

English overview

Monday = Using dialogue to characterise.

Tuesday = Using action to characterise.

Wednesday = Edit and improve.

Thursday = Character's thoughts to characterise.

Friday = Big Write

Lesson plan

Monday 23rd November

G.R.

Share dialogue with children and ask them to act it out with their learning partner. How does changing their actions, facial expressions and the way they say the words change their meaning and impact?

Main teaching input:

Children to look at the dialogue between William and Zoe. What information can we obtain from William from what he says? Children to popcorn some vocabulary. Children to analyse Zoe's behaviour whilst talking to William-obtain more vocabulary.

Children to create a conversation between William and Zoe using the dialogue to characterise.

Plenary:

Green for Growth

Monday 23rd November 2020.

L.I. I am learning to show characters' emotions through drama.



Steps to success

- Show characters' emotions using body language
- Show characters' emotions using facial expressions.
- Show characters' emotions through language and voice control.

"How do you know my name?" she asked suspiciously.

He laughed.

"They're all talking about you," he said.

"Who?"

He nodded back through the doorway.

"Everyone. No one can understand why you're not dead."

Zoe started to feel fear coming at her again.

"Dooby seems..."

"Well, yes, Dooby," said William.

There was an uneasy silence for a while.

"Norwich stands trembling on the brink," said William as if it made sense.

"Oh. Right," said Zoe.

"Or is that on the blink? I can never remember."

Questions:

How does the way William speaks inform the reader of his character?

How does Zoe's character change when speaking to William?

	How does speech develop characterisation?
	What are the s2s for using characterisation?
	<ul style="list-style-type: none">• What they say• How they say it - verbs instead of said eg bellowed, whispered, sang, sneered• How they say it - adverbs - angrily, timidly, defiantly, laughingly• Voice description - adjectives eg cold, bitter, warm, gentle, musical, rough, hostile.

Monday 14th October 2019

I am learning to develop characterisation through dialogue.

Steps to Success...



- Think carefully about the dialogue your characters are saying.



- How they say it - verbs instead of said eg bellowed, whispered, sang, sneered



- How they say it - adverbs - angrily, timidly, defiantly, laughingly



- Voice description - adjectives eg cold, bitter, warm, gentle, musical, rough, hostile.

SPaG -use the RULES of dialogue

I am learning to develop characterisation through dialogue

- Think carefully about the dialogue your characters are saying.
- How they say it - verbs instead of said eg bellowed, whispered, sang, sneered
- How they say it - adverbs - angrily, timidly, defiantly, laughingly
- Voice description - adjectives eg cold, bitter, warm, gentle, musical, rough, hostile.

Task - To write a conversation between Zoe and William showing the reader about the characters' nature using specific word choices in dialogue.

SPaG -use the RULES of dialogue

- Think carefully about the dialogue your characters are saying.
- How they say it - verbs instead of said eg bellowed, whispered, sang, sneered

- How they say it - adverbs - angrily, timidly, defiantly, laughingly
- Voice description - adjectives eg cold, bitter, warm, gentle, musical, rough, hostile.

Lesson plan

Tues 24th

G.R.

Reciprocal reading

** Must have read to bottom of p64.

Main teaching input:

Children to use action to depict character. Children to focus on Munchkin and his actions.

Task: to invent altercation between Zoe and Munchkin which demonstrates his secretive nature.

LI: I am learning to apply the skills of reciprocal reading.

Predict what may happen next.

Clarify unknown words or phrases.

Ask questions based on the text.

Summarise four main points in chapter.







Character's actions might not be directly relevant to the major plot points of a novel. Yet this indirect characterization gives us context for other, more pivotal character actions.

How can we successfully characterize through action?

Let's come up with some S2S...

- She watched munchkin carefully close the door behind him.
- As soon as he was sure he'd shut it properly, he blew out his candle.
- He was moving extremely quietly and slowly, and from the care he had taken to ensure the door was invisible again, she knew this was one thing no one else knew about, not even Dooby.

What do Munchkin's actions on p64 tell us about Munchkin as a character?

	<u>Tuesday 24th November, 2020</u>
	<u>I am learning to characterise through action.</u>
	<u>Steps to Success...</u>
	
	
	
	



Task - to show characterisation through actions. You must write a short passage where Zoe confronts Munchkin about his secret place.

Proof reading: Got any **GAPS**?

Grammar and punctuation

Accuracy

Presentation

Spelling

IN PENCIL!



This activity requires a later version of SMART Notebook software.

Make sure you're using Notebook software version 16 or later.

Lesson plan

Wednesday 25th

Main teaching input:

Using a photocopy and visualiser, look at an example of a pupil's work. How does this meet the LI and what could be done to improve it? Use AfL to lead conversation.

Children to continue make improvements against s2s-use check list.

Children to then rewrite.

Plenary:

Involvement

Wednesday 25th November, 2020.

I am learning to edit and improve.

Steps to Success...



Read through your work.



Suggest improvements to the actions your characters show.



Improve punctuation to characterise.



Ensure dialogue is punctuation accurately.

Involvement sticker.

Lesson plan

Thursday 26th

Main teaching input:

Children to learn how writers use character's internal thoughts show characterisation.

CT to develop children's understanding of how this is done through examples in the book or suggestions of where this could have been added in.

Children to have a go after it is modelled.

CT to tell children the conversation should be based on a secret meeting between DOoby and Zoe about the boat.

Plenary:

Proof read-purple pen.

Thursday 26th November

L.I. I am learning to understand a text.

Steps to success!

- use the text to look for clues about characters
- explain reasons for my ideas
- give evidence from the text to back up your ideas

"Look, Zoe. I'm not taking it from you. Like I said, I want your help. And I want that boat to get us, you and me, out of here."

"What?" asked Zoe. She was brought up short again. She wondered why she hadn't realized. It was obvious what he was after.

"I wouldn't tell that lot," he said, nodding through the door of the side chapel where they were sitting, "but this place is finished. I keep telling them we'll be all right, but time's nearly i[for this place."

Zoe's thoughts are shared with the reader but Dooby's aren't. How can we add these in to add characterisation to Dooby?

Showing readers your characters' thoughts gives useful insights into their personalities, desires and goals. You might, for example, contradict what a character says with their private, narrated thoughts, to show a deceitful or a two-faced personality.

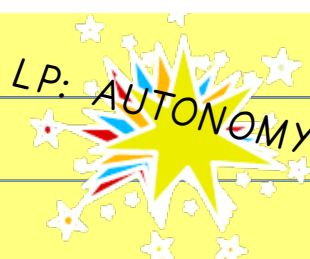
TASK

Today you will write a conversation between Dooby and Zoe. You will let the reader have an insight into Dooby's internal thoughts to show characterisation.

Thursday 26th November, 2020

I am learning to characterise.

Steps to Success...



Between dialogue reflect the characters thoughts and feelings which are internal.



Remember, this would be a different style to the direct speech as what he is thinking, isn't what he wants Zoe to know.



Use expanded noun phrase and interesting adverb choices.

	CT to model

BIG WRITE 27th Nov

G.R.

...

Input: apply characterisation to Big Write lesson.

Have you ever wondered what would happen if Rock, Paper and Scissors met each other?

Broken: Rock Paper Scissors, the thesis film from Ringling students Gang Maria Yi, Garrett O'Neal and Bryan Locantore is a visual representation of the classic children's game: When Rock happens to meet the magical Paper, it's love at first sight. But when the wrath of Scissors threatens the well-being of Paper, Rock must stop at nothing to save what he loves most, no matter the cost.

Basically, children create characterisation techniques for Rock, paper and scissors and write a dialogue and narrative.



Friday 27th November, 2020

LI: I am learning to apply the skills of characterisation.

S2S:



Use direct characterization-reveal character's appearance and state character.



Use indirect characterisation-use dialogue and character movement.

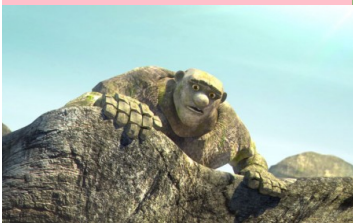


Reveal the characters thoughts to show characterisation.

Rock

Paper

Scissors



<https://www.literacyshed.com/a-shed-full-of-animations.html>

How would we characterise these characters?

How will you show that?

Quick shared writing...

