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| Year Group: 3  | Teacher: Mr Silver |
| **Unit: Narrative (Lighthouse)** | **Week: 1 of 1** |
| **Unit Outcomes** :Write a descriptive opening using new sentence structure. Describe and discuss how tension is used in animation and writing. Map how tension changes throughout a story. Write sentences that build tension.  |



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|  | ***Can I...?*** | *Lesson Plan* | ***Assessment & Next Steps*** |
| * Input
* Activities
 | * Groupings
* HA Question
 | * TA Support
* Plenary
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| **Monday** | **Can I write a descriptive opening using my writing target?** | **Shared reading/writing**Show children a **screen shots** from the animation ‘Lighthouse’. In groups, children should order these images and discuss a plausible narrative. What is the story about? Who are the characters? Can children predict what could happen?Play corners. Can the children guess the title of the animation?**Activity**Now show children the short animation ‘Lighthouse’: <http://www.youtube.com/watch?v=YJA0Q6J905w&feature=related>Children to discuss with images and sticky notes. What is the story about? Were they close with their initial predictions? Can they now put the screen shots in the correct order?Focus on the first image.**Shared writing (10minutes): Descriptive opening for ‘Lighthouse’. Focus on using a 3 ‘ed’ and a De:De sentence within the writing.****Activity**Children to independently write a descriptive opening to Lighthouse.Focus: Work with Group 1 to teach new sentence type. Can they use this in their writing?* **Review**
* Have the children managed to get a green in today’s lesson? Swap work with a partner to check what they think.
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| **Tuesday** | **Can I describe how tension is created?** | **Shared reading/writing*** ‘Sketch story’ of Lighthouse. 5 minute challenge. Can they remember the main plot points?
* Discuss the word tension in groups. Spokesperson to feed back. What does it mean? Why is it used in texts/animations?
* Re watch Lighthouse. In pairs, children to note down how the creator builds tension within the animation.
* Pause the film after the lighthouse keeper slams the window shut.  Why does the author put this scene in?

**Group activity** Children to use a screen shot of the scene where the wind blows out the Lighthouse Keepers candle. Children to brainstorm similes and adjectives that could be used during writing to create tension. **Plenary**Show a clip from Jaws (check first so there is no gore!) and discuss how music is used to increase tension.  |  |
| **Wednesday**  | **Write sentences that build tension?** | **Shared Reading/ Writing**Give the children a starter task: They must map the tension on a graph as the story progresses. Children to have screen shots of the story and line whiteboards beneath to create the graph. Can they show where the tension is greatest and when it begins to dip?Watch Lighthouse and pause at the point the lighthouse goes out. Model writing a sentence that creates tension at this point of the narrative. Verbalise thought process throughout.**Activity**Children to write sentences that build tension at certain points using screen shots as a stimulus. Focus with level 3 writers:Can they explain how punctuation can be used to heighten tension? When discussed, look for this in their writing. **Plenary**In pairs, give the children an example of a short Ghost Story and ask them to highlight the techniques used by the author to create tension. They must then find another pair and discuss their findings. |  |