

Unit Overview: Dreadful Menace

Year 5/6

Lesson 1

To be able to discuss and evaluate how authors use language

Children produce an initial response to the poem

Lesson 2

To select appropriate vocabulary and devices (personification) to enhance meaning

Children produce a piece of personified prose

Lesson 3

To be able to understand symbolism as a method of figurative language

Children write an internal monologue featuring symbolism

Lesson 4

To be able to use metaphors and similes as a method of figurative language

Children create a simile/metaphor poem

Lesson 5

To be able to understand hyperbole and exaggeration as a method of figurative language

Children to create an extreme weather warning

Lesson 6

To read aloud and to perform, showing understanding through intonation, tone and volume

Children to perform Lady Winter poem

Lesson 7

To be able to select devices to create an effective narrative descriptive opening

Children create an opening for an adventure story

Lesson 8

To create a poem using writing as a model for their own.

Children produce first drafts of their Dreadful Menace poems

Lesson 9

To assess the effectiveness of their own writing

To propose changes to enhance effects and clarify meaning

Children redraft using editing skills

Lesson 10

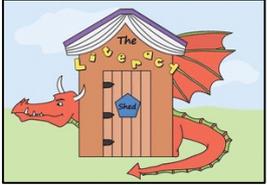
To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Children perform their final poem

Literacy Shed clip and link:

<http://www.literacyshed.com/the-sports-shed.html>

Clip: Dreadful Menace

<p>Year: 5/6</p> <p>Resources: Resources 2a, 2b, 2c</p>	<p>Lesson objective:</p> <p>To select appropriate vocabulary and devices (personification) to enhance meaning</p> 		
<p>Literacy Shed clip and link: http://www.literacyshed.com/the-sports-shed.html</p> <p>Clip: Dreadful Menace</p>	<p>Lesson Two</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Show the clip from The Literacy Shed again. This time ask the children to look at the different ways in which winter/nature is either shown or told. Create group ideas sheets to show this, ensure the children give detail e.g. snow drifts blow across the mountain ridge, wind howls, clouds like churning waters at the base of the mountain. Encourage the children to think about the devices they used yesterday. Children to share some of their sentences. Ask the children to get out of their seats, put music on and allow the children to move around to 'collect and share' ideas their friends.</p>		
<p>Lesson Input</p>	<p>Write the word 'personify' on the board and ask for what it means and examples. Show resource 2a. Look at the list of things to personify- together have a go at a few of the personification sentences. Place emphasis onto shades of meaning and power of verbs and adjective choices. Give the children 10 minutes to complete as many as they can before looking together at resource 2b. This is an example of a piece of prose based upon the poem that they looked at yesterday. Every line <u>should not</u> be personified. Together discuss the structure- how does the author ensure cohesion and flow between sentences?</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to complete their own piece of prose based upon the Dreadful Menace clip. This should be a setting description only.</p> <p>Give out word banks to help (resource 2c)</p>	<p>Expect</p> <p>Children to complete their own piece of prose based upon the Dreadful Menace clip. This should be a setting description only.</p>	<p>Extend</p> <p>Children to complete their own piece of prose based upon the Dreadful Menace clip. This should be a setting description only.</p> <p>Children should be aiming for extended phrases and manipulation of grammatical structures.</p>
<p>Plenary</p>	<p>Ask the children to read their work aloud to themselves in a 'mumble voice'. The children need to look for three places where they can improve the power of their vocabulary choice. Give out thesauruses and ask the children to modify three of their language choices.</p>		
<p>Further Teaching Points</p>	<p>Can the children write a second paragraph to personify summer as a comparison? Could the children turn their piece of prose into an opening setting for a story?</p>		

What to personify	Personification
Snow on the mountain	
Wind in the trees	
Gentle flurries of snow	
Darkening sky	
Gathering mist	
Moon	
Trees falling	
Icicles hanging from rock	
Blizzards on the ridge	
Avalanches	

DM Resource 2a

The Dreadful Menace

Towering over the freezing landscape, the giant darkened monolith cast its gaze onto the land below with vengeful wrath. No longer green and welcoming, the barren valley was white and bleak; no man had set foot there for weeks, let alone days. In every crack and every crevice, winter's icy grip had taken hold and creatures large and small clung to life through the meagre existence they were allowed. Wind wailed like a banshee screeching between the rocks. The exposed ridges fell foul to the full onslaught of the weather and here the constantly raging blizzards delivered blow, after chaotic blow to the rock and stone. Time felt irrelevant and unnecessary in the endless nearly-night. Darkness was prevailing. In the caves and passageways through the mountains, icicles gnashed with vicious teeth like broken glass, and rumbles above signalled the imminent onslaught of avalanches which tumbled and plunged down the mountainside. The armies of wind, hail, snow and rain trudged forwards in the frosty tumult and all felt lost and abandoned.

DM Resource 2b

The Dreadful Menace- Wordbank

Darkness	Fear	Loud	Cold	Touch	White	Mountain
Night	Terror	Thunderous	Frosty	Stroke	Pale	Crags
Dusk	Dread	Deafening	Icy	Gripped	Iced	Peak
Gloom	Anxious	Piercing	Bitter	Clawed	Pallid	Mount
Dimness	Distress	Shrill	Wintry	Grasped	Silvered	Highland
Obscurity	Horror	Booming	Raw	Clutched	Frosted	Precipice
Nightfall	Alarmed	Roaring	Stinging	Seized	Lacy	Ridge

DM Resource 2c