



<p>Session 8:</p> <p>Draw inferences (characters feelings, thoughts and motives); justify with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>→</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use passive verbs</p> <p>Link ideas across paragraphs using cohesive devices (nouns and pronouns)</p>	<p>Read the next two pages up to 'Stars at morning, better take warning...'</p> <p>Examine how the author has used dialogue to move action forward – '<i>I brought Lydia home and I warned her parents</i>' – tells the reader what Papa has done and what has happened to Lydia. '<i>These kids could sleep through an air raid</i>' – suggests that the policeman believes Papa's trick that Mrs Keller is their daughter.</p> <p>Look at the passive verb used at the bottom of the page – '<i>They were being watched over by French police</i>'.</p> <p>Passive voice is used in this story to show that the people with yellow stars (Jews) were powerless and had all these actions done to them.</p> <p>Turn the page and examine the picture of the people lined up in the road. Consider what was being done to them by the authorities (French police under German occupation). This is a good opportunity for pupils to use a variety of noun/pronouns and synonyms to avoid repetition.</p> <p></p> <p>Pupils label the picture using passive voice. e.g. <i>The people were rounded up by the French police.</i> <i>Yellow stars were sewn on their sleeves.</i> <i>Jewish people were lined up in the road.</i> <i>They were being watched over by the police.</i> <i>Lydia's family were taken from their home.</i></p> <p>Greater depth: Write as a newspaper report about the event</p>
<p>Session 9:</p> <p>Participate in role play</p> <p>Identify and discuss themes and conventions</p> <p>Draw inferences (characters feelings, thoughts and motives); justify with evidence</p> <p>→</p> <p>Use passive</p>	<p>Compare the double page picture in 'Star of fear, star of hope' to the double page picture in 'Erika's story'. Look for common themes across the two texts (people being lined up/herded, well dressed people, suitcases or bundles of belongings, stars on coats, police/guards watching on).</p> <p>Create freeze frames of the scene using the whole class – consider body language, facial expressions and thought track to find out how the characters are feeling. (Thought tracking is where you tap a character in a freeze frame on the shoulder and they describe what thoughts are going through their head at that time.) Record thoughts on speech bubbles and display on whiteboard.</p> <p>Label the pictures using precise expanded noun phrases – explain that sometimes 'less is more' – that a determiner and a noun can be very powerful e.g. one pram left.</p> <p>Write noun phrases which reflect the mood of the scene e.g. <i>hundreds of heads looking at the ground</i> <i>barbed wire all around the station platform</i> <i>dark and dismal cattle trucks</i></p>

<p>verbs</p> <p>Link ideas across paragraphs using cohesive devices (nouns and pronouns)</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p><i>the girl with the yellow star</i></p> <p> Pupils plan and write Lydia's diary imagining she was in the line of people and has arrived at her destination.</p> <p>Apply <i>Mastery keys</i>:</p> <ul style="list-style-type: none"> Expanded noun phrases to describe the scene – <i>everybody's tear-stained faces looked down to the ground</i> Passive voice to give the feeling that this was being done to Lydia – <i>I was lined up by the French policeman – the same one who saved my cat last year</i> Cohesive devices across paragraphs – <i>adverbials, repetition and conjunctions would work well in this piece</i> <p>Sections for a diary:</p> <table border="1" data-bbox="272 719 1382 1025"> <thead> <tr> <th data-bbox="272 719 639 913">Dear Diary Where I am now Present tense</th> <th data-bbox="639 719 1007 913">Retelling of the day's events Past tense Description, feelings and viewpoint</th> <th data-bbox="1007 719 1382 913">Hopes for tomorrow Future tense – modal verbs</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 913 639 1025"></td> <td data-bbox="639 913 1007 1025"></td> <td data-bbox="1007 913 1382 1025"></td> </tr> </tbody> </table>	Dear Diary Where I am now Present tense	Retelling of the day's events Past tense Description, feelings and viewpoint	Hopes for tomorrow Future tense – modal verbs			
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<p>Session 10:</p> <p>Articulate and justify answers</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Use passive verbs</p> <p>Link ideas across paragraphs using cohesive devices (nouns and pronouns)</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Read the next two pages of text up to 'On the back of the doll, I wrote Lydia'. <i>How does Helen feel when she can't find Lydia and when she opened the package that Lydia had made her?</i></p> <p>Share the following words on cards in groups or pairs: anxiety, pity, guilt, devastation, loneliness, melancholy. Discuss which words apply to how Helen feels at this moment. Order them according to importance/relevance in a pyramid. Justify choices with reasons.</p> <p>Look back at the text. Focus on how the author has used fronted adverbials to create the picture of the scene and for cohesion across the paragraphs (unfortunately, even, on my bed, inside, for the head, on the back of the doll). Can the pupils come up with further adverbials for time, place and cause which fit the scene e.g. <i>anxiously, days passed, in her bedroom</i>.</p> <p>Section a thank you letter to Helen and discuss planning together as a whole class: <i>e.g.</i></p> <table border="1" data-bbox="272 1630 1382 1861"> <thead> <tr> <th data-bbox="272 1630 639 1742">Dear Lydia Thank you</th> <th data-bbox="639 1630 1007 1742">Sorry for shouting at you Regrets</th> <th data-bbox="1007 1630 1382 1742">Hope you are safe I miss you I wish you were here</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 1742 639 1861"></td> <td data-bbox="639 1742 1007 1861"></td> <td data-bbox="1007 1742 1382 1861"></td> </tr> </tbody> </table> <p> Pupils write a thank you letter to Lydia in role as Helen. Think about all the things you would like to say to Lydia. Apply <i>Mastery keys</i>.</p>	Dear Lydia Thank you	Sorry for shouting at you Regrets	Hope you are safe I miss you I wish you were here			
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