

Dangle

Week 5 and 6

https://www.youtube.com/watch?v=_uG3VHR8aVI&t=4s

Lesson 1

LO: I can discuss and respond to a film stimulus

Predicting...

https://www.youtube.com/watch?v=_uG3VHR8aVI

- ▶ Watch the following film clip up until 1 minute 45 seconds.
- ▶ What are your initial thoughts?
- ▶ What do you think might happen?

Tell an adult what you think.

- ▶ Where do you think the film is set?
- ▶ What can we understand about the landscape?
- ▶ Who is the man and why is he there?
- ▶ Do you think he has a job/mission?
- ▶ Is he alone?
- ▶ How do you think the man felt at the beginning of the film and why?
- ▶ How do you think his feelings changed after he found the rope?
- ▶ What do you think the rope is? How did you feel when the man began playing with the rope?
- ▶ Do you think he should continue playing/pulling the rope?
- ▶ What do you think happened at the end?

After discussing these questions, you need to record your ideas in your exercise book.

Responding to Dangle

Where do you think the film is set?

Who is the robot and why is he there?

How do you think the man felt at the beginning of the story and why?

How did the man's feelings change after he found the rope?

Do you think the man should continue playing/pulling the rope and why?

What do you think happened at the end?



Lesson 2

LO: I can understand and discuss a dilemma

Starter

Discuss with an adult what you think dilemma means

If you are unsure, look in a dictionary to find the definition (meaning).

In what other stories do characters face a dilemma?

Dilemma

You are going to explore the dilemma that the character is faced with.

Should he pull the rope or not?

What is your reasoning for this? Think carefully about this.

Think of a reason for pulling it and a reason against pulling it. Tell an adult your thoughts.

Record 3 reasons for each argument in your exercise book.

Hold a debate with someone about your ideas.

Lesson 3

LO: I can identify and understand the features of a persuasive letter.

In class we have written a couple of our own persuasive letters. Can you remember the features? Find as many as you can in this letter and tell an adult.

Dear Mr. Jones,

I am writing to you because I would like to see harsher penalties imposed on dog owners who allow their pets to foul the pavements and not clear up the mess. I see new piles of dog waste every day when I walk to school. I feel very strongly that this is not acceptable and I would like you to do something about it.

Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.

Who the letter is to

Opening sentence explaining why you are writing and hooks the reader in.

Each paragraph has a point and an explanation.

Introduction

Concluding paragraph summarizing your main point.

Rhetorical question

We know who the letter is to so its finished with sincerely and then the name of the person who wrote it.

Dear Mr. Jones,

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Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.

Task...

to create your own checklist for when writing a persuasive letter.

[illegible]

Lesson 4

LO: I can write a persuasive letter

Replay the clip up until 1:45. Remind yourself of the dilemma the man is facing.
Look back at your reasons for and against pulling the rope.

What should he do?

Should he pull the rope?

Should he not pull the rope?

Have a discussion with an adult.

The background of the slide features abstract, overlapping geometric shapes in various shades of pink and purple, creating a modern, layered effect on the right side.

Task...

You are now to write a persuasive letter arguing your point.

Use your feature checklist from yesterday to make sure you include everything you need to.

Here is my example...

Dear Mr Man,

I am writing to you because I strongly believe that pulling or playing around with that rope is a dreadful idea.

Firstly, if you pull the rope it might cause an enormous explosion. Do you really want to hurt lots of people?

Another point is that you don't know where the rope has come from. It might have been sent by aliens who want to destroy the planet!

Finally, I strongly believe that if you pull the rope something horrible might happen to you.

In conclusion, I think that if you pull the rope you will live to regret it.

From
An advisor

P.S DON'T!

Lesson 5

LO: I can edit my writing

I think my work needs editing. Talk to an adult about how you can make this better.

Dear mr man,

I am writing you cos I thinc that pullin that rope is dead silly.

If you pull the rope you don't no wot mite happen so don't do it

If you pull the rope then terribull things mite happen.

So I thinc that if you pull the rope you shoudnt pull the rope.

From

Me!

Capitals for Mr
and Man

Dear mr man,

I am writing you cos I thinc that pullin that rope
is dead silly.

This is not written in a
formal style. There are
spelling mistakes also
(think, pulling).

If you pull the rope you don't no wot mite
happen so don't do it

What terrible
things might
happen?
Explain.
Spelling
mistake
(terrible,
might)

If you pull the rope then terribull things mite
happen.

spelling
mistakes (what,
might), full
stop missing.

So I thinc that if you pull the rope you shoudnt
pull the rope.

Summarise what you have
previously said.
Spelling mistake (think,
shouldn't)

From

Me!

Who's me?

Edit your work.

- ▶ Check spellings
- ▶ Up level vocabulary
- ▶ Punctuation!
- ▶ Make sure the sentence structure makes sense.

Lesson 6

LO: I can retell a story using drama to understand a character's thoughts and feelings.

Play the film 'Dangle' all the way through.

Discuss the film with an adult.

What do you think will happen next?

Has your opinion changed since you first watched it? If so, why?

Make a list in your book of the emotions the main character is feeling at different points in the story.

- ▶ When the man walking alone through the desolate environment and discovering the rope.
- ▶ the man beginning to play with the rope and finally deciding to pull it and finding out what it does.
- ▶ the man pulling the rope several times and finally the rope snapping in front of him.

- ▶ Today's lesson involves a bit of acting. I know you all love doing this in class, so you can show your family how great you are at it 😊
- ▶ You will be exploring the characters thoughts and feelings through drama. During each scene you need to make it clear how the character is feeling.
- ▶ You will act out:
 - ❖ The beginning scene - the man walking alone through the desolate environment and discovering the rope.
 - ❖ The middle scene - the man beginning to play with the rope and finally deciding to pull it and finding out what it does.
 - ❖ The ending - the man pulling the rope several times and finally the rope snapping in front of him.

Ask a grown up to film you so that you are able to see your performance after and then you can use this to help you with tomorrows work.

Lesson 7

LO: I can write about a character's experience using different sentence structures.

Starter

Write 2 sentences for each sentence type about Tangle. In total you should have 8 sentences.

- ▶ Statement
- ▶ Command
- ▶ Question
- ▶ Exclamation

Remember to use the correct punctuation for each sentence type.

- ▶ Today, you will be recording character thoughts and feelings using a variety of sentences structures.
- ▶ Focus on the specific events in the story that you focused on in your performance.
- ▶ You need to write a different sentence for each scenario. It must either be a question, command, statement or exclamation.
- ▶ Think about the opening scene (the man walking up the hill) and recap on thoughts/feelings with a grown up. Look at the recording of your performance from yesterday.
- ▶ Can you think of a question he might be asking himself? Will I ever find what I'm looking for? - question How cold it is today! - exclamation I will reach the top of the hill - statement
- ▶ Repeat with scenes such as: finding the rope, pulling the rope and the light going out, breaking the rope, the ending - the world staying dark.
- ▶ Write different types of sentences in your book.

What types of sentences are these?

How exciting this is!	
What am I going to do now?	
How cold it is!	
It is a beautiful view.	
Leave the rope alone.	
Should I pull the rope?	
It is dark.	
This is amazing.	



Lesson 8

LO: I can write a diamante poem

Look at these diamante poems

Monsters
Creepy, sinister
Hiding, lurking, stalking
Vampires, werewolves, mummies, and zombies
Chasing, pouncing, eating
Hungry, scary
Creatures

Day
Bright, sunny
Laughing, playing, doing
Up in the east, down in the west
Talking, resting, sleeping
Quiet, dark
Night

Blossom
Rectangular Ship
Pink, pretty
Blooming, growing, blowing
Stem, pedal, small, smelly
Falling, braking, opening
Silky, soft
flower

Discuss with an
adult what you can
see.

- ▶ Replay the film and discuss the ending with the children.
- ▶ What happened in the end?
- ▶ Do you think the light will ever be switched back on -if so, how?
- ▶ What will happen now?
- ▶ Is the man to blame?
- ▶ Do you think people will find out it was him?
- ▶ When they find out, what will they say?
- ▶ How will they feel?
- ▶ What will life on earth be like now?

How to set out a diamante poem

- ▶ Line 1: The beginning subject,
- ▶ Line 2: Two adjectives about the beginning subject,
- ▶ Line 3: Three verbs or words ending in ing about the beginning subject.
- ▶ Line 4: A few words about the beginning subject and a few words about the final subject
- ▶ Line 5: Three verbs ending in about the final subject;
- ▶ Line 6: Two adjectives about the final subject,
- ▶ Line 7: final subject.

To help you plan your own diamante poem , fill in the table. The first one has been done for you for an example. Follow the instructions on the slide above on how to set out a diamante poem. Once you have filled in the table, try creating your own diamante poem.

Noun	Adjective	Verb
Rope	Long, red	Dangles, falling, hanging

Here is an example of a diamante poem.

Dangle Diamante

Day

Light, bright

Walking, climbing, exploring

Finds rope dangling, pulls rope dangling

Breathing, worrying, panicking

Dark, black

Night

Lesson 9

LO: I can perform my poem

I would like you to practice reading your poem aloud and ask someone to record you. I would also love to see these! If possible, email them to office@benwick.cambs.sch.uk and they will be forwarded on to me 😊

To perform your poem well, make sure you are clear in what you are going to say (maybe learn it off by heart), make sure your voice is clear and loud so all can hear. Lastly, put emphasis into what you are saying.