

Monday, 30th November 2020

Character Description – Continued

Learning Objective:

- I can use previously collected information to create a character description of Abdul Kazam.

Learning Objective:

- I can write a character description of Abdul Kazam from Little Mo's viewpoint.

5 adjectives to describe Abdul Kazam are:

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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

On Friday, we discussed as a class who Abdul Kazam could be. We are now going to turn these ideas into sentences to describe him.

These are examples of 'show not tell' sentences. These sentences do not explicitly tell the reader that the character is friendly or intriguing. Instead, they suggest that he is. For example:

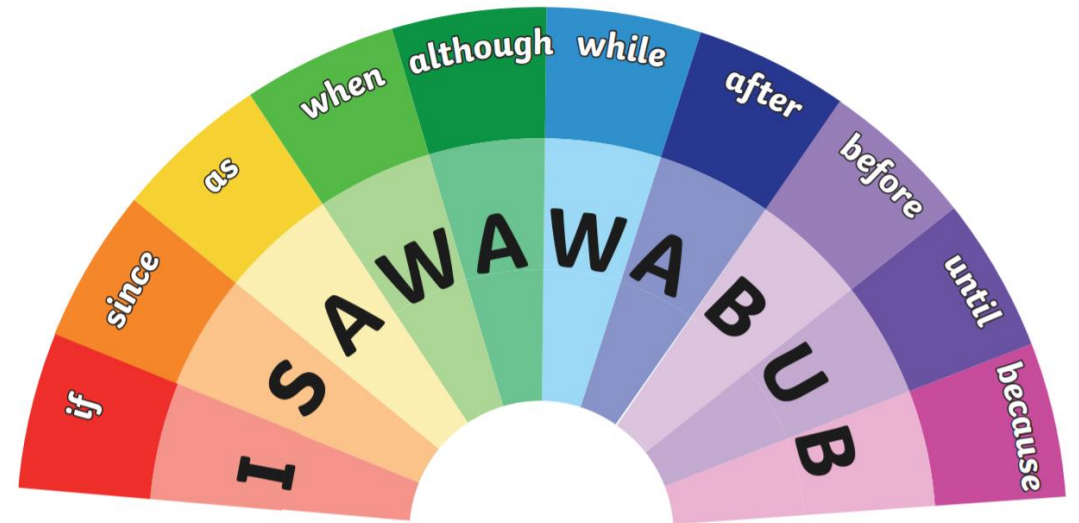
Abdul Kazam is friendly → He smiled a broad smile as he waved his wand with a flourish.

Abdul Kazam is intriguing → Nobody knew what he might do next.

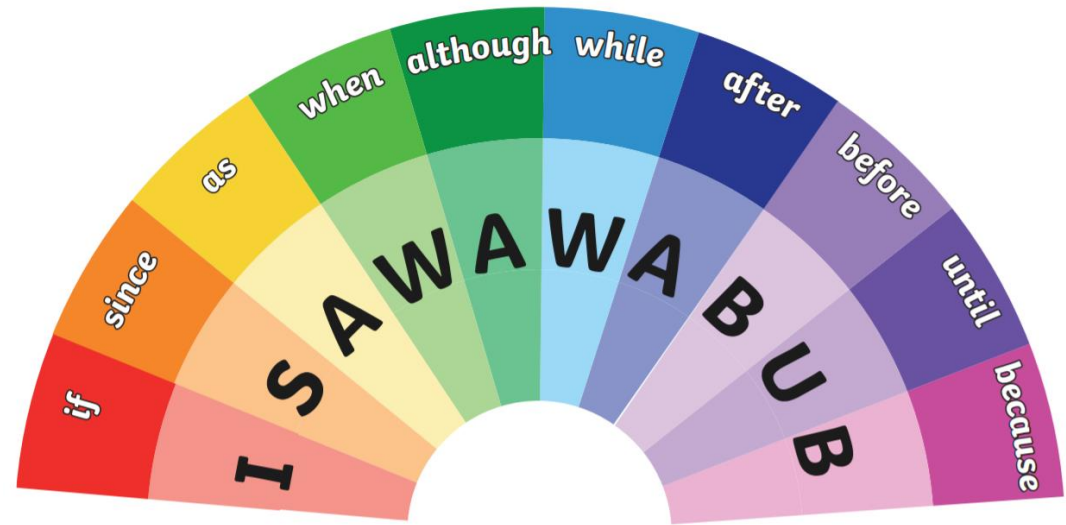
Use the information we have collected to write a character description of Abdul Kazam.

Success Criteria:

- Use a wide range of conjunctions
- Use varied and rich vocabulary



Write a character description of Abdul Kazam from Little Mo's viewpoint. Consider how her impressions of him might be different from Leon's.



Tuesday, 1st December 2020

Should Leon enter the box?

Learning Objective:

- I can write a short note to Leon advising him on whether or not he should enter the box.
- I can use a range of conjunctions in my short note.

Learning Objective:

- I can write a short note to Leon in the role as one of the characters advising him on whether or not he should enter the box.
- I can use a range of conjunctions in my short note.

Let's discuss the author's use of language on this page.

What do you think the author means by 'Leon could smell the magic'? What would the smell of magic be like?

What is the difference between 'Who will step into the magic?' and 'Who will step into the magic box?' Which is more effective and why?



Should Leon go into the box? Yes or no? What are the pros and cons of going into the box?

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••

Based on the pros and cons -
*who thinks it's a good idea
and who thinks it's a bad
idea?*



Miss Marsden will now give you a character to focus on. The character could be Abdul Kazam, Mo, Pete, Tom or Leon's mum.

When you have been given a character, consider the character's reasons why Leon should or should not go into the box.

Miss Marsden will then write your ideas for each character on the board.

Make a decision on whether Leon should enter the box.
Write a short note to Leon giving him your advice and a
number of reasons to support your decision. Remember
to use a range of conjunctions!

Write a note advising Leon in role as one of the characters discussed earlier. Remember to give advice and reasons to support the characters decision. Make sure you use conjunctions!

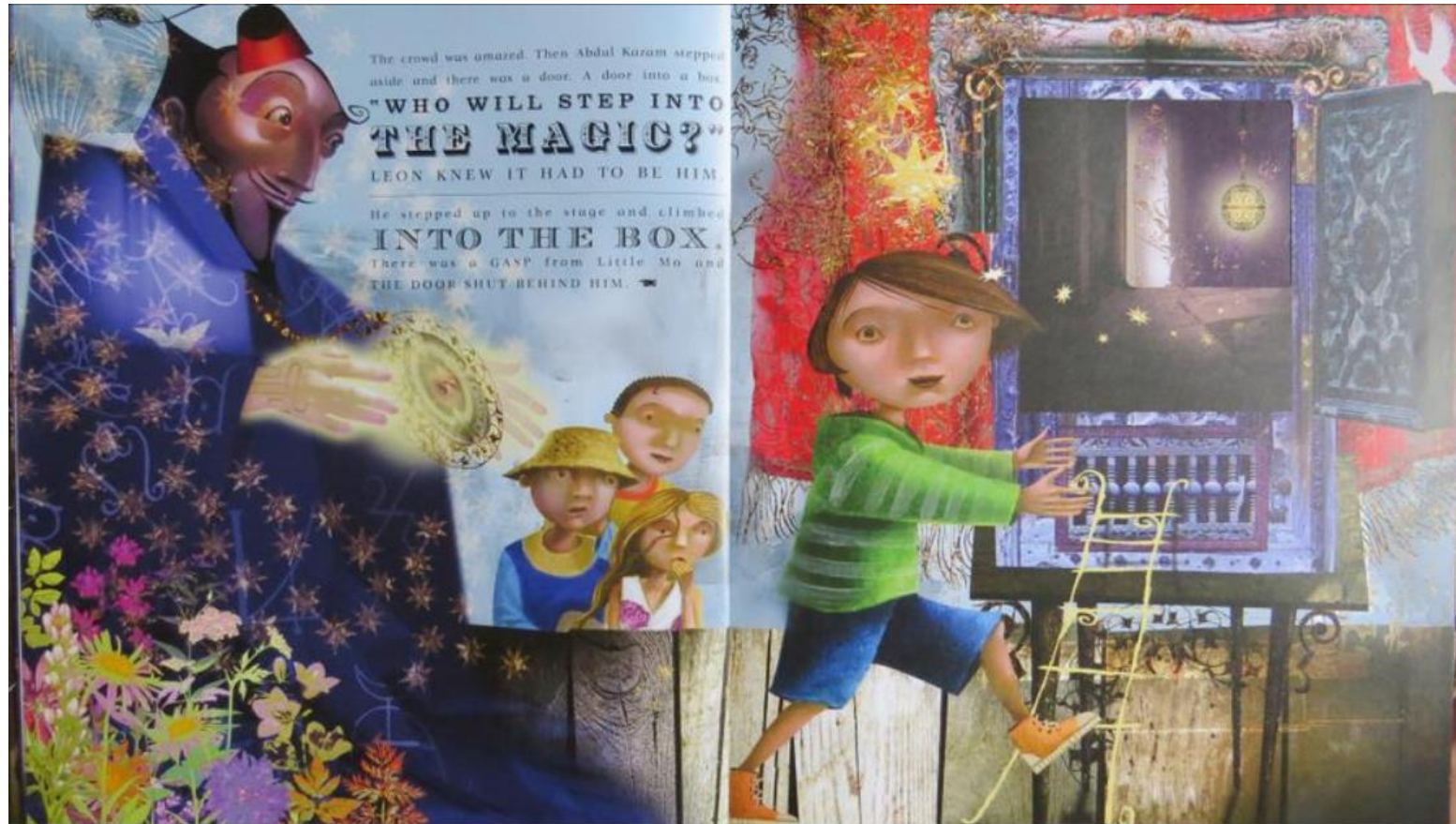
Wednesday, 2nd December 2020

Thoughts and Feelings – Other Characters

Learning Objective:

- I can participate in a role play.
- I can begin to explore the thoughts and feelings of others in the ‘who will step into the magic?’ scene.

What do you think each of the children are thinking and feeling as Leon steps into the box? Pay attention to Leon's eyes and facial expression. Look closely at the image below:



What do you think is going through the magician's mind? What do you think will happen next?

FREEZE FRAME!

In small groups, you will create a freeze frame of this scene. We will then use a 'magic microphone' to record the thoughts of each character at this moment.

Add the thoughts and feelings of the characters to the thought bubbles.



Thursday, 26th November 2020

**'Who will step into the magic?' – Shared
Write**

Learning Objective:

- I can edit and improve errors in a 1st person account of the 'who will step into the magic?' scene.
- I can participate in a shared write based on the 'who will step into the magic?' scene.

What mistakes have I made? Have I used capital letters, possessive apostrophes, commas and Standard English? How could I improve this?

toms viewpoint

from behind his glistening purple cape, a box with a golden ladder appeared in the centre of the stage and a door swung open. I held my breath and waited to see what would happen next.

“Who will step into the magic?” Abdul kazam asked.

i stared into the abyss of the mysterious box. Inside, i could saw a lantern were glowing and an wooden staircase lead into the darkness. I didn't like the look of it at all. Butterflies was fluttering in my stomach as I wondered who might step inside.

Suddenly, my friend Leon was lunging forward towards the stage. I grabbed for his hand but he was to quick. His feet was on the steps of the ladder before I had chance to think.

Friday, 4th December 2020

'Who will step into the magic?' - First Person Account

Learning Objective:

- I can write a first person account of the scene as either Pete, Little Mo or Leon.

Learning Objective:

- I can write a first person account of the scene as Abdul Kazam.

Independently write a 1st person account of the scene as either Pete, Little Mo or Leon.

Write in 1st person as Abdul Kazam.
Discuss how his thoughts and feelings might be different to the children. What might he know about the box that they don't?