Unit Three

The Piano

Y5



Developing the writing skills of

advanced EAL learners

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Resources Overview

**Literacy objective:** to write a memoir – narrative (3 weeks)

**Success criteria:**

* To write in the first person
* Use effective words and phrases to write about a events in a characters life
* To compare and contrast two film clips identifying and discussing similarities and differences
* Write in an effective style that fits the purpose and audience
* To increase vocabulary related to theme/text

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| **RESOURCES Folders** | PUPIL ACTIVITIES | TEACHER NOTES |
| **Folder 1.**  **Introduction to the theme** | Explain to the children that they are going to be looking at how films can tell stories.  Pass around several artefacts for the class to examine and discuss – wartime helmet, old black and white photograph of a child, hobby horse, medal, gold ring…... Discuss the items – who do they belong to? Why are the objects significant? Where is the person now? Etc.  Play the music which accompanies the piano to the class. Explain that the music goes with a short film about the person who owns the artefacts. How does the music make them feel? What might the film be about? What other predictions can they make about the film?  Speaking Frame  In my opinion ...  In my view, the artefacts belong to ...  The evidence leads me to believe ...  I conclude that the film will be about ... | Before introducing the film the piano spend time looking at artefacts and listening to the accompanying music. This will help the children to make predictions and build up vocabulary before even seeing the short film clip.  Use of the speaking frame at the end of the lesson helps the children to speak in a more formal way. |
| **Folder 2. Introduction to the film clip** | Watch the film and stop it at various points, ask the pupils to record their thoughts on their whiteboards.  Pause the film at the following points and discuss:   * Aerial view of hands playing the piano – What might the central character be thinking about as he plays? (Empathy.) * When his wife kisses him on the cheek then disappears – What might have happened to his wife? (Prediction.) * When the little boy receives the present – Who gave him the present? Why might it be significant? (Inference/ prediction.) * When the boy sits next to the man and plays the piano and they smile at each other – Who is the little boy? Why does the film stop there? What is left unsaid?   Ask the children to record their initial thoughts about the film in their books or as a group using the following key questions: *What the film is about? What is its main theme? Why does the man play the piano alone at the start but not at the end?* | Introduce the film *The Piano* to the children but try not to give them ideas about what it is about.  <https://www.youtube.com/watch?v=-ZJDNSp1QJA>  Take feedback from the children regarding the key questions.  Introduce and use terms empathy, prediction, inference, in context as discussing the film. Add these terms and a short definition on working wall.  Provide sentence starters for the children to write their initial thoughts about the film.  Sentence structures for writing  I believe that this film is about ...  The central/main character is ...  The film tells us about/tries to convey ...  The part that had the greatest impact on me was ... because ...  It made me feel ... |
| **Folder 3. Empathize with main character** | Hot seating activity – adult first and then later a child/children to be main character, pairs in class to ask questions to find out more about his character. Speaking and listening Ask the pairs to think of questions that they would like to ask the old man. Play the film for them again and then through the answers during role play, to questions, begin to provide the children with a back story for character’s history, explaining in more detail why those memories were significant to him. Ensure you discuss all the significant memories.  Allow the children to ask you their questions while you are in role (Choose some pupils to take turns to sit on the hot seat and become the old man and answer questions).  Short writing task - Ask the children to choose one of the significant moments in the film to write about. They should write their own autobiographical extract in the first person (from the point of view of the old man).  When the children have completed the task invite some pupils to read out their writing to the class. Discuss with the children how they have conveyed the main character’s thoughts through their writing. What worked well? What could be improved? | Is important that teacher models the hot seat activity first so the children know the kind of language expectations to use.  If possible provide props for the children so they can really take on the character when sitting on the hot seat (i.e. flat cap and old tweed style jacket)    Give feedback on good vocabulary used by pupils in both questions and answers given during activity.  Before the children write it is really important that the teacher writes first to model for the children how to write a first person account for one part of the film i.e. when he was a young boy and was given the present. Explain why the memory is so significant and how the character is feeling. Model some literary devices such as a simile or emotive language within the writing. Whilst writing think out loud so you explain your thinking and word choices, if possible also make some changes to improve or level up writing (improving a sentence or individual words). |
| **Folder 4. Venn Diagram – Compare and contrast 2 film clips** | Tell the children that today we are going to watch another film clip, which has some similarities to ‘The Piano’. Play the clip without telling the children it is from the film ‘Up’.  Once the children have watched the film – ask them to work with a partner to discuss the clip they saw and compare and contrast the 2 films on a Venn diagram.  Take feedback from the children on speaking frame on IWB. | Alternative film clip for the children to compare and contrast with the Piano  Married life Carl and Ellie – extract from ‘Up’.  <https://www.youtube.com/watch?v=1G371JiLJ7A>  Venn diagram is used as a really clear graphic organizer/visual representation of the similarities and differences. |
| **Folder 5. Quiz, Quiz, Trade activity**  **(building up vocabulary)** | How to play Quiz, Quiz, Trade.   * Give each child a question and answer card. * Stand up and go and find a partner, ask them your question (Quiz). * If they get the answer right praise them. If not tell them the correct answer. * Your partner will now Quiz you by reading their question. * Once you have both asked your questions, then Trade questions (swap cards). * Go onto Quiz, Quiz Trade as many people as you can !!! * At the end of the game see if you have learnt some new words!!! ☺ | This activity introduces some of the tricky vocabulary used in the Model Text, so that the pupils are familiar and confident with the words before they read the text. |
| **Folder 6. Boxing up activity** | Hand out the Model text.  Ask the children to read through and highlight or underline any words they do not understand. Give the children a few mins to look up the meanings of these words. Go through some of the words as a class to check that the children understand them. Read through the text as a class (asking different pupils to read a paragraph at a time).  Show the class the boxing up sheet and explain how we fill it out. Give pupils time to look again at the text and fill in the different sections.  Ask children what language features they noted down on their charts.  Discuss main features as a class. | Boxing up is an activity that enables the pupils to focus on the component parts of a text to help them understand how it is constructed.  Discuss new vocabulary as it arises and add to word bank/glossary on wall, also highlight use of literary devices used for effect. |
| **Folder 7. Building up descriptive vocabulary about a character** | Show the class an image of Ellie.  Children work in pairs to thought shower/brainstorm as many words, phrases and sentences about her as they can in two minutes. Remind them to consider what they know about her, what they have seen, to write some descriptive phrases and figurative language.  For example - Her laughter was infectious. | Once the children have worked in pairs take feedback from the class and make a large brainstorm of children’s descriptions and phrases (around the picture of Ellie).  Encourage the pupils to magpie from each other and add to their own version in books. They can then use this to support their own writing later in the unit.  Large class brainstorm can also be displayed on wall. |
| **Folder 8. Dictagloss activity** | Class to listen to part of the text from ‘Married Life’ three times.  The first time they hear it, they just listen.  The second time they hear they write notes focusing on verbs and adverbs used.  The third time they hear it, they focus on adjectives and descriptive phrases included in the clip.  Encourage the children to keep their notes in order.  Then they partner up and compare your notes – add anything they have missed.  Then give 20 mins to re-create the text as close to the original as they can.  Feedback using the speaking frame. LAP pupils can also use this as a writing frame. | Hugging the text!!  Read the clip slowly and clearly 3 times, emphasizing pauses at the end of sentences.  Purpose of this activity is to get pupils to imitate a style as closely as they can without having to think of their own content. It helps to internalize features, vocabulary and style of text or film clip |
| **Folder 9.**  **To understand and use figurative language** | Odd one out (Power point - starter) – using speaking frame.   1. Main characters - encourage children to verbalise ideas and contradict each other giving a variety of answers. 2. Odd one out- idioms.   Butterflies in my stomach, Frog in  my throat, Heart in my mouth.  Look at PowerPoint – figurative language. Discuss what different phrases mean.  Pairs choose an idiom and illustrate it to create class display of idioms for the Literacy Working Wall. | Figurative language and particularly idioms are difficult for EAL pupils to understand so they will need time to listen to different examples and build up a bank that they understand.  They will need to understand and identify figurative language before they can use it to enhance their own writing. |
| **Folder 10.**  **To up level sentences** | Super Sentences -The Process   * Start with a boring sentence **This sentence should be connected to the book/topic you are studying – ‘UP’** * Look at different ways of changing sentence (match to the different techniques used) * Work collaboratively (with a partner) to improve a new sentence * Share some of your improved sentences * As a class choose which ways (or a combination of them) to come up with their super sentence | This activity encourages pupils to level up sentences and start to include literary devices we want the children to use in their own writing, e.g. to use some figurative language, more ambitious vocabulary, and to add a clause.  Take feedback and verbalize improvements the children have made (e.g.I like the way you have dropped in a clause, added ambitious vocabulary, figurative language…..) |
| **Folder 11.**  **To use synonyms in the correct context** | Exploring Shades of Meaning  In pairs write as many synonyms as possible for sad and happy.  Using word wall order the least powerful sad word at bottom of wall to the strongest emotion at the top, repeat with the words that mean happy.  Write about how Carl felt at different points in the film choosing the most suitable word. (Explain that the word needs to mat the strength of his emotions). | This activity encourages pupils to order synonyms according to the strength of meaning and then select the most suitable word when writing in context.  A synonym washing line of words is a good way to display words in order of strength. |
| **Folder 12.**  **To understand and use a range of emotive words.** | Show the children the film again pausing at key places. Identify in each sequence how the mood changes. At each point ask the children what they can infer from the image about what the characters are feeling. (adapted from National Literacy framewk resource)  Colour code the words on the Zones of Relevance for each scene (with a key).  Which three words best describe the first scene? Place the word that describes the mood and the scene the most effectively in the centre of the circle, the next best is placed on the second circle and so on. Show the children other scenes from The Piano. Ask them to write down words that best describe each scene.  (each scene is shown with a new colour)  Pupils use the words from the main activity to write sentences describing how the old man was feeling (sentence starters below). Different tables use different starters.  As I sit at the piano and begin to play, I feel…  My wife suddenly appears next to me …  My thoughts turn to my comrade …  One of my most vivid memories was …  I am pulled back to the here and now … | Discuss the types of words used to describe the moods in each scene and the children’s reasons for choosing them  If using Zones of relevance sheet enlarge to A3. |
| **Folder 13. Building up descriptive vocabulary about a character** | The same activity as 7. But building up vocabulary about the Old man from ‘The Piano’.  Show the children an image of the Old Man.  Children work in pairs to thought shower/brainstorm as many words, phrases and sentences about her as they can in two minutes. Remind them to consider what they know about her, what they have seen, to consider descriptive phrases and figurative language. | Once the children have worked in pairs take feedback from the class and make a large brainstorm of children’s descriptions and phrases.  Encourage the pupils to magpie from each other and add to their own version in books. |
| **Folder 14. To match emotions and figurative language.** | Using chart of emotions from activity 12 above.  Encourage pupils to think of some figurative language that would match each scene – remind the class of different types of figurative language; metaphor, simile, idiom, hyperbole…. | The use of a graphic organizer to match a scene with figurative language which corresponds will encourage the a children use figurative language which matches each theme, this can then be referred to when pupils are planning therefore helping pupils to inject figurative language into their own writing. |
| **Folder 15. To change from present to past tense.** | Introduce tenses with power point (adapted from Primary Resources) and then play tenses chair game!!  You will need to put 3 Tense Chairs at the front of the class, labelled – Past, Present and Future (rest of instructions are on the PowerPoint).  Convert a short piece of text from present tense to past tense. Pupils to make their own improvements as they re – write text. | EAL pupils often find writing in the correct tense difficult and so playing games and a focus on tense in context is more helpful than SPAG activities with are usually not related to same genre. |
| **16. Modeling a reflective ending**  **Planning own Memoir** | Re-cap on main features of the genre.  \*Teacher then to ‘Model Write’ a reflective ending paragraph, for ‘UP’ (so pupils cannot copy when they write about the Piano), discuss important literary features that should be included.  Pupils to then plan and write memoir using the Steps to Success Ladder to support them when checking features that should be included. | NB \*When modeling writing - it is important that teachers writes some of the text they expect the pupils to write for themselves first. This helps to identify the potential difficulties for pupils and clarifies the natural elements of the text type. It also provides a useful resource that can be used to model different aspects of the text.  Teacher to write a modelled reflective ending statement (for UP) on the whiteboard, talk through your decisions as a writer (such as recapping on feelings in another way, levelling up a sentence or using more ambitious vocabulary). |
| **17. Extra resources** | Idioms – matching to meaning and different examples |  |