

Monday, 23rd November 2020

The Mechanical Toys – Part 1

Learning Objective:

- I can discuss the features used by the author to create suspense.
- I can contribute to a class task of improving a text through the use of subordinating conjunctions.

Reread the text explored so far
up to ‘...the curtains opened.’

See <https://www.credenhill.hereford.sch.uk/leon-and-the-place-between/>

BANG!

THREE JUGGLERS

tumbled onto the stage to the pounding beat of a drum. Skittles flew, fast and furious,

BACK AND FORTH, UP AND OVER.

Tambourines rattled, loud and louder; skittles spun, high and higher; the

jugglers twisted, fast and faster, **THEN BANG** THE SKITTLES WENT UP...

...but they didn't come down!

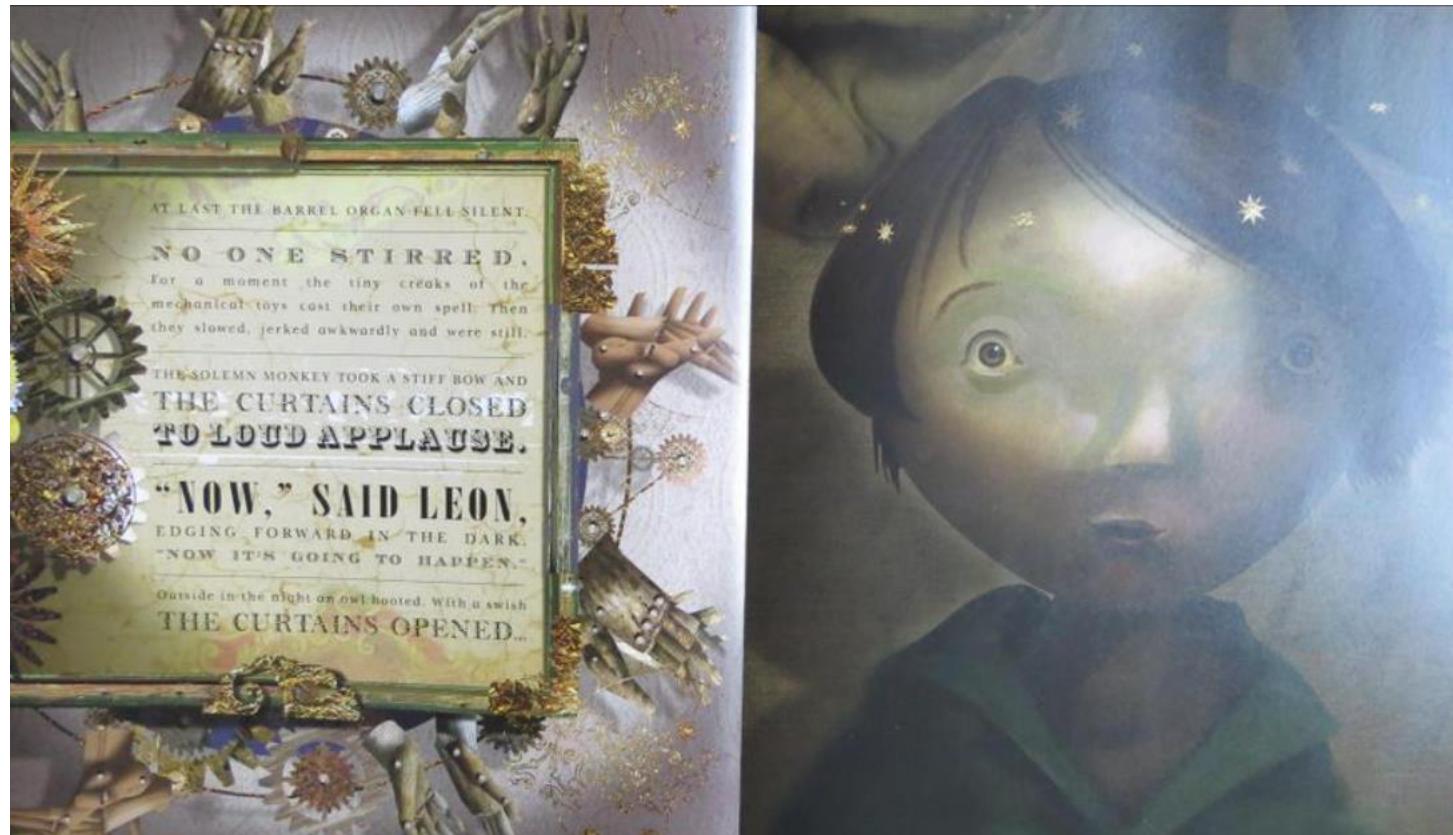
EVERYBODY CHEERED AND CLAPPED.

The jugglers bowed and bounced away.

ONCE MORE THERE WAS ONLY DARKNESS.

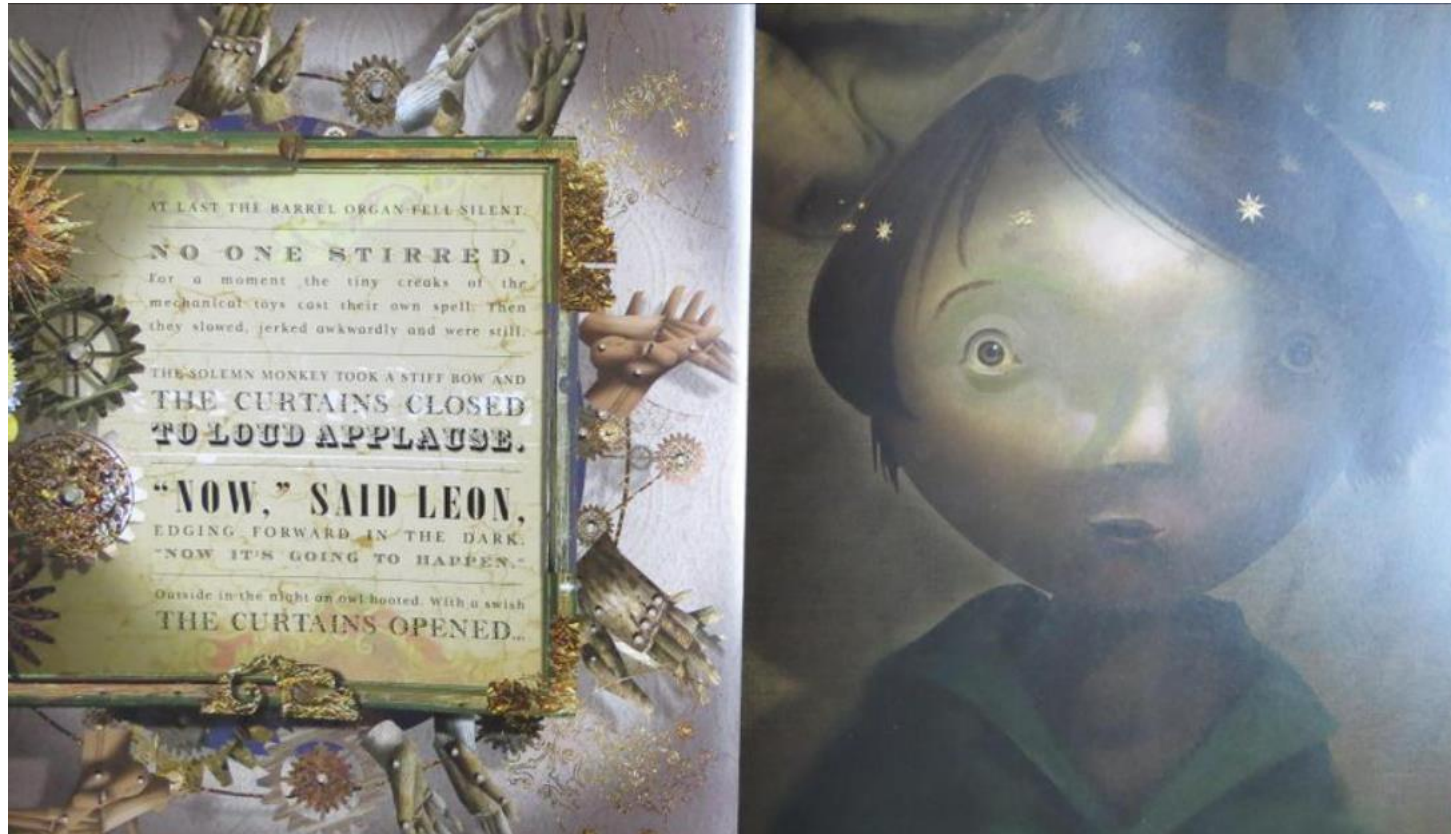
- What effect is the writing trying to create?
- What does the ellipses after 'The skittles went up...' do to the pace of how we read the text?
- What is the effect of 'BANG' on the reader after the quiet of the previous page?
- How does 'loud and louder, high and higher'... add to the sense of movement?
- What are the strengths of the verbs in this extract?

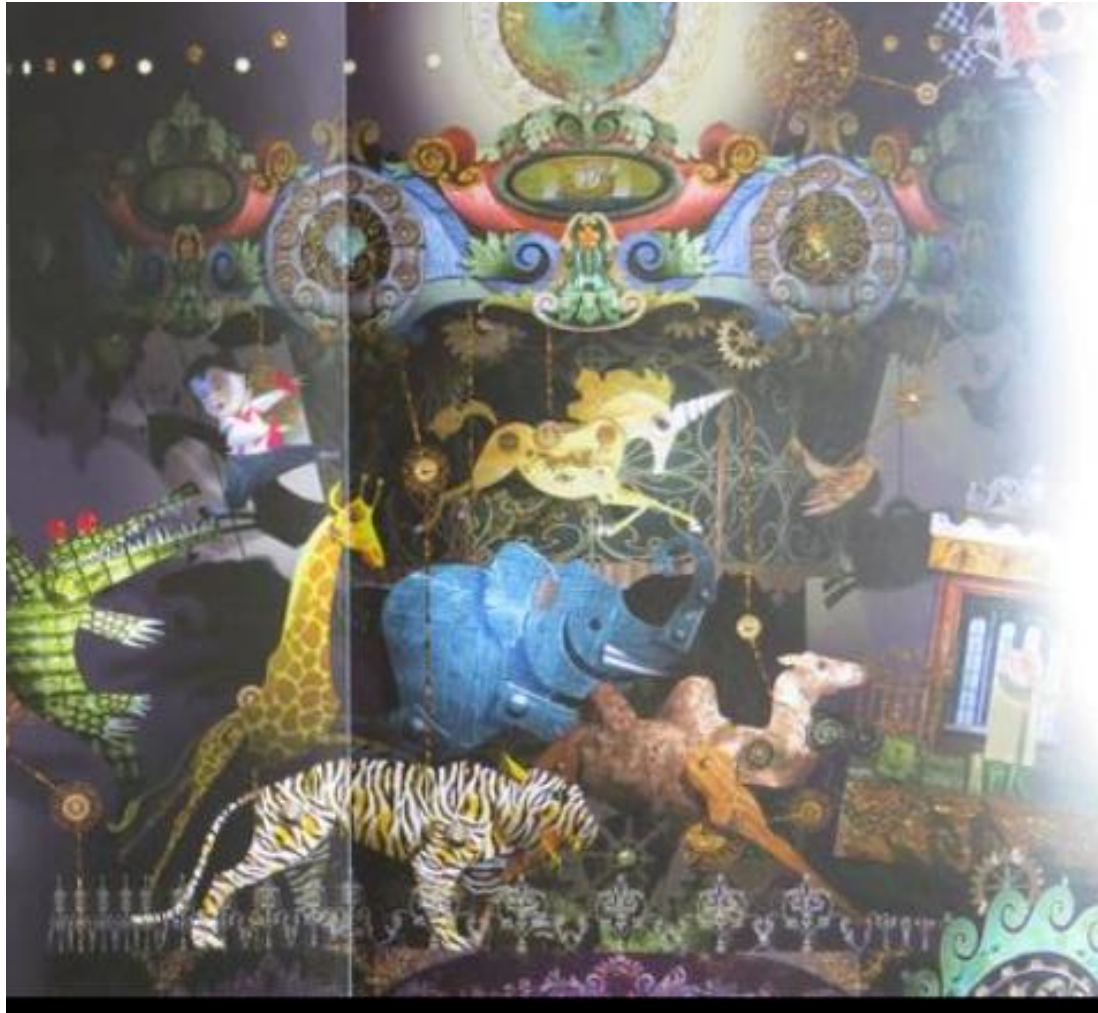
With a partner, mark around the text the different ways in which the author has created suspense.



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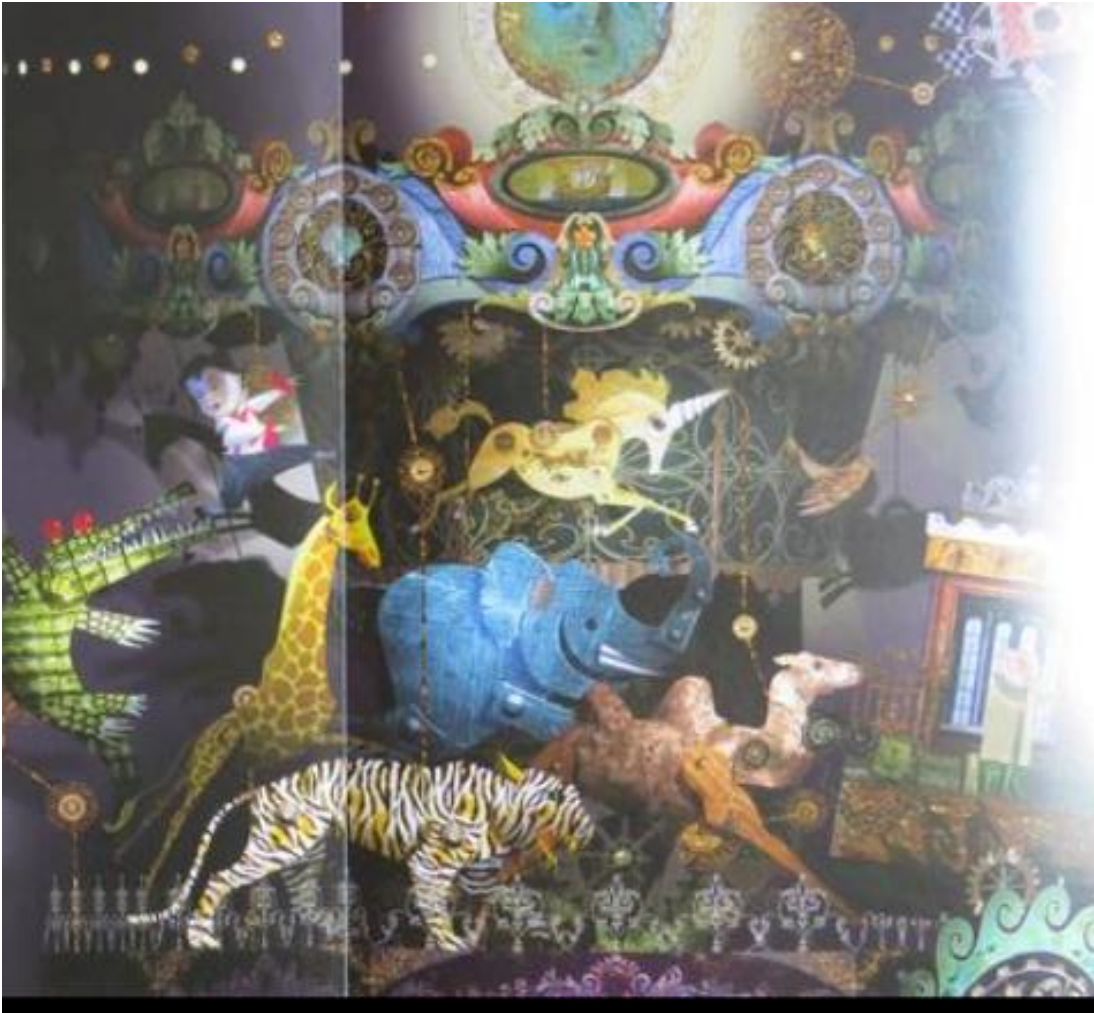
short sentences; silence, stillness and darkness create a sense of anticipation; Leon leaning forward + his words = anticipation, ellipsis to make the reader wait.





This is a description of the barrel organ monkey scene that uses all the sense and verbs to describe clear action of the mechanical toys.

The magic had begun. The mechanical toys had started to move and wiggle to the sounds from the magical pipes. The red eyed crocodile snapped and hissed to the beats of the pipes. The little boy glided through the air with glee.



Think of appropriate verbs for the actions of the toys.

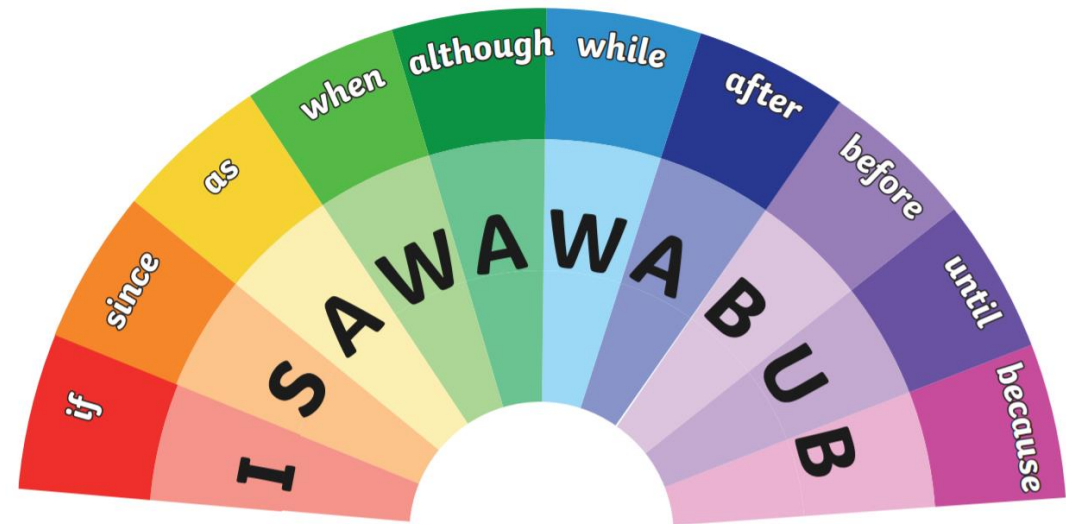
With your partner, use a thesaurus to improve the verbs you have come up with.

Write your ideas on a post-it note.

The magic had begun. The mechanical toys had started to move and wiggle to the sounds from the magical pipes. The red eyed crocodile snapped and hissed to the beats of the pipes. The little boy glided through the air with glee.

Task:

As a class, improve this description with the use of subordinating conjunctions before a subordinate clause to join ideas together.



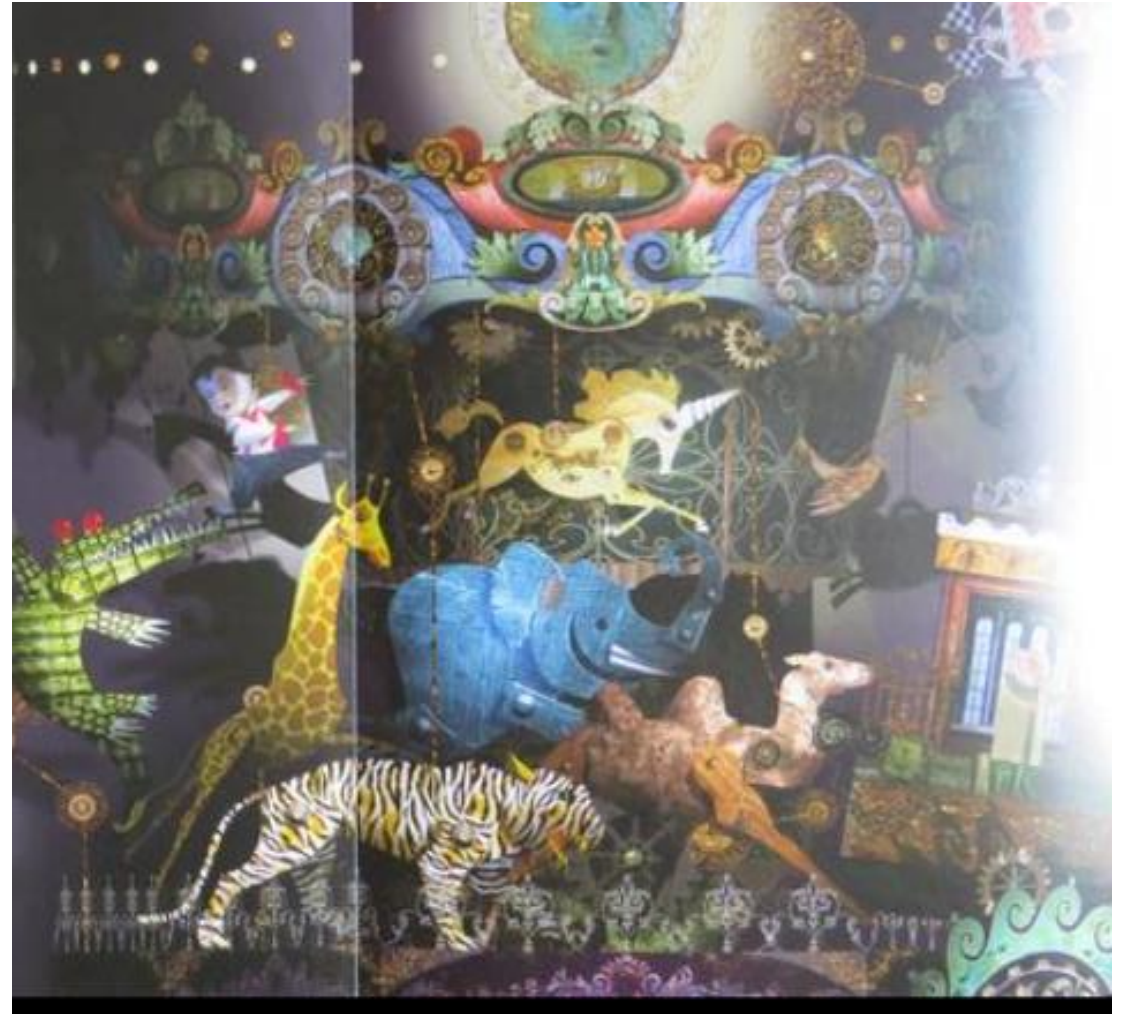
Tuesday, 24 November 2020

The Mechanical Toys – Part 2

Learning Objective:

- I can write a description of the mechanical toys scene focusing on vocabulary choices and use of subordinating conjunctions to link ideas.

Quietly, write your description of the mechanical toy scene. Remember to use your Learning Objective to remind you of the skills you need to be using.



Wednesday, 25th November 2020

Who is Abdul Kazam?

Learning Objective:

- I can choose appropriate adjectives to describe Abdul Kazam.
- I can begin to compare Abdul Kazam to other wizards/magicians.

What do you think is behind the curtains this time? What is going to happen?

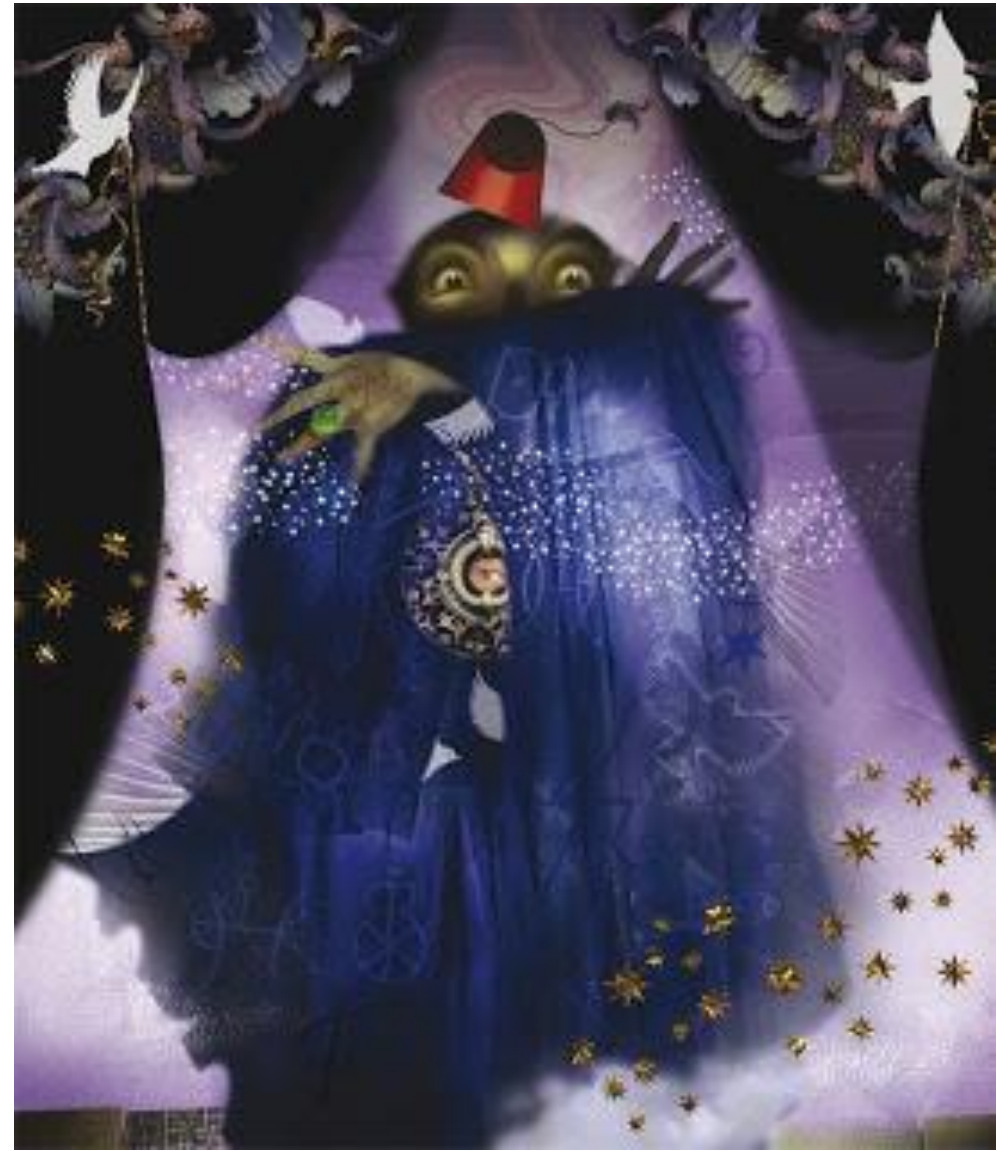
Continue reading the next two pages from '*Pouff!*' to '*...became fluttering doves.*'

See <https://www.credenhill.hereford.sch.uk/leon-and-the-place-between/>

Who is Abdul Kazam?

What adjectives could we use to describe him? (Write them around his image)

Do you know of any other characters like Abdul Kazam?



Watch the beginning of trailer for *Oz the Great and Powerful*; stop after 15 secs - *'I don't want to be a good man. I want to be a great one.'*

<https://www.youtube.com/watch?v=yyywumlnhdw>

What sort of man is he? What does he do?

Put ideas on a large sheet of paper.
Discuss what they think he does –
magician/ wizard – and make
comparisons with Abdul Kazam and
other magicians or wizards they know of
from real-life or fiction.

Thursday, 26th November 2020

Oz the Great and Powerful – Diary Entry

Learning Objective: I can write a diary entry from the man's viewpoint using correct Standard English and a variety of suitable verbs for effect on the reader.

Watch the rest of the trailer from yesterday.

<https://www.youtube.com/watch?v=yyywumlhhdw>

In what way do you think the character might change during the film? Why might he have been in the hot air balloon? Where do you think he was planning to go?

Can someone retell the story as outlined in the trailer? Can we place these details on a timeline?

Yesterday, I had an attempt at writing a diary entry for the man the day he was transported to Oz. Can you spot any mistakes?

Dear Diary,

Today has really not turned out as I has planned!

I was all set to head off and explore the world in my hot air balloon when we was hit by a terrible storm. I has only just set off when the trees' branches began to shake around me and the wind began to howl. As I rose higher and higher, the storm intensified and I were looking down at my neighbours' houses being ripped apart below. The cyclone's force whisked me up into the air and I lost sight of Kansas completely.

What mistakes have I made? Have I made any errors in Standard English? Have I used possessive apostrophes correctly?

Write your own diary entry from the man's viewpoint, ensuring correct use of Standard English and use of a variety of suitable verbs for effect on the reader.

Friday, 27th November 2020

Character Description – Abdul Kazam

Learning Objective:

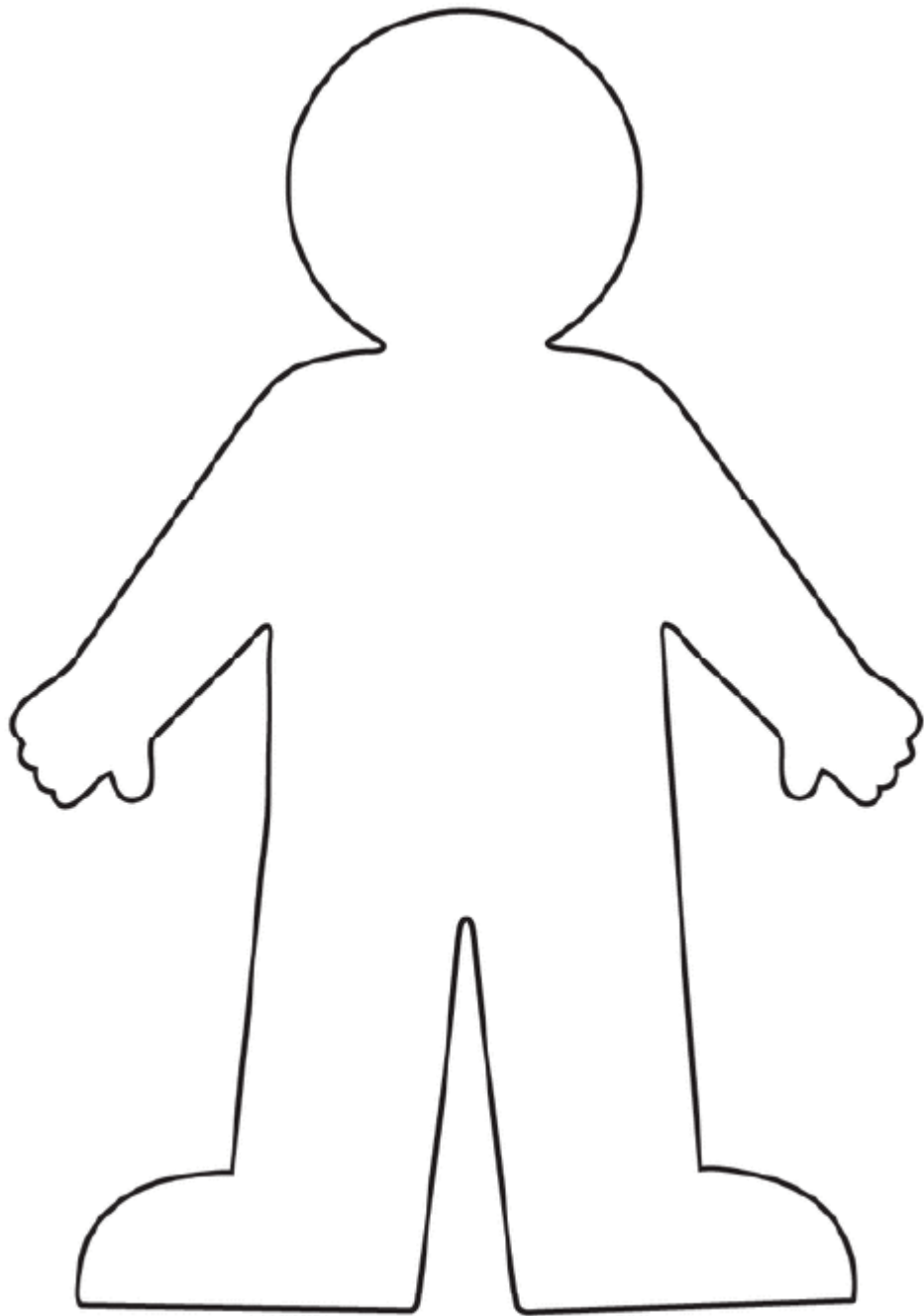
- I can begin to describe Abdul Kazam.
- I can describe who he is inside and outside.

Reread '*Trust nothing...*' up to '*...the door was shut behind him.*'

See <https://www.credenhill.hereford.sch.uk/leon-and-the-place-between/>

How are the different characters feeling at this point? How do you know?

What have they seen so far? As a class, list everything so far performed by Abdul in chronological order. Use the images and the text from the book to support this. Use fronted adverbials to retell events in order.



Create a Role on the Wall for Abdul Kazam.

What have we learned about him? What kind of person is he (inside) and what does he do and look like (outside)?

What does the phrase 'at a whispered word' tell us about AK's power and character? Why do you think we can't see the magician's face fully? What effect could this have?

Make a list in your book of adjectives to describe Abdul Kazam.

| | |
|---------------------------------------|-------------------------------------|
| A argumentative agile anxious | N naughty nervous noisy |
| B brave boastful brutal | O obedient observant open-minded |
| C calculating cheerful cowardly | P patient persevering peaceful |
| D daring dependable determined | Q quarrelsome quick witted quiet |
| E efficient energetic evil | R repulsive rebellious reliable |
| F faithful fierce frail | S scrawny sad sluggish |
| G gawky generous graceful | T truthful tolerant tongue-tied |
| H honest headstrong helpful | U unpredictable understanding |
| I imaginative indecisive irritable | V vindictive vain vicious |
| J jolly jumpy joyful | W witty wealthy wheezing |
| K kind knowledgeable know-all | X |
| L loner level-headed lively | Y youthful yummy yappy |
| M mysterious miserable mad | Z zippy zany zestful |