

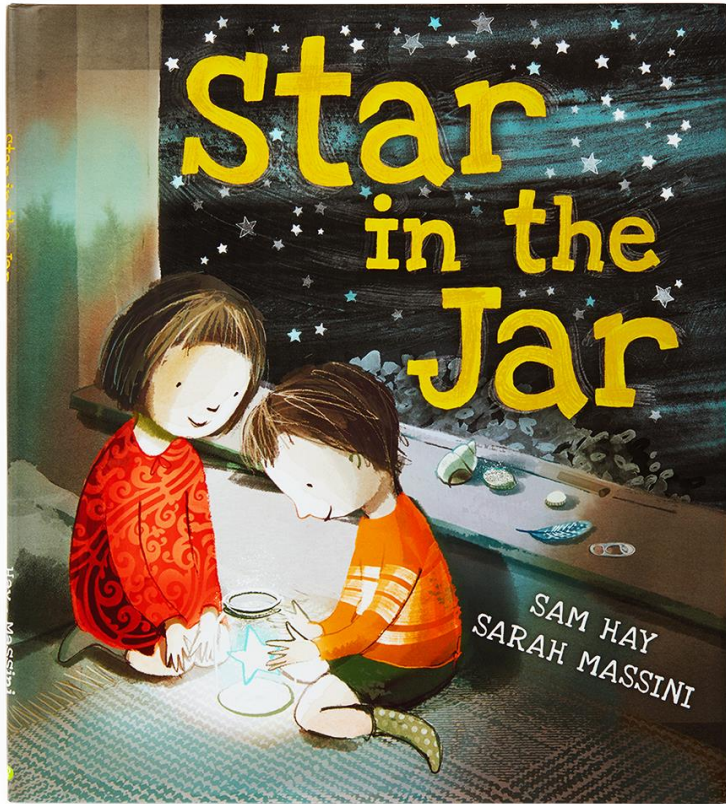
Monday 30<sup>th</sup> November 2020

English - Writing

Narrative: A Star in the Jar

Experience Day 3 - Rewards Posters

W.A.L.T: Design lost/reward posters for Sparkle the star, using key 'feelings' vocabulary.



# Experience Day 3 - Rewards Posters



Dear Miss Soper,

When I came in to check on your classroom last night, I noticed that the new member of your class Sparkle was not in its normal position.

I know the children have become attached to Sparkle and I was worried about how they might feel.

I know how sad it is to lose something that is important. I lost my marbles when I was younger and I'm not sure I'm over it. I hope you can find Sparkle soon.

Kind regards,

Nigel and Hazel

What words can you think of to describe how you might be feeling about the missing star?

## Key 'feelings' vocabulary

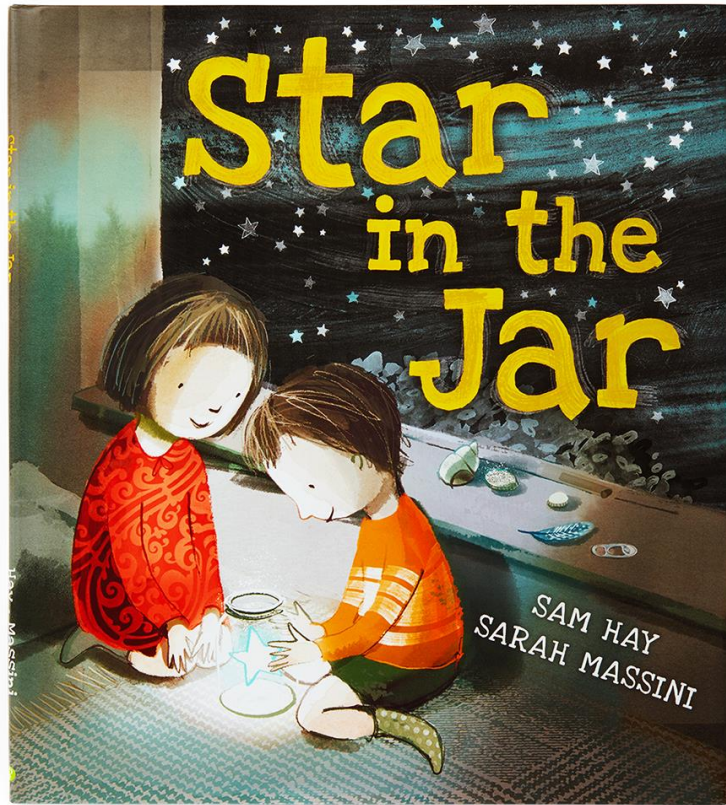
- devastated
- distraught
- inconsolable

# Task:

Design a missing or reward posters to be displayed around the school.

Make sure you're including key 'feelings' vocabulary.

Wednesday 2<sup>nd</sup> November 2020



English - Writing

Narrative: A Star in the Jar

Sentence Stacking Lesson 7 - Giving the Star Back.

W.A.L.T: write effective sentences for our story, using adverbs, feelings and similes.

# Learning Chunk 1: Adverbs

Miss Soper to role play as Tom, sending the star back to the sky.

Generate adverbs that show **HOW** Miss Soper is doing this -

- gently
- carefully
- kindly
- softly
- tenderly
- fondly,
- affectionately
- respectfully

## Model sentence:

Tom lifted his new best friend gently back to the sky.

## Task:

Write the sentence making sure you include an adverb to show how Tom lifted the star.

Lets share our sentence's.



## Learning Chunk 2: Feelings

Working in pairs, one child to act out Tom holding the empty jar; the second child to be narrator (then swap).

As the narrator you need to describes Tom's feelings -

- devastated
- destroyed
- desolate,
- heartbroken.

Discuss the word 'utterly' - here are some similar words for emphasis:

- absolutely
- totally
- completely
- entirely
- overwhelmingly

**Model sentence:**

He felt utterly heartbroken.

**Task:**

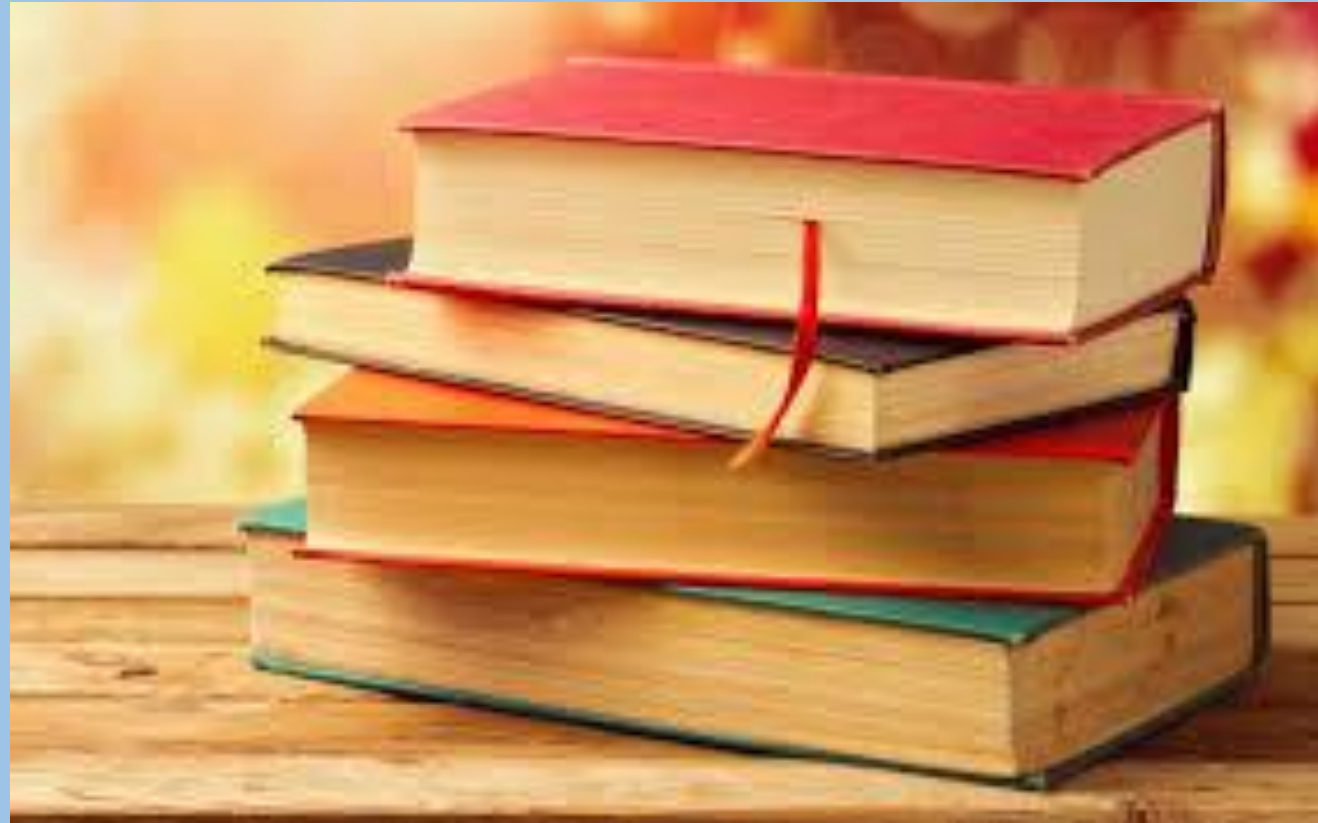
Describe Tom's feelings, using one of the emphasis words.

# Learning Chunk 3: Similes



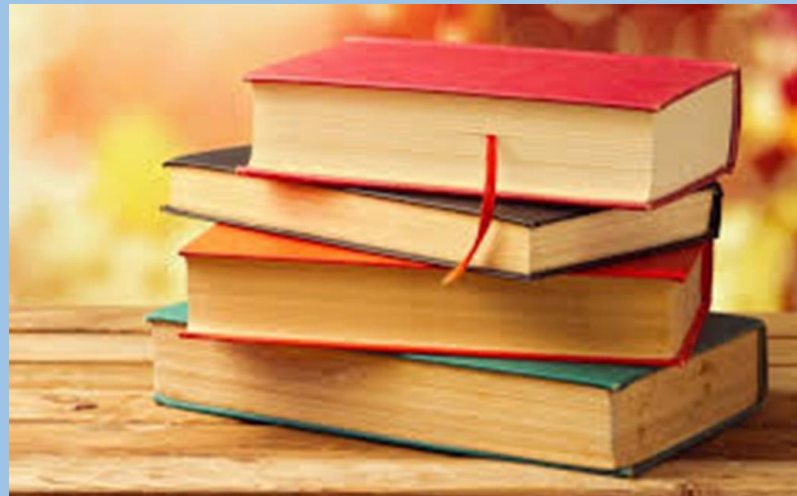








What could each of these loose?





## Model: Prefixes

He felt as devastated as a tree that had lost all its leaves.

## Task:

Build a simile that conveys Tom's sense of loss.

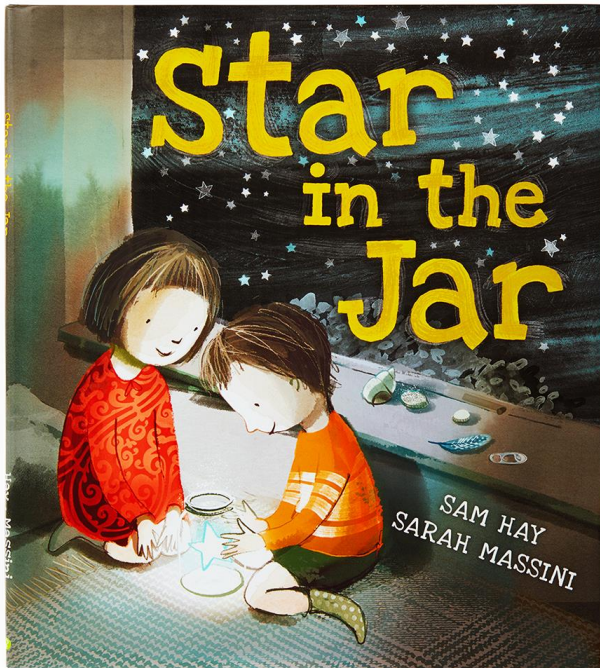
Thursday 3<sup>rd</sup> December 2020

English - Writing

Narrative: A Star in the Jar

Experience Day - Act of Kindness

W.A.L.T: Explore acts of kindness and different ways of being kind.



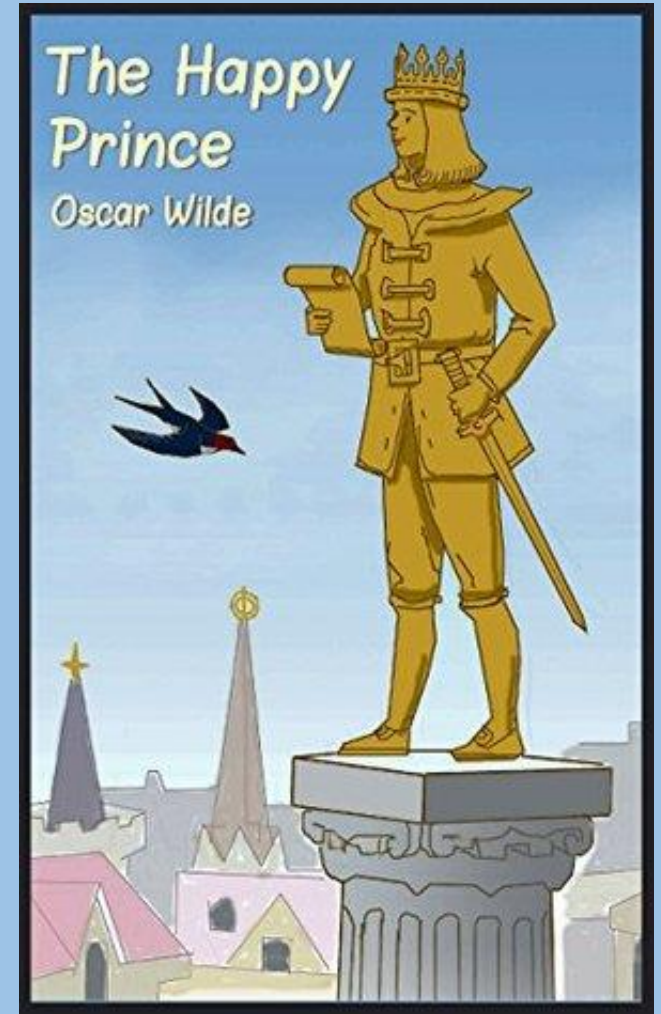
Watch the animation of 'The Happy Prince' by Oscar Wilde.

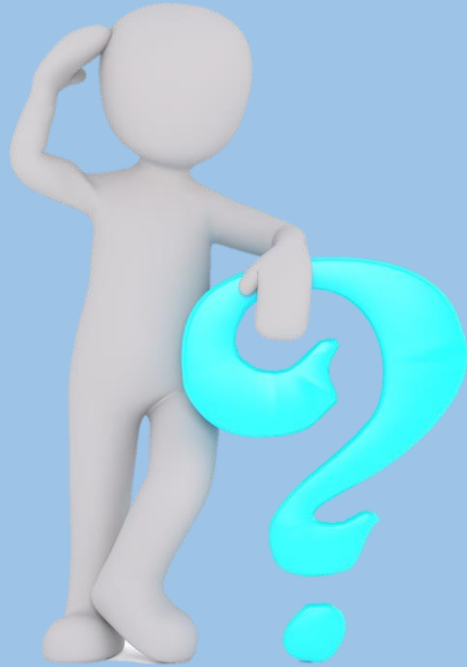
Think about the acts of kindness in detail.

<https://www.youtube.com/watch?v=IP7ESTU4Pxs&safe=active>

Consider the difference between big and small actions.

Think about how we can consider people's feelings.





Consider the difference between big and small actions.

Think about how we can consider people's feelings.

# Kindness

Miss Soper is going to give you each another child's name, you need to write an anonymous kind note to them.

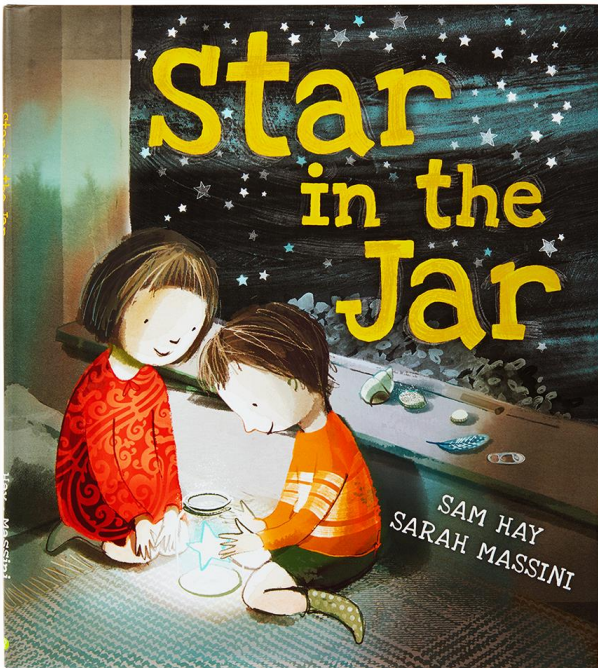
Friday 4<sup>th</sup> December 2020

English - Writing

Narrative: A Star in the Jar

Sentence Stacking Lesson 8 - Message from the Stars

W.A.L.T: write effective sentences for our story, using repetition, simile and dialogue.



# Learning Chunk 1: Repetition

Place two labels and on the floor, labelled 'time' and 'place'.

Organise the following phrases into the correct hoops:

- high in the sky
- up in the clouds
- as dusk fell
- amongst the shadows
- up in the heavens
- at the stroke of midnight; as the moon rose.

Gather a bank of 'twinkling' verbs -

- sparkling
- shimmering
- glimmering
- glinting,
- shining
- glowing
- gleaming
- blazing
- dazzling.



## Model Sentence:

Just then, high in the sky...Just then, high in the sky,  
twinkling brightly. Just then, high in the sky twinkling  
brightly were some wonderful words.

## Task:

Follow the modelled structure above, adding a little more  
each  
time.

## Learning Chunk 2: Simile

List as many mark-making objects as possible such as:

- pen
- pencil
- paintbrush
- felt tip
- crayon
- pastel
- chalk

Collect synonyms for 'writing' - painting, sketching, etching, drawing, doodling.

Explore vocabulary that emphasises the message was uniquely for Tom - e.g. individual, personal, special, exclusive, memorable, unique.

Model sentence:

His special star moved like a night-time pen, drawing an individual message to him.

**Task:**

Have a go at building a simile, comparing the star's movement to a mark-making object.

# Learning Chunk 3: Dialogue

Create their own special message from the star.

Provide a bank of helpful vocabulary – e.g. forever, relationship, guide, watch, follow, reach, believe.



**Model sentence:**

It read, 'You will always be my friend.'

**Task:**

Include a kind message for Tom.