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| Metacognitive strategies The learning sequence in the next column is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Image result for reading cartoonLiteracy Tasks (offline and online)Main learning objectives: 1. To understand what the function of an abstract noun is within a sentence.
2. To use FANBOYS and semicolons accurately to construct compound sentences.
3. To improve the quality of descriptive language by beginning to understanding how to use personification.

Desired outcome: To write a short narrative based on a video clip. This unit of writing will be developed over two weeks. Written work to be submitted **by Friday 17th September 2021**. |
|  | **Lesson One** Work can all be found on the PowerPointWhat you will being learning about: 1Understand the function of an abstract noun 2. How to plan a narrative.Part 1 Revision skills from last week. What is the difference between a common (concrete) and proper noun? Find out what the function of an abstract noun is in a sentence. Make a list of up to 5 abstract nouns.Look at the painting by Edgar Degas. What abstract nouns could be applied to the characters? **Part 2-** * Watch the video called the Clock Tower. You might want to watch it a couple of times, so you can notice what is happening during it.
* Talk to someone about what you think is happening and why.
* Do you think the events in the video could be happening now, in the past or in the future? Why?
* When you read stories how are they usually structured? Write down the different steps that normally happen in a story?
* How many of these steps could you make apply to the sequence of events in The Clock Tower video?

**Part 3 – Planning your writing task.** * Task: You will be writing a short narrative based on what happened in The Clock Tower video.
* Audience: You are writing for other children and your teachers to read your work.
* Purpose: A narrative should be to entertain and engage the audience.
* Structure of task: Your narrative will be three paragraphs.
* Step 1. Create a story timeline that could split what you saw on the video into three clear sections, which will become your paragraphs. You might want to watch it again while you do this.
* On the timeline, jot down key words or ideas that you would need to include in each section. It would be helpful to identify an event or action for each section and what things could be used to create a description.

**Part 4: Author work.** * Now it is time to become an author. Draft out only your first paragraph. Remember the purpose of your writing,

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**Lesson Two**What you will being learning about: 1. How abstract nouns can be made from adjectives. 2. How to edit your writing. **Part 1** * Tell someone what an abstract noun is, and how it is different from proper and common (concrete) nouns.
* Here are some abstract nouns that can be linked to adjectives that describe how people can feel or act: ***anger, bravery, envy, happiness, kindness, honesty, sadness, wisdom, weakness*.** What would be the adjectives that these abstract nouns are linked to? What could you use to find out?

**Part 2*** Look at the video of The Clock Tower again. Whilst you are watching, look at what emotions the images are creating or that the character is feeling. Add these abstract nouns and adjectives to your timeline, so they can be included in your writing later.

**Part 3 – Revision and development of skills**. * Tell someone why it is not a good thing to only use simple (one main clause) sentences in all of our writing.
* To avoid this, we use compound sentences. Tell someone how you can make a compound sentence, and what things you should check for to make sure it is correct.
* If in school, work with a partner. Look through the first draft of paragraph one. Identify any places where a compound sentence has been attempted. Check to see if it follows the correct rules. *Main clause 1 and 2 must both make sense on their own. There should be a comma followed by a FANBOY to link them.*
* Next, check through work to see if there are any places where a compound sentence could be made, to help make the writing easier to read.

**Part 4- Author work.*** Look back through your timeline plan and talk to someone about what ideas you have for developing paragraph two.
* In this paragraph, you should be trying to entertain and engage the read, but to also show a change of emotion.
* Try and use any skills previous taught about how to make your writing descriptive and exciting to read. We will look at these in tomorrow’s lesson.

**Part 5 – Plenary** – Share the paragraph with someone else. ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**Lesson Three**What you will being learning about. 1 Developing understanding of noun phrases. 2. How to construct a successful expanded noun phrase.**Part 1** * To make your writing more interesting to read, what types of words would you be adding to it?
* Tell someone what a noun phrase looks like.
* Look at the image from the video. Write some examples of a noun phrase. Important thing to remember about phrases is that they are adding extra and more interesting details. **Phrases will not make sense on their own**, but they will once they are part of a sentence.

**Part 2*** To improve sentences even more, we can make **an expanded noun phrase.** Here is a simple way you can sequence your words to make one. Determiner + adjective+ , + adjective + noun + rest of sentence. For example; The slender, crooked tower rose high into the sky.
* Complete the activity on the PowerPoint, to help you develop expanded noun phrases.

**Part 3 – Application of skills:*** Look back through your writing from day one and two.
* Check paragraph two for evidence of a compound sentence, which has been structured and punctuated accurately.
* If in school work with a partner. Check paragraph one and two to identify if you have already used any noun or expanded noun phrases. If you have then check they are structured and punctuated correctly.
* If you have not, or have only used noun phrases, then look for where the writing can be improved by adding expanded noun phrases.

**Part 4 – Author work.*** Look back through your timeline plan and talk to someone about what ideas you have for developing paragraph three.
* In this paragraph, you should be trying to entertain and engage the read, but to also show another change of emotion.
* Try and use any skills previous taught about how to make your writing descriptive and exciting to read.

**Part 5 – Plenary** – Share the paragraph with someone else. ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**Lesson four**What you will being learning about: 1. What types of words are determiners. **Part 1** * Are the following bits of writing phrases or clauses? A purple hat The pale, white moon bathed the village in light. The angry fox pounced. An old, wise owl.
* What is the main difference between a phrase and a clause?
* What types of word are used to start a noun phrase? These words have a group name, which is called **determiners.**
* The three most common determiners are - **a an the.** Write these determiners and then find nouns that follow them. Look at the words following a, an, the. What do you notice about them?

**Part 2-** * We have looked at how you can make your writing entertaining by using nouns and adjectives in noun phrases. What other skills have you been taught that helps make someone enjoy reading your work?
* We are going to look at how you can use a skill called **personification** to add interest to your work. Complete the activity on the PowerPoint to help you identify successful uses of personification.

**Part 3 –** Application of skills: Look back over all three paragraphs of your work. Check your work for:* Any errors when using a, an, the with any noun that follows them.
* Look through the work with someone else and spot common spelling errors. – there/their off/of and other homophones.
* If you have already used an example of personification, underline it for someone to see. If you have not look for an opportunity where it could be used.
* Next week you will edit and present this work.
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Abstract noun refers to a thing that has no physical form. This means we cannot see or touch it. It denotes an idea (education, discipline), quality (ability, beauty) or state (belief, hope). Abstract nouns are derived particularly from nouns, verbs, and adjectives.

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| **Noun** | **Abstract Noun** |   | **Noun** | **Abstract Noun** |
| brother | brotherhood |   | man | manhood |
| child | childhood |   | member | membership |
| friend | friendship |   | mother | motherhood |
| king | kingship |   | neighbor | neighborhood |
| leader | leadership |   | scholar | scholarship |

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| **Verb** | **Abstract Noun** |   | **Verb** | **Abstract Noun** |
| act | action |   | know | knowledge |
| appear | appearance |   | laugh | laughter |
| behave | behavior |   | lose | loss |
| believe | belief |   | marry | marriage |
| die | death |   | permit | permission |
| do | deed |   | please | pleasure |
| employ | employment |   | refuse | refusal |
| free | freedom |   | sell | sale |
| grow | growth |   | speak | speech |
| invite | invitation |   | think | thought |
| judge | judgement |   | treat | treatment |

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| **Adjective** | **Abstract Noun** |   | **Adjective** | **Abstract Noun** |
| able | ability |   | kind | kindness |
| angry | anger |   | long | length |
| beautiful | beauty |   | honest | honesty |
| brave | bravery |   | new | newness |
| different | difference |   | strong | strength |
| difficult | difficulty |   | thirsty | thirst |
| envious | envy |   | unique | uniqueness |
| great | greatness |   | weak | weakness |
| happy | happiness |   | wide | width |
| hungry | hunger |   | wise | wisdom |