

Literacy - Week 3

Character descriptions

Overview

This PowerPoint details the children's literacy lessons for this week. Each week they will focus on a genre, using a video or book 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.

Way Back Home



Day 1

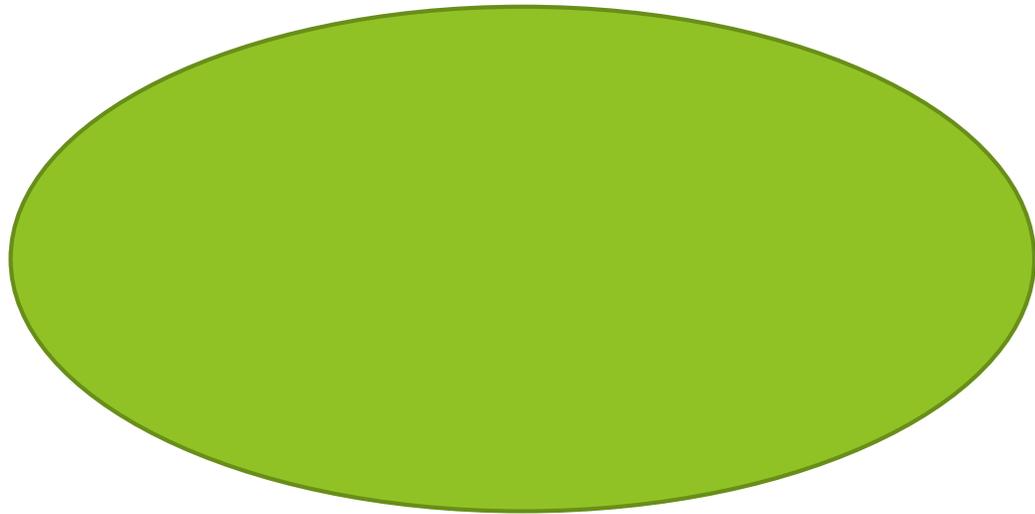
LO. To gather a wide range of adjectives.

Children will start to learn and use a range of adjectives to describe.

- ▶ Watch the video in parts pausing as you watch to ask questions about the video.
- ▶ Allow time to talk about their thoughts and feelings about the film and ask any questions they may have.
- ▶ <https://www.literacyshed.com/thewaybackhome.html>
- ▶ <https://vimeo.com/11725599>

Explain that they will be working towards writing a short description of the boy's alien friend.

Ask: Can you remember which special words we use to describe nouns?



- ▶ Explain that they will be using adjectives to describe different things about the alien today e.g. his eyes, his antennae, his personality.
- ▶ Pause the film at 1:06 (alien). Use this scene as a visual prompt for gathering vocabulary.



- ▶ Complete the adjective gathering worksheet supporting to start and moving onto them working independently,

Use a range of powerful adjectives to describe your character's features.

<p>Eyes</p> 	
<p>Mouth</p> 	
<p>Arms and legs</p> 	
<p>Hair/head</p> 	
<p>Body</p> 	

Adjective Word Bank

blue, large, bright,
big, wide, beautiful, open, clear,
soft, watchful, eager,
sparkling, lovely, curious, brilliant,
intelligent, expressive, gentle

big, broad, sweet, warm, bright,
friendly, pleasant, wide, gentle, happy,
charming, shy, beautiful, radiant, soft,
brilliant, cheerful, lovely,
wonderful, cheerful, glad, happy

thin, outstretched, welcoming, round,
tall, stout, bald, shiny,

Plenary -

Talk about the image and gather a range of adjectives to create a word bank.



Day 2

LO. To write expanded noun phrases.

Children will select adjectives to create expanded noun phrases and use verbs to extend simple sentences.

- ▶ Watch the clip again.
- ▶ Ask if they can remember what a describing word is.
- ▶ Look at the words displayed, explain that although these words are all adjectives, some adjectives are more powerful or effective than others. Introduce the word 'synonym' and explain that they are different words that mean the same thing.

Look at the **adjectives** below

big

large

great

huge

enormous

gigantic

colossal

vast

All these **adjectives** mean the same thing!
They are **synonyms** of the word 'big'.
However, some **adjectives** are more *powerful*
than others...

Space is **big**.

Space is **vast**.

Which sentence describes space the best?
Remember to choose the most *powerful*
adjectives in your writing!

Explain to the children that they need to find their synonym family- match the cards to the words that means the same.

happy	joyful
glad	merry
cheerful	upbeat
elated	joyous
thrilled	delighted

small	tiny
mini	minute
petite	miniscule
miniature	slight
baby	wee

big	large
great	huge
enormous	massive
vast	colossal
sizable	hefty

- ▶ Explain that today you will be using the adjectives they collected yesterday to write sentences. They will be creating expanded noun phrases to describe their character's appearance.
- ▶ Discuss creating expanded noun phrases - what does this mean? How are they created? I.e. Expanded noun phrases contain a noun and adjectives which describe it.
- ▶ Model for the alien - The alien has big, bright eyes. He has a cheerful smile. He has an outstretched, welcoming wave. He has some tall, blue antennae on his head. He has a round body.

An expanded noun phrase is a sentence that contains a noun and a word (adjective) to describe the noun.

Noun adjective adjective noun
 ↓ ↓ ↓ ↓
The alien has **big**, **bright** **eyes**.

Pronoun adjective adjective noun
 ↓ ↓ ↓ ↓
He has a **cheerful**, **warm** **smile**.

Now try and write some of your own, remember to include pronouns to avoid repetition!











- ▶ Arrange the words to create expanded noun phrases.
- ▶ Move onto creating expanded noun phrases using a range of adjectives
- ▶ As an extra challenge select a powerful adjective to create expanded noun phrases. Include verbs to extend their simple sentences

✂

The	big	a
welcoming	alien	a
warm	bright	He
has	wave.	cheerful
friendly	round	The
alien	body.	eyes.
stout	smile.	has
He	tall	blue
antennae.	shiny	arms.

Plenary

- Look at the expanded noun phrases that have been created. Take down the post-it notes from the display yesterday (adjectives only) and replace them the expanded noun phrases created in today's lesson

Day 3

LO. To use my senses to describe.

Children will describe 2 things using a range of senses. They can use sentences starters to record ideas.

- ▶ Replay the film 'The Way Back Home' and recap the work already done this week. Remind the children that they are working towards writing a short description.
- ▶ Ask the children if they know what the 5 senses are. Can you name one of our 5 senses?
- ▶ Allow them time to discuss their thoughts and then gather feedback.
- ▶ Establish what the 5 senses are and write them in your book for the reference.

- ▶ Explain to them that, today, they will be using the senses to describe more elements of the alien.
- ▶ They have already worked hard and written all the things they can see - using the expanded noun phrases from yesterday!
- ▶ Today, we will be concentrating on using our imaginations to think about what we can hear, smell and how he makes us feel.
- ▶ Explain that although taste is one of our senses, we can't use it to describe an alien! Taste is used to describe things like food and drink.

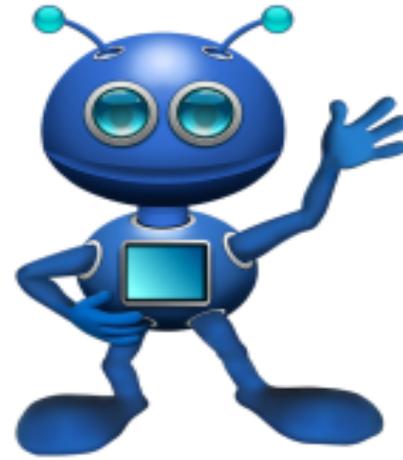
- Send the children away to think about what they might be able to hear, smell and feel in regards to both the planet and the alien.
- Children might just discuss these headings and use the sentence starters - others might begin to write down ideas next to the senses titles.
- You might want to model some ideas before allowing children to work independently depending on confidence. E.g. He has a strange, squeaky voice. He smells of cheese! I feel like we are friends.

Describe his voice!

What does he smell like?

How does he make you feel?

- You may benefit from using the ideas bank on the page.



strange, weird, peculiar, odd, unusual, freaky, eerie, funny, squeaky, screechy, high-pitched



smelly, cheesy, funky, foul, stinky, stinking, putrid, odorous, mouldy, sweaty, musty, slimy, grimy, icky, greasy

He has.....

His voice is...

The sound of his voice is...

He smells like....



happy, welcomed, safe, secure, supported

The aroma of...

He makes me feel....

Plenary

Together, discuss and gather children's ideas. Write their ideas down on post it notes (correcting any spellings/grammar) and add them to the expanded noun phrases display. Children can use this display at the end of the week to write their descriptions.

Day 4

LO. To join clauses using 'and'.

Children will build sentences using the 2 clauses joined by 'and'. Children group ideas together to give their writing flow. Children should work with an adult to develop sentences into a paragraph.

- Replay the film 'The Way Back Home' if necessary.
- Hide the display you have been working on - containing the expanded noun phrases and sentences using the senses to describe the planet and the alien.
- Ask the children to recall one of the simple sentences written on the display and write it on their paper. Children can choose either an expanded noun phrase or a senses sentence

- Ask the children to show their responses and begin to write these down, e.g. The alien has big, bright eyes. The alien has tall, blue antennae. He smells like putrid cheese etc.
- Ask the children what word could they write to show they saw both of these things. Ascertain the answer - using the coordinating conjunction 'and'. Then, ask the children to have a go at writing down two sentences about the alien with the word 'and' in the middle.
- Explain that the word 'and' is being used to show the reader that there is more than one piece of information.
- A description of the alien's body and then a senses sentences about his smell. E.g. He has a round, stout body and smells like old cheese. Explain to the children that these clauses work well together because they are both about his body.
- Explain that they will be building their own sentences using 'and' to join 2 clauses. Encourage children to use the display created during the week and previous sentences built in their books.

Look at the sentences (or clauses) below. Join them together using the coordinating conjunction 'and'.

- Independently, children choose 2 clauses and link them together using 'and'. Ideas may be listed.
- Children attempt to group ideas together to give their writing flow
- Children should work with an adult to develop sentences into a paragraph.

He has a round, stout body

He has a cheerful, warm smile

He has some tall, blue antennae on his head

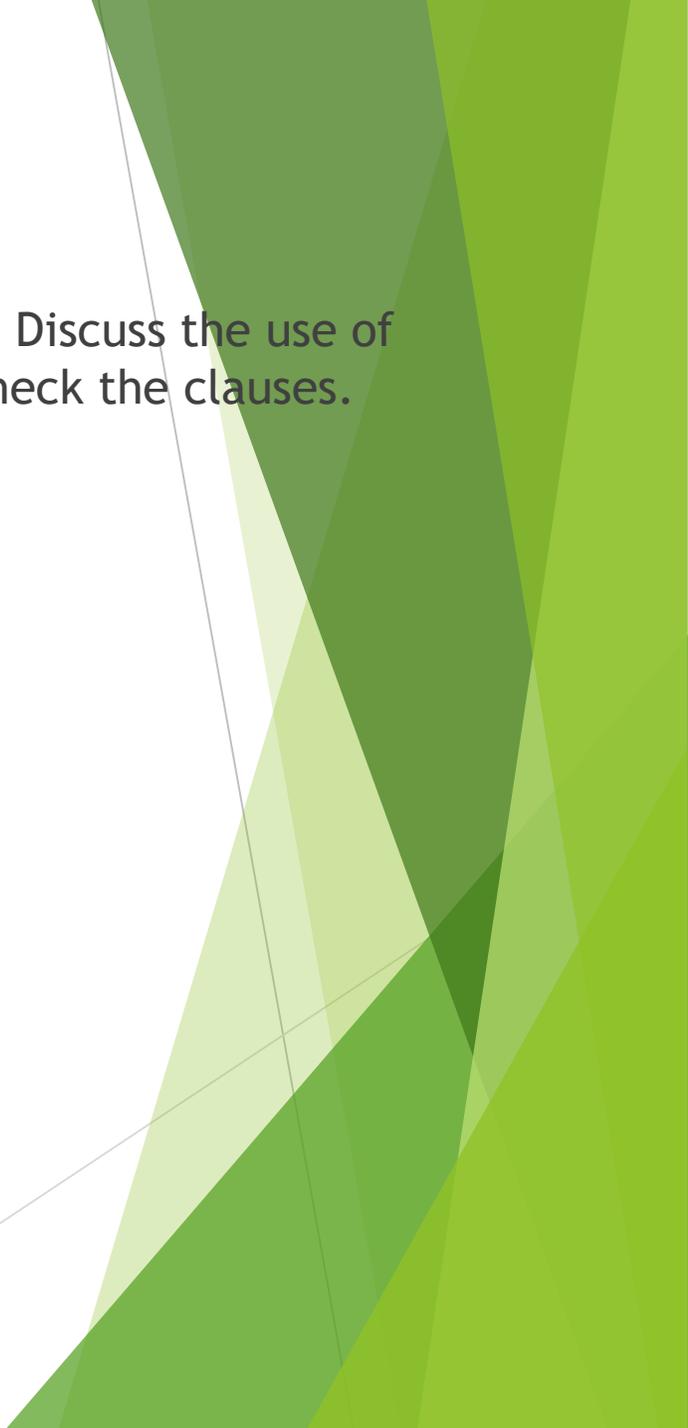
He smells like old cheese

The alien has big, bright eyes

He has a strange, squeaky voice

He has an outstretched, welcoming wave

He makes me feel safe



► Plenary

- Look at the work produced and ask them to point to the different clauses. Discuss the use of 'and' to join clauses that make sense on their own. Use this as a tool to check the clauses.

Day 5

LO. To sequence sentences to create a description.

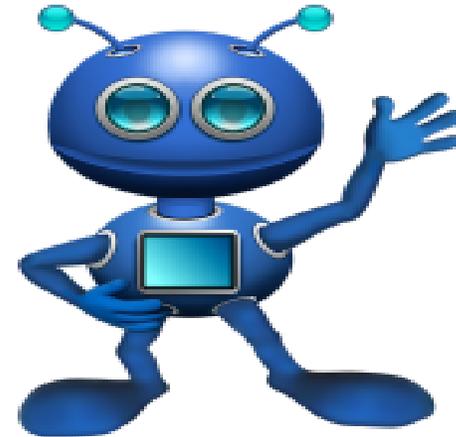
Children will create a character description. Children will include senses sentences and extend sentences using 'and'.

Explain that today they are going to complete a short section of work using all of the skills they have been learning about so far.

- ▶ Look at the resource on the next slide.
- ▶ Read together then ask them to point out any powerful adjectives.
- ▶ Next, ask them to point out any pronouns that have been used to avoid repetition.
- ▶ Have all the features of the alien been described?
- ▶ Finally, can the children identify clauses joined together using the conjunction ‘and’?

Character description

The alien has big, bright eyes. He has a cheerful, warm smile and he has an odd squeaky voice. He has a welcoming wave and he makes me feel safe. The alien has tall, blue antennae on his head. He has a round, stout body and he smells like old cheese!



- ▶ Look at the resource. Explain that this shows the children the different things that we want to make sure are in our work today. They are all of the things we have learnt this week.

Using powerful adjective to describe

welcoming, expressive, cheerful, kindly

Expanded noun phrases

He has a round, stout body.

Using pronouns to avoid repetition.

He smells like old cheese.

Using our senses to describe.

He has a squeaky, high-pitched voice.



Join two clauses using the conjunction 'and'.

*He has a round, stout body **and** he smells like old cheese!*

- ▶ Explain that there are different challenges on the next pages.
- ▶ Watch the film, explain that they will be writing a final character description of the alien from the film clip 'The Way Back Home'.
- ▶ Encourage them to look back on the work completed this week - they have already done all the hard work!

Challenge 2 ★★

Can describe the alien from 'The Way Back Home?'

Can you describe all the features of the alien using powerful adjectives?

Can you include **sentences using the senses?**

Can you include sentences joined using the conjunction 'and'?

Don't forget capital letters and full stops!



Challenge 3



Can describe the alien from 'The Way Back Home?'

Can you describe all the features of the alien using **powerful adjectives**?

Can you include **sentences using the senses**?

Can you include sentences joined using the conjunction 'and'?

Can you make your writing flow by **grouping ideas together**?

Don't forget capital letters and full stops!



- ▶ Read their character descriptions out loud.
- ▶ Does their writing have flow?
- ▶ Which elements of their work do they think are the most successful?
- ▶ Children should check their punctuation - have capital letters and full stops been used throughout their writing?
- ▶ Are the spaces used an appropriate size?