

Unit Overview: The Ridge

Year 5/6

Lesson 1

I am learning to use appropriate language and vocabulary to describe a setting.

Children write a setting description.

Lesson 2

I am learning to develop predictions through narrative writing.

Children produce a written narrative.

Lesson 3

I am learning to explore the music and emotions in a piece of film

Children produce an emotions graph or a piece of writing about how music reflects the mood and actions occurring in the film.

Lesson 4

I am learning to use language to express emotion. (Show not tell)

Children identify and write the link between emotions, feelings and physicality.

Lesson 5

I am learning to create atmosphere within my writing.

Children produce sentences or paragraphs and a Wordle.

Lesson 6

I am learning to identify and use symbolism as a method of figurative language.

Children complete chart and expand notes into paragraphs.

Lesson 7

I am learning to use figurative language to enhance my writing.

Children write a poem.

Lesson 8

I am learning to use language to build tension and suspense.

Children write a recount of events in either a storyboard form or full paragraphs .

Lesson 9

I am learning to plan and write a story independently.

Children produce a written narrative.

Lesson 10

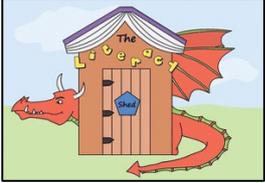
I am learning to check, edit and re-draft my writing.

Children produce work for a display.

Literacy Shed clip and link:

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

Clip: The Ridge

<p>Year: 5/6 Resources: Emotion emojis, images of people displaying the emotions, 4a, 4b</p>	<p>Lesson objective: I am learning to use language to express emotion. (Show not tell) Lesson Four.</p> 		
<p>Literacy Shed clip and link: http://www.literacyshed.com/the-sports-shed.html Clip: The Ridge</p>			
<p>Hook into Session/ Opening Activities</p>	<p><i>(Children who struggle with identifying/ showing emotion may need support during this lesson.)</i> Show the children a range of emotion emojis which they are likely to be familiar with. What does each one mean? Then give each table these emojis printed out alongside images of people displaying the emotions. Set a timer and ask children to match the emojis to the person. How did they know? Can they describe facial expressions? E.g. is one eyebrow raised, a slight upward curve to the mouth?</p>		
<p>Lesson Input</p>	<p>What is meant by “show not tell”? Ask children how they feel when they are angry/ excited/ upset/ surprised. What happens to their appearance and body? Choose an emotion and write it on the board. Around it write all the characteristics that children can think of that would suggest somebody is feeling that way. Repeat this for another emotion. As a class extend the notes for one of these and together write a short paragraph conveying emotion through “SNT”. Discuss the benefits of using “show not tell” in their writing. How is it improved? What is the effect on the reader? Focus on Danny’s journey to the ridge. What emotions might he be feeling as he approaches the mountain and when he is riding over the narrow, rocky paths? How does what he is thinking impact what/how he is feeling? How could his feelings be shown in writing?</p>		
<p>Independent Activities</p>	<p>Simplify Children are to complete resource 4a with adult support where necessary. As an extension, ask the children to complete 4b by suggesting the emotion for each image.</p>	<p>Expect Children are to choose four emotions and use “show not tell” to explain what happens to them when they experience these. If they are struggling, then give them story scenarios as a framework to start (for example- you are going on a rollercoaster/ you are trapped in an old building/ you are the winner of an award.) As an extension, complete 4b.</p>	<p>Extend Children are to use “show not tell” to write about how Danny might be feeling while he is riding his mountain bike on the island. This should be written in third person. As an extension, ask the children to search for examples of emotion shown in books.</p>
<p>Plenary</p>	<p>You shout an emotion and children are to pull a facial expression/ body language that conveys this. After each time ask them to describe how they are feeling using an extended sentence. Write down any particularly good responses.</p>		
<p>Further Teaching Points</p>	<p>Can children use figurative language alongside SNT to express emotion and intensify the effect on the reader?</p>		

How are these people feeling?

- 1) The fluorescent light in the corridor flickered as I sat waiting on the bench outside the office. I twiddled my fingers and began to pick at the skin around my nails, occasionally biting it off. My eyes were focussed on the floor and my head hung low.
- 2) Striding longer and further than anyone had witnessed before, she raced to the end before collapsing in a heap. She lay staring at the sky, catching her breath, as a smile widened across her face from ear to ear. Tears pricked in the corners of her eyes and her hands shook from the adrenaline.
- 3) The man's eyes widened and darted about as though frantically looking for help as the boy approached. He was rooted to the spot, unable to move. His throat was dry when he attempted to shout out and you could almost hear his thumping heartbeat drumming through his shirt.
- 4) She skipped down the stairs humming loudly in the hope that it would wake everybody else up too. Upon reaching the bottom step, she skidded round the bannister and into the living room, where the presents lay before her, surrounding the fireplace. A little squeak escaped her lips, and she clapped her hands together.
- 5) I could feel the vein in my head throbbing and tears pricking as my face reddened. My fists were clenched, and if I had gritted my teeth any harder they would have fallen out. Exhaling loudly, I fixed my gaze ahead and did not blink.

TR Resource 4a

How are these people feeling?

