

The background features abstract, overlapping geometric shapes in various shades of pink and magenta, primarily concentrated on the right side of the frame. The central area is a solid light gray.

# Dreamgiver

# Lesson 1

LO: I can write a setting  
description

Watch the film 'Dreamgiver' up to 33 seconds.

Questions to think about

What do you think the film is about?

Why do we dream?

Can you think of any stories that feature dreams?

How are dreams made in the stories?

In Roald Dahl's the BFG he uses a trumpet to blow dreams in to the ears of sleeping children. The sandman brings dreams in other stories.

This story is about a creature who brings dreams.

Re-watch the first 33 seconds -what is the job of this scene? Why has it been included in the film? *It introduces the setting and main character*

Although it is short, there is quite a lot of information given to the audience.

The film maker has used colours to create a mood. We do not know what the 'thing' is that buzzes through the scene at the end but it makes us wonder.

What are the important things to describe in the opening section of the story?

*The village, water tower, church, darkness, closed shutters, colour, the creature.*

What are the stars/clothes doing? What mood does the scene create? Can we invent details about things we can't see like the moon or villagers? What is the church steeple sticking up like?

# What is a metaphor?

A metaphor states that one thing is another thing. For example;

The snow is a white blanket covering the ground.

*‘white blanket’ is the metaphor here. The snow is not actually a blanket but the author is describing the snow by saying it’s a blanket.*

My teacher is a dragon.

*The author is describing the teacher’s character by describing her to be like a dragon. I’m certainly not a dragon, but I might act a bit fierce sometime!*

# What is a simile?

A simile compares something to another thing using the words 'like' or 'as'.

Bob tiptoed as quiet as a mouse.

*By using the word 'as', the author has compared how quiet Bob is and compared him to a mouse.*

Sue's cheeks are red like a rose

*The author has compared the colour of Sue's cheeks to the colour of a rose.*

# Create a setting description for Dreamgiver

## Handy Hints

**Verb** = an action  
often ending  
with -ing or -ed

**Simile** = Describing something by  
comparing it to another  
Often uses 'as' or 'like'  
E.g. The stars sparkled like  
diamonds.

**Metaphor** = Making a comparison  
by stating that something IS  
something else.  
E.g. The stars were diamonds.

**Adverb**= Describes a verb.  
It may say when, where  
or how the verb is taking  
place

**Adjective**=  
Describes a noun

## For example:

An eerie full moon in an abandoned town peered across the sky. The ebony, moonlit sky was scattered with lots of bright stars that twinkled every so often. They shone over the roof tops of peoples homes. Nestled in the heart of the town was an ancient stone church which stood proudly over the other buildings. The wind, howling like a wolf, swept through the quiet town. Washing clung to the line for several more hours, a sign that people had fled. In the pitch black neighbourhood only one little light flickered in the darkness from one lonely window...



# Lesson 2

LO: I can create a  
character description with  
expanded noun phrases

Continue to watch the film up to 57 seconds whilst thinking about these questions:

Watch up to 57 seconds – <a href="http://www.literacyshed.com/dreamgiver">www.literacyshed.com/dreamgiver</a>
What type of building is this?
What is an orphanage?
How do you know?
What is the address?
What is the notebook for?
What is in his bag?
What kind of creature is this?
Will he be a friendly or unfriendly creature? What makes you think this?

In your book, divide your page into quarters. Label each quadrant - noun (a thing), adjectives (describes the noun), verbs (a doing word) and adverb (describes the verb).

Re-watch the film and create your own vocabulary bank.

For example:

<u>Nouns</u>	<u>Adjectives</u>
staff	shiny
goggles	illuminated
	spindly
	stout
	mysterious
<u>Verbs</u>	<u>Adverbs</u>
fluttering	delicately
glowing	silently
creeping	cautiously
emerging	stealthily

# Write a character description of the Dreamgiver

Think about what the Dreamgiver looks like.

What kind of personality does he have?

Use expanded noun phrases.

## Expanded Noun Phrases

**determiner adjective, adjective noun**

the long, spindly legs

his round, shiny head

**determiner noun adjectival phrase**

his wings were soft and translucent

the bag which was glowing yellow

**To be used sparingly**

**determiner adjective, adjective, noun adjectival phrase**

his round, brass goggles were dented around the edges

his stout wooden staff had a bag hanging from it.

**Expansion of more than one noun in a sentence**

his battered, dented goggles were on his round, well-worn face

his wings were pale and delicate and his legs long and spindly

## 'The Dream Giver' Character Description

A creature landed upon the window sill. Silently, he looked around, checking he was in the right place. Emerging from his back, his fluttering delicate wings slowly stopped. It was a strange creature. On his head he wore a pair of ancient, brass goggles. In his withered hand, he carried a stout staff and a bag that was glowing yellow.

# Lesson 3

LO: I can create a dream  
sequence

Watch the film up to 2mins 18 seconds.

Watch up to 57 seconds –  
[www.literacyshed.com/dreamgiver](http://www.literacyshed.com/dreamgiver)

Ask what has happened in the narrative up to now.

Discuss the previous days predications.

What is he going to do with the eggs?

Does everyone have happy dreams?

If you could choose your own dreams what would you want the Dream Giver to crack the egg on for you? Why?

How do you think nightmares are created?

What do you think will happen next in the film?

# Describe your own dream, written in the 3<sup>rd</sup> person.

What would you like the Dream Giver to crack his egg on for you?

What would happen if the egg was cracked on these?



# Lesson 4

LO: I can write a narrative  
describing the key events  
in the nightmare

Watch the film up to 3 minutes 38 seconds - the point when the eyes appear in the darkness of the cave.

How has the director/film maker made the atmosphere seem scary or tense?

How we could do that as writers?

The fact that everything is old and dark. There is a skeleton up against one tree and there are many faces of ancient stones watching him, which contribute to a negative atmosphere. The tension builds as it seems beautiful (the butterflies) but suddenly changes.

Tension builds further as huge eyes appear in the darkness and we do not know who it is.

# The key events in the Dreamgiver

## The Bare Bones

1.	The boy kicked the egg off the bed.
2.	The boy was sucked into a nightmare.
3.	The boy looks around and he is in a forest.
4.	He sees some ancient statues that have been partly destroyed.
5.	He notices a skeleton leaning against a tree holding a shield and a dark cave beyond.
6.	The boy pulled the stone head.
7.	Two huge eyes appear in the darkness.

These are the bare bones of the story. It is your job to turn this into an exciting narrative. Flesh it out with details and sentence structures which draw in your reader.

# Lesson 5

LO: I can describe a  
monster using similes and  
metaphors

Pause the film at 3 min 36 seconds.

What do you think the creature will look like?

Record in your book what you think the creature will look like and what attributes it may have - sharp claws, big eyes, venomous fangs etc.

Watch the film up to 4 mins 4secs.

Is the monster scary?

Did you imagine something scarier?

Could you produce something scarier in your writing?

Create similes to describe the monster



Using your similes create a description of the monster. Remember to use expanded noun phrases too! Here is an example:

Long, white fangs flashed in the creatures dark, cavernous mouth. The stench of its breath filled the air as it roared a long rattling roar. It spread its wings, which billowed behind it like the frayed cloak of an ancient wizard. The creature's eyes burned like hot coals dragged from the fires of the underworld, and as it came closer, its obsidian claws glinted in the dim moonlight and slashed at the air menacingly.

Can you spot the metaphors?

Can you spot the similes?

# Lesson 6

LO: I can write a narrative  
describing the chase scene



Watch the short section of the film between 3 min 20 secs and 4 min 09 secs.

Create your own bare bones (between 4 and 6 points)

## The Bare Bones

1.	
2.	
3.	
4.	
5.	
6.	

# Which is more effective and exciting to read?

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped and listened for a moment. The moon shone brightly through the twisted limbs of the trees and an something scuttled behind her. She listened again, trying hard to see if someone was behind her in the darkness. They, whoever they were, had stopped too, was she imagining this? She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again – footsteps behind her in the darkness of the forest. She hurried and her feet made little impression on the soft, leaf-littered ground. There was rustling to her left so she ran as fast as her little legs would carry her. Something followed her and was getting closer. All of a sudden she tripped over and landed on her face in the mud. The thing was on top of her snarling and growling. Can you guess what it was? It was a huge, grey mean wolf.

# Or...

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped and listened for a moment. The moon shone brightly through the twisted limbs of the trees and an something scuttled behind her. She listened again, trying hard to see if someone was behind her in the darkness. They, whoever they were, had stopped too, was she imagining this? She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again – footsteps behind her in the darkness of the forest. She hurried and her feet made little impression on the soft, leaf-littered ground. There was rustling to her left so she ran as fast as her little legs would carry her. Something followed her and was getting closer. All of a sudden she tripped over and landed on her face in the mud. The thing was on top of her snarling and growling. Can you guess what it was? It was a huge, grey mean wolf.

The second one builds more tension through the use of short sentences.

Use the dream sequence to help you create a short section of narrative about the monster chasing the boy. Include some description from the previous session.

## The Dream Sequence

Describe the forest using two or three detailed sentences.

Use a two word sentence to describe the eyes appearing in the dark cave.

Use three sentences to describe what the Dream Giver is doing and what how he is feeling. Start with the phrase:  
*Back in the orphanage...*

Add two short sentences to describe the boys actions.

Build up the tension as the monster comes closer. Use the phrase  
*closer and closer.*

# Before the next lesson...

Predict what you think will happen next.

How might the boy defeat the monster?

Will he get any help?

# Lesson 7

LO: I can recount the  
events in first person

Watch 'The Dreamgiver' from 4 min 09 secs until the end.

How do you think the boy would have been feeling at the beginning of the clip?

How was he feeling when the monster has been defeated?

How was he feeling at the end of the film?

Scared - relieved - confused.

You are now going to retell this section as if you were the boy. You need to tell the reader what happened and how you were feeling.

Remember, this kind of writing is called 1<sup>st</sup> person.

3rd person is as if you are watching the action unfold (he did, she did...)

# 1<sup>st</sup> or 3<sup>rd</sup> person?

I saw something moving behind the dustbins and I hid beneath the bed sheets until it had gone.

The boy peeked through the curtains searching for the source of the noise. He saw nothing in the darkness.

I closed my eyes tightly. I could hear it trying to open the door as I lay as still as possible.

It moved! I am sure I saw it move- a huge figure wandering down the alleyway between the shadows.

She was in bed the first time she heard it and she sat up wondering what it could be.



# Can you change these from 1<sup>st</sup> person to 3<sup>rd</sup> person?

I opened one eye slowly and looked around.

I could feel my heart beating in my chest as I held my breath.

I knew it was coming for me as it silently crept through the window.

# Can you change these from 3<sup>rd</sup> person to 1<sup>st</sup> person?

She tiptoed from her bed and peeked through the wooden shutters.

He waited. He counted to ten in his head and opened his eyes. Had it gone? He wondered.

He was fast asleep when he heard it come. He had heard it before.

Watch the section from 4 mins 09 secs until the end of the film.

You are going to write the narrative in the past tense as if the boy is writing down what happened to him in his dream.

Remember to start your sentences in a variety of ways and include some short snappy sentences to increase tension.

Can you use a rhetorical question?

# Lesson 8

LO: I can create a  
newspaper report on the  
Dream Giver

Can you identify the story by the headline?

**YOUNG THIEF BREAKS IN AND STEALS PORRIDGE**

**MYSTERIOUS GIRL ATTENDS PALACE BALL**

**WOLF IN WIG IMPERSONATES WOMAN**

**SCARRED WIZARD DEFEATS DEMENTORS**

**HOMELESS HOGS IN HUFF AND PUFF HORROR**

**SEVEN SMALL MEN RESCUE SNOW-SKINNED GIRL**

# Create a headline for 'The Dreamgiver'

Key points to consider

- ▶ Alliteration
- ▶ short sentences
- ▶ Rhyme

# The opening paragraph

Why does a newspaper article have an orientation (opening paragraph)?

It informs the reader of the basic information - the 5 W's!

Who? What? Where? Why? When?

In your books, create an opening paragraph for a newspaper article about 'The Dreamgiver'. Remember to include **ALL 5 W's**.

For example...



At around midnight on the 29th of August, a number of residents from the small town of Wimborne reported seeing a strange object in the sky above the town. The witnesses described a yellow glow zooming towards the orphanage.



Think about what you would have seen if the creature was zooming across the sky.

Describe this but vaguely. Not too much detail!

In your books complete a table similar to this:

<b>Your name:</b>
<b>What did you see?</b>
<b>Witnesses Name:</b>
<b>What did they see?</b>

If you want to be super creative, make up a character - it doesn't have to be you!

record what you saw. Once you have completed this, think about what someone else could have seen. It might be slightly different to what you saw. Record that too.

Remember, we are only telling the story of the Dreamgiver entering the orphanage. No one else knows what happened inside.

In order to flesh out the story, you could include information about this also happening in other towns or quotes from the police/experts. You could also offer several 'theories' as to what is happening.

# Write your newspaper report

- ▶ There is a newspaper template on Purple Mash - I have set it as a to-do. If you do not have access to Purple Mash, that's fine! Create your own newspaper report in your exercise book 😊

# Edit your work...

## Check

- ▶ Punctuation
- ▶ Spelling
- ▶ Up level vocabulary - use a thesaurus (online)
- ▶ Check for your 5 W's
- ▶ Make sure you have speech