sequence between 0:44 seconds and 1 minute. E.g. *I was working at a table, I was distracted by the sound, I shut the window, the light went out, the villagers ceased cheering, the window blows open, the candle blows out.*
- On the next slide, is my completed draft of this section. What do you notice about the sentence openers? What do you notice about the variety of sentence lengths?

High above the village, at the edge of the cliff, sat the Briar's Rock lighthouse. Its bright light danced over the rooftops and out to sea; the darkness was no match for its strength. In the village, the narrow walkways and paths were bathed in the pale light of a milky moon and bare, sinuous trees awaited their springtime leaves. Amber lights shone from friendly windows and inside noisy revellers danced and applauded. Houses of all sizes dotted the grassy clifftop and beyond the cliffs and the pretty little village, the restless sea gurgled and churned

Light swept the village. The villagers cheered. Light swept the village. More applause.

The lighthouse, which didn't benefit from the same warm glow of the beam, or the same cheeriness of the village, stood stoically watching in the near darkness.

I was working at a table in my living quarters in the tower. Distracted by the noise of the repeated cheering, I attempted to block out the sound by closing the only open window. Suddenly, above me, I heard an unexpected grinding and then a loud clank, followed by darkness. The beam stopped turning. The villagers ceased cheering. The window blew open and extinguished my candle: almost as though it were in harmony with the light.

- Look at the sentences on the slide. I would like you to edit and improve them. Think about the different ways you could do this.

I was working at a table.

The sound distracted me.

I shut the window.

The light went out.

- Now, I would like you to write your sequences into a paragraph, like my example.
- Remember to include the other details such as the candle blowing out, the villagers stopping their cheers and the sound from the top of the lighthouse.
- Before you begin, you might find it useful to list synonyms to avoid over repetition of a noun.
- E.g. light, beam, beacon, glow, lantern.

- Look at the numbered steps to the right.
 - Watch the clip until 1:34.
 - Make notes on how the actions are performed.
 - What details are missing?
-
- The steps shown are going to help you construct your next paragraph about the lighthouse keeper reaching the top of the lighthouse.

1. I stood and fell.

I stood, pushing myself to my feet and accidentally knocking over a pile of books while stumbling in the darkness.

2. I lit my lantern.

3. I ran up the steps.

4. I saw the machinery had stopped.

5. I investigated the cogs and wheels.

6. I got hold of my toolkit

7. I ran to the top of the lighthouse.

8. I opened the casing for the light.

You now need to write your next paragraph in first person. Use the steps on the slide before to structure your paragraph.

I have added some useful vocabulary and DADWAVERS (this is to help you vary your sentences. E.g. Several seconds later, I scrambled to the next floor to inspect the machinery.

stood	ignited	malfunctioned
arose	ascended	investigated
got to my feet	scaled	considered
stumble	scrambled	explored
tumble	ran	examined
tripped	clambered	grabbed
staggered	ceased	gripped
lurched	halted	seized
hesitated	frozen	snatched
lit	stopped	grasped

D- description

A- action

D- dialogue (not necessary in this text)

W- where things are

A- adverbs

V- verbs

E- estimation of the time

R- rhetorical question

S- simile

- Watch the clip between 1:36 and 1:46.
- Can you create descriptive sentences to explain that the boat was approaching?
- This will be used in the next session.

Day 4

LO. To create atmosphere including an appropriate level of detail.

Children will write their next paragraph of first-person narrative.

- Watch the clip from 1:36 until the point where the lighthouse keeper throws open the door.
- We are going to begin by writing a short first person account of what the lighthouse keeper does up to the point where the dome smashes.
- Write the following subheadings in your book:
 - I INSPECTED THE LANTERN
 - I HEARD A SHIP
 - THE GLASS COVERING WAS BROKEN
- Your task is to create new sentences that mean the same thing.
- On the next slide are some examples.

- Look at my examples.
- In some cases, I have used synonyms for the verb and noun.
- In others, I have added lots more detail.
- Have a go at creating your own sentences for the three originals. (Try to create at least one new sentence for each original).

I inspected the lantern.

I examined the glass dome.

I scrutinised the interior of the light.

I studied the internal workings of the light to assess the damage.

I heard a ship.

I made out the sound of a ship approaching.

The sound of a ship's horn grew closer.

A ship signalled its approach with a long, loud horn and alerted me to the imminent danger it faced.

The glass covering was broken.

The glass lay on the floor in a hundred pieces.

Shards of glass lay scattered around me.

The glass dome shattered immediately upon impact with the floor.

- Place the three sentences in chronological order.
- Think about what actions or thoughts happen between these points – you may or may not have seen them in the clip.
- E.g. After looking inside the lantern he peers through the glass door.

- Can you try write 2 or 3 linking sentences with the 3 main sentences in the paragraph?

- Look at the writing.
- Where can you see first person/third person perspectives?
- Today, you are going to complete the first paragraph. Look at the use of the word CRASH and the repetition in the first paragraph.
- You now need to write the first person narrative paragraph up to the point where the glass smashes. Use the sentences you have created and magpie ideas from my example.

I was inspecting the inside of the lantern cover and became side-tracked by a sound outside. Peering over the rim of the heavy glass door, it became apparent that the situation had worsened. The sound was a ship...and the ship was approaching. Time was of the essence. Whilst heaving the weighty covering from its position, I stumbled over my toolbox and tumbled backwards to the ground. CRASH!

The huge glass dome, which covered the inner-workings of the light, lay in pieces on the floor of the lighthouse. A feeling of helplessness hovered in the air and hope lay shattered alongside the glass casing. His heart pounded faster and faster until the drumming in his ears was unbearable and he felt suddenly very sick.

The horn sounded again. It was getting so close. I sat on the floor, trying find a solution inside my foggy mind. The waves beneath me crashed endlessly. My tie felt as if it were choking me. I took quick, shallow breaths. In the brief seconds which passed, I glanced out to the village and realised my only hope lay at the bottom of two hundred and fifty three steps.

Awkwardly scrambling to his feet, he darted for the door. The spiral staircase seemed endless, and with every step the lighthouse keeper's fears about the boat seemed to increase. Finally, the door was in sight. He ran, gasping, towards the exit. As he flung the door open, the sight which befell him was enough to make him stop. Momentarily, he stared. Walking towards him, with lanterns blazing and torches at the ready, were the inhabitants of nearly the entire village. Their smiles illuminated the pathway almost as much as the lights they carried. The journey back up the tower was one of optimism, and with every step he felt encouraged that all was not lost. After guiding the first group of villagers to the top of the lighthouse, with their lights and lanterns shining brightly in the darkness, the lighthouse keeper watched as others gathered in swathes along the clifftop. He watched as the ship safely navigated the rocks. He watched as strangers stood shoulder to shoulder with him and he watched knowing those strangers would soon be friends.

- Look at the second paragraph – this returns to third person.
- How is the lighthouse keeper feeling in this paragraph?
- On the next slide, is an image and some prompts. You need to write words, phrases and sentences around it to explain the lighthouse keepers' feelings about the situation. Try to write down as many ideas as possible.

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Panic-stricken

The glass dome shattered into a hundred pieces.



I was filled with an instant dread

hope disappeared

Day 5

LO. To use appropriate vocabulary and grammatical structures, including a variety of sentence openers.

Children will complete their narrative using DADWAVERS sentences.

- Use the words, phrases and sentences you created yesterday to construct paragraph two about the lighthouse keeper's feelings.
- Can you include repetition of a comparative adjective? E.g. faster and faster, closer and closer, nearer and nearer.

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- What does 'show, don't tell' mean?
- 'Show, don't tell' is a method of explaining how something/someone feels, rather than just telling the reader the emotion.
- Look at the examples.

SHOW!	Don't TELL.
<p>Brian pursed his lips and clenched his fists into tight balls. Try as he might, he could not contain himself. Within seconds, he erupted like a volcano.</p>	<p>Brian was angry. He started to yell.</p>
<p>A gigantic grin spread across Bailey's face, and her eyes lit up like the sky on the 4th of July.</p>	<p>Bailey was happy.</p>
<p>Bella couldn't help herself. Her jaw dropped to the floor as her eyebrows shot toward the ceiling.</p>	<p>Bella was shocked.</p>
<p>When she saw her dad enter the gym, she sprinted across the room, jumped into his arms, and buried her head in his chest.</p>	<p>She was excited to see her dad.</p>

- What does 'panic' look like?
- Look at the two examples.
- Which is more successful at conveying the sense of urgency?
- The longer example contains more successful descriptions, however the shorter version conveys the urgency and tension of the situation. In this case, less is more.

1) The horn sounded again. It was getting closer. I sat on the floor, trying find a solution inside my foggy mind. Waves beneath me crashed endlessly. My tie felt as if it were choking me. I took quick, shallow breaths. In the brief seconds which passed, I glanced out to the village and realised my only hope lay at the bottom of two hundred and fifty three steps.

2) The boat neared the lighthouse and I could hear the sound of the horn blaring through the pitch-black night. The sound of the roaring engine churned over and over and I could tell that, at the speed they were travelling at, they would reach the perilous rocks in around ten minutes. I sat on the cold metal of the lighthouse floor, trying to find a solution inside my foggy mind as to how I would stop the boat from approaching. The clothes around my neck felt restrictive and it felt almost as though my tie was attempting to choke me. Therefore, my breathing was difficult and I took quick, sharp, shallow breaths while I considered my options. Several seconds passed and I looked to the left of me down to the village at the bottom of the lighthouse and realised that my only hope lay at the bottom of two hundred and fifty three steps.

- Look at the shorter sentence constructions, the explanations of what is happening to the characters' breathing, the use of well-chosen words and phrases to describe speed- quick, short, glance, brief.
- Write your third paragraph that focuses on the lighthouse keeper's panic.

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- Watch the clip from 2:03 to the end.
- We will return to third person for the final paragraph.
- Watch the clip and note down everything that happens in chronological order. In addition, these things happen but we don't see them: he got to his feet, he went back up the lighthouse.
- Look at the example final paragraph. Look at the openers. Which DADWAVERS sentences are used?

I was inspecting the inside of the lantern cover and became side-tracked by a sound outside. Peering over the rim of the heavy glass door, it became apparent that the situation had worsened. The sound was a ship...and the ship was approaching. Time was of the essence. Whilst heaving the weighty covering from its position, I stumbled over my toolbox and tumbled backwards to the ground. CRASH!

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- Look at the examples of DADWAVERS sentences.
- Use the timeline you created when watching the clip and the DADWAVERS support sheet to write the final paragraph.

	Example sentences
Description	A warm, amber glow illuminated the clifftop, though the smiles from the villagers radiated much further.
Action	Waves seemed to crash endlessly against the bottom of the cliff; they chewed at the rocks and warned of a storm brewing.
Dialogue	'Thank goodness,' whispered the lighthouse keeper, under his breath. <i>(It is advised not to use dialogue in this piece unless other speech has already been used).</i>
Where things are	Below the towering lighthouse, the boat bobbed and rocked through the choppy sea.
Adverbs	Carefully navigating the spiralled staircase with their lamps and torches in-hand, the villagers moved upwards towards the lantern room.
Verbs	Scrambling over the clifftop, the villagers jostled into their positions to look out over the sea.
Estimation of the time	Several moments later, he emerged on to the platform and then out into the cold, night air.
Rhetorical question	Would the boat see them in time to turn?
Simile	The villagers stood, like a host of angels, guiding the ship to safety.