

Introduction to
fantasy and
descriptive
writing

Evaluating a
description of
Mirkwood

Description
checklist

Descriptive
writing practise
and DIRT

Figurative
language

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Word classes

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Potter extract

Eagle-eye view
Description
task

EZZZEH
structure

Final practise
piece

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

ASSESSMENT
LESSON

Nonsense
poetry 1– The
Jabberwocky

Nonsense
poetry 2 –
creating own
nonsense
poems

Nonsense
poetry 3 –
DIRT lesson
(laptops
required)

Flowers for
Algernon –
short story and
questions

Lesson 11

Lesson 12

Lesson 13

Lesson 14/15

Lesson 15/14

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 1

L.O.: to understand our new topic and
to create a descriptive setting.

What will we do in this unit?

In this unit, we will be looking at how to create engaging descriptive pieces using the genre of fantasy.

Your assessment piece will be a description using a picture to help you.

You will be assessed on your ideas (AO5 - content and organisation) and your literacy (AO6 – SSPVS).

Starter – What is Fantasy?

The Fantasy genre.

So... what is fantasy?

- *Fantasy fiction* is a genre of writing in which the plot could not happen in real life (as we know it, at least).
- Often, the plot involves magic or witchcraft and takes place on another planet or in another — undiscovered — dimension of this world.
- Most often the overall theme of the setting is medieval in tone, meaning that some combination of the architecture, clothing, language, and technology resembles the European Middle Ages.
- Many times, the plot also involves mythical creatures or talking animals (that might wear clothes and live in houses), and witches or sorcerers.
- Often, writers of fantasy fiction devote a series of books to the same world or characters.

Conventions of Fantasy

Using a fantasy story you know, complete the table below.

Element of Fantasy	Example in a story and why it is important to the plot.
Magical objects	
Imaginary places	
Invented languages	
Non-human characters	
Myths	
Good vs. Evil	

Watch this clip - Fantasy worlds

Fantasy World	Features
Westeros – Game of Thrones	
Florin and Guilder – The Princess Bride	
Toon Town - Who Framed Roger Rabbit?	
Neverland – Peter Pan	
The Wizarding World – Harry Potter	
Labyrinth – Labyrinth	
Wonderland – Alice in Wonderland	
Fantasia – Never Ending Story	
Middle Earth – Lord of the Rings	
The Land of Oz – The Wizard of Oz	

Use this picture to write a description of the setting - show me what you can do!



Stuck?

Use your five senses to get going.

Self-assess.

Using a green pen, mark your work for literacy (AO6 – SSPVS).

Highlight/tick in green your WWWs

Highlight/tick in pink/red your EBI.

SSPVS Checklist – Self Assessment

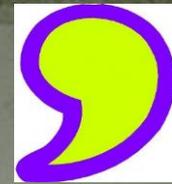
- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> I consistently use the correct punctuation to start and end my sentences as well as in them.<input type="checkbox"/> I use a range of punctuation for effect.<input type="checkbox"/> I use a range of sentence structures for effect.<input type="checkbox"/> I consistently use Standard English and my sentences make grammatical sense.<input type="checkbox"/> My spelling is secure throughout even with ambitious vocabulary.<input type="checkbox"/> I use an extensive and ambitious range of vocabulary. |
| <ul style="list-style-type: none"><input type="checkbox"/> I use the correct punctuation to start and end my sentences as well as in them.<input type="checkbox"/> I use a range of punctuation correctly.<input type="checkbox"/> I use a range of sentence structures for effect.<input type="checkbox"/> My sentences make grammatical sense.<input type="checkbox"/> I can spell most words including those with unusual patterns.<input type="checkbox"/> I use sophisticated vocabulary for effect. |
| <ul style="list-style-type: none"><input type="checkbox"/> I usually use punctuation to start and end my sentences.<input type="checkbox"/> I can use a range of punctuation mostly correctly.<input type="checkbox"/> I try to use a range sentences.<input type="checkbox"/> My sentences usually make sense.<input type="checkbox"/> I spell some complex words correctly.<input type="checkbox"/> I use a variety of vocabulary. |
| <ul style="list-style-type: none"><input type="checkbox"/> I sometimes use punctuation to start and end my sentences.<input type="checkbox"/> I sometimes use punctuation on purpose.<input type="checkbox"/> I use different types of sentences.<input type="checkbox"/> My sentences sometimes make sense.<input type="checkbox"/> I spell simple words correctly.<input type="checkbox"/> I use simple words. |

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 2

L.O.: to evaluate the description of
Tolkien's Mirkwood.

Add the Apostrophes.



1. Im always late for school, its my brothers fault!
2. Mollys cat is always scratching me.
3. The students projects are nearly finished.
4. The jury has reached its decision.
5. Chelseas new striker scores an incredible goal!
6. Mr Jones hat is far too big.
7. If they dont hurry up theyll miss the start of the film.
8. Bens and Lizzies ice cream tastes delicious!
9. Theyve managed to raise a lot of money for charity.
10. I mustnt forget to feed my dog or Ill be in trouble.

8 minutes.

Mirkwood Description

Let's read the extract.

What kind of atmosphere has Tolkien created?



Answer these questions in your books

1. What does 'slender' mean? Why has Tolkien used that word?
2. Which things are described as black? Why has the author repeated this word in the description?
3. What other adjectives are used to create a creepy setting?
4. What other language features has Tolkien used?
5. Why might Mirkwood be described as dangerous and difficult? Give 3 reasons.
6. What might the dangers be of leaving the path? Use PEE to explain your answer.

Paper 1, Question 3

How does Tolkien use language to create an uncomfortable setting?

Write 3 analytical (What?How?Why?) paragraphs to explain your answer focusing on LANGUAGE features.

What would make the description better?

- Re-read the description of Mirkwood.
- What would you give it as a WWW and EBI using the AO6 checklist from last lesson.
- Write a comment to explain your choices.

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 3

L.O.: to construct a checklist for descriptions and AO5.



What makes a bad description?

Expert Groups.

I am going to split you into groups and give you an extract.

You must complete the table for your extract.

EVERYONE in your group should be able to talk about the extract as you will teach your extract to a different group later!

Name of Extract	Good - AO5	Could be improved - AO5	Good - AO6	Could be improved - AO6
Narnia (1)				
Peter Pan				
Wizard of Oz				
Harry Potter				
Narnia (2)				

Jigsaw Groups

- I will now put you into a new group.
- You will have to teach your extract to the new group and explain the answers you have written down.
- You must fill in your grid when others in your group are talking.

Plenary – Make it Better!

Return to your original groups.

Re-write your original extract making it better. Think about the checklist we created at the start and the extracts we have looked at today.

Also think about where you could improve the SSPVS (literacy).

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 4

L.O.: to apply our recent learning and
construct a detailed setting description

Starter

- Complete the homophone worksheet.
- Challenge: complete the homophone using the clues given.

Annotate the image with examples of descriptive features.



Challenge

You can't use the following words:

- Blue
- Green
- Calm
- Quiet
- Sea

Checklist – Descriptive WAGOLL

What makes a good description?

Choose at least 5 of these features that you want to include in your piece.

DIRT

Remind yourself of the EBI you gave yourself in the first lesson and re-write it in your book at a DIRT.

Write a new description using this picture – make sure you improve on your EBI.

Challenge: use third person narrative



Plenary

Part 1: Proof read a partner's work for SSPVS. Use the following symbols:

sp = incorrect spelling

g = incorrect grammar

p = incorrect or missing punctuation

Part 2: With your OWN book, correct any marked SSPVS errors.

Highlight/label where you have actioned your EBI.

Highlight/ label where you have used features from our checklist.

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 5

L.O.: to explore and apply figurative language when descriptive writing

What is figurative language?

Watch the following clip and make notes in your exercise books on all of the different types of figurative language that we use:

Figurative Language

Using figurative language

- Using figurative language can help to improve your writing grade as it shows off your creativity to the examiner.
- Using figurative language can really **boost** your writing grade **into the stratosphere** as it unleashes your creative tiger on the unsuspecting examiner!
- Today, we're going to focus on similes, metaphors and personification.

Task 1 - Similes

- Turn these simple sentences into basic similes. You have TWO minutes:
- She was fast.
- He was slow.
- It was hot.
- It was cold.
- Her throat was dry.

Did you use a cliché?

- Clichés are phrases and sentences that have been used so many times before, they stop being creative and lose their effect, e.g:
 - She was as fast as a cheetah.
 - He was as slow as a tortoise.
 - It was as hot as the Sahara desert.
 - It was as cold as the artic.
 - Her throat was as dry as sandpaper.
- If you came up with any of these (or similar!) you must now re-write them to avoid all clichés. Be creative!

Task 2 - Metaphors

- RECAP – a metaphor says that one thing *is* another thing that it isn't. It is essentially a more complex simile, omitting 'as' or 'like'. You have TWO minutes to re-write your similes, making them metaphors, e.g.
- She was as fast as an F1 car  She was an F1 car.
- He was slow.
- It was hot.
- It was cold.
- Her throat was dry.

Task 3 – Extending the metaphors

- A simple metaphor on its own is fine, but extending it can really flavour your work. The trick is to use the same ‘semantic field’ (a set of related words) throughout e.g.:
- She was an F1 car —————> She was a **Ferrari F1, burning rubber in sixth gear; pedal to the floor, she hurtled** towards her **destination**.
- Here, all emboldened words relate to the initial metaphor of her being ‘like’ an F1 car.
- You have FIVE minutes to create thoughtful, extended metaphors for all of your initial ‘simple’ metaphors.

Task 4 – Personification

- Recap – personification is a type of metaphor, in which an object is given human characteristics or a ‘personality’. As readers, we generally care more about humans than objects, so using personification effectively can ensure that you keep your reader interested and invested in your description / narrative e.g.:
- The door opened – The door loudly groaned open.
- Now use personification on the following sentences:
 - The train went over the tracks
 - The sweets went onto the floor
 - The alarm sounded
 - It was windy.

Task 5 – Bringing it all together.

- You must now describe the following image using similes, metaphors and personification. Your aim is to make them as creative and powerful as possible – and to avoid clichés! You have TEN minutes:



Let's hear your ideas!

- ONE star for each volunteer who reads out their ~~fantastic~~ unbelievably amazing description
- We'll have a 'hands up' vote at the end for who the class thinks is the best overall (TWO extra stars to the winner!)

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 6

L.O.: to understand and identify word classes within a fantasy extract.

Word classes

- “Write as readers, read as writers” – what do you think this phrase means?
- When writing, you should ALWAYS think about your READER – how will you interest and engage them?
- Being able to identify the different word classes within a piece of writing is really important
- If you can CONFIDENTLY spot a verb, adjective, noun, adverbs or connective, you’ll be able to USE them FOR EFFECT in your own writing

Task 1: Understanding word classes

Word classes worksheet

<u>Word class</u>	<u>Examples</u>	<u>Definition</u>
Verbs		These are actions, e.g. Jonny <u>threw</u> the ball.
	Eiffel Tower, Barry, Basilisk, grapes, chair, London.	
		These are your descriptive words – they tell the reader more about the noun, e.g. Jonny threw the <u>red</u> ball.

Task 2: Harry encounters the Basilisk...

- Stick this into your books (two full A4 pages)
- Let's read the following extract from *Harry Potter and the Chamber of Secrets*.
- Consider: how does Rowling create tension in this extract?



Extract from *Harry Potter and the Chamber of Secrets*

by J.K. Rowling

Harry tripped. He fell hard onto the stone and tasted blood. The serpent was barely feet from him, he could hear it coming. There was a loud, explosive spitting sound right above him and then something heavy hit Harry so hard that he was smashed against the wall. Waiting for fangs to sink through his body he heard more mad hissing, something thrashing wildly off the pillars.

He couldn't help it. He opened his eyes wide enough to squint at what was going on.

The enormous serpent, bright, poisonous green, thick as an oak trunk, had raised itself high in the air and its great blunt head was weaving drunkenly between the pillars. As Harry trembled, ready to close his eyes if it turned, he saw what had distracted the snake.

Fawkes was soaring around its head, and the Basilisk was snapping furiously at him with fangs long and thin as sabres.

Fawkes dived. His long golden beak sank out of sight and a sudden shower of dark blood spattered the floor. The snake's tail thrashed, narrowly missing Harry, and before

Let's watch the same scene. How does
it compare?

Harry Potter - The Basilisk

Task 3: Identifying word classes

- You must now identify the different word classes in this extract, using the key on the second page.
- **BRONZE** – THREE paragraphs
- **SILVER** – FIVE paragraphs
- **GOLD** – SEVEN paragraphs
- **PLATINUM** – ALL paragraphs



Extract from *Harry Potter and the Chamber of Secrets*

by J.K. Rowling

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Plenary

- Write a paragraph in your exercise books explaining everything that you've learnt about word classes today.
- Be prepared to read these out to the class.

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 7

L.O.: to consolidate your understanding of PEE123; to analyse an extract using this method.

Starter Activity

Turn to your partner. You have 30 seconds to remind / explain to each other what **What?How?Why?** is.

GO!

Copy this down in your exercise books as a reminder:

What?

- What is the question asking you about? What technique can you give?

How?

- How can you show your understanding using the text? Give an example of what the writer does.

Why?

- Why might the writer have done this? Would all readers respond in the same way?

Let's re-read the Harry Potter extract one last time.

- This time, consider this question as we read:
 - How does Rowling engage the reader within this extract?
- Now write the question, above, in your exercise books.
- You must write TWO What?How?Why? paragraphs, answering the question. Use your knowledge of word classes and writer's techniques to help you. First, let's look at two examples...

What's wrong with this? How could it be improved?

- She uses really good words which make the reader interested because they want to read on.
- 1) Not specific enough – who is 'she'?
- 2) 'Good words' not specific – what kind of words? (e.g. powerful verbs).
- 3) Doesn't explain why readers 'want to read on'.
- 4) Is no-way near detailed enough – doesn't follow What?How?Why?

WAGOLL: How has the writer improved this response?

- One of the ways that Rowling engages the reader is by using powerful verbs and adverbs throughout the extract. For example, she writes that, 'Fawkes dived. His long golden beak sank out of sight and a sudden shower of dark blood spattered the floor'. Here, the verbs 'dived' 'sank' and 'spattered' are all powerful and aggressive, which suggest to the reader that the animal is extremely powerful and dangerous and that therefore Harry Potter is vulnerable to be hurt or even killed by getting caught in the action. Similarly, the verb 'spattered' is often associated with blood being powerfully sprayed, so helps to emphasise the violent imagery of the description. These aggressive verbs and the violent imagery used engage the reader because they imply that Harry Potter is very likely to be badly hurt and may not survive – investing the reader in the narrative and ensuring that they continue reading to find out.

Now it's your turn

How does Rowling engage the reader within this extract?

- You must write TWO What?How?Why? paragraphs, answering the question. Use your knowledge of word classes and writer's techniques to help you.
- You have 30 minutes.

Peer assessment

- Swap books
- Mark your partner's work (tick their work, just like your teacher!)
- Now give your partner a WWW and an EBI
- Both the WWW and the EBI MUST link to using What?How?Why?

- Hands up if you think you're partner's work was really good... Let's hear some examples.

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 8

L.O.: to construct a powerful description
using a visual stimuli

Before we watch the clip, let's recap all of the techniques you can use in descriptive writing

- Powerful verbs (e.g. soared)
- Thoughtful adjectives (e.g. translucent)
- Thoughtful adverbs (e.g. ornate)
- Use of the five senses
- Keeping it in present tense
- Use of figurative language
- Varying your sentence types for effect
- Using writers techniques / devices (e.g. alliteration, sibilance, hyperbole, repetition, onomatopoeia...)

An eagle-eye view

- Write the above as your title.
- As we watch the clip, make notes to help you with your description.
- We will watch it three times.
- Each time, add to your notes – for example, you might just concentrate on the different senses the first time, then think of some similes and metaphors the next time...
- <https://www.youtube.com/watch?v=G3QrhdfLCO8>

Main task: describing the Eagle's flight

- You now have 40 minutes to write a description of the Eagle's flight.
- You should aim to write 4 -5 detailed paragraphs.



You must try to use all of the techniques we've already looked at in this unit. Good luck!

Group-share

- Time's up!
- Each person on every table must take it in turn to read out the first paragraph of their description to everyone else on the table.
- Once the last person has read theirs out, you must decide and agree on which person's was the most effective and why.
- The chosen person on each table will now read theirs out to the class, for a star.
- As a class – who's was the best? TWO stars goes to...

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 9

L.O.: to understand and apply an effective structure for descriptive writing

The 'E-ZZZ-EH' structure

- Now you have honed your descriptive skills, let's look at how to structure your ideas. Following this structure will ensure that you give enough **DETAIL** in your written response and don't run out of things to say. *Write this down:*
 - 1) E = EXPLAIN the overall setting / atmosphere
 - 2) Z = ZOOM in on a PERSON in the image
 - 3) Z = ZOOM in on a background detail
 - 4) Z = ZOOM in on a different background detail
 - 5) EH = EXPLAIN the setting again **HOWEVER** time has moved on.

2) The porcelain child
crouches on the
craggy cliff edge...

5) The cotton-wool clouds
suddenly disperse,
revealing the majestic
beating of the sun's
heart...

4) Slicing
the sky in
half, a
jagged
rock,
three-
hundred
feet tall,
stands
proud..

3) Jettisoning hot air into
the paper landscape, the
lizard of the skies locks a
solitary burning eye with
the expectant child...

1) Ink-soaked
cotton-wool clouds
dab the horizon...



- Now that you've seen the WAGOLL, you must now have a go at writing your own effective description, using the E ZZZ EH structure.
- Just like the example before, you must write ONE sentence for each of the five sections.
- Let's see what you can do in TEN minutes...



Let's hear some
examples...

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 10

L.O.: to apply all of your skills to create a high-level descriptive piece

Peer-pair-share: discuss with a partner all of the techniques we've looked at when writing an effective description...

- Powerful verbs (e.g. soared)
- Thoughtful adjectives (e.g. translucent)
- Thoughtful adverbs (e.g. ornate)
- Use of the five senses
- Keeping it in present tense
- Use of figurative language
- Varying your sentence types for effect
- Using writers techniques / devices (e.g. alliteration, sibilance, hyperbole, repetition, onomatopoeia...)
- Remembering your literacy skills
- Using the E ZZZ EH structure.

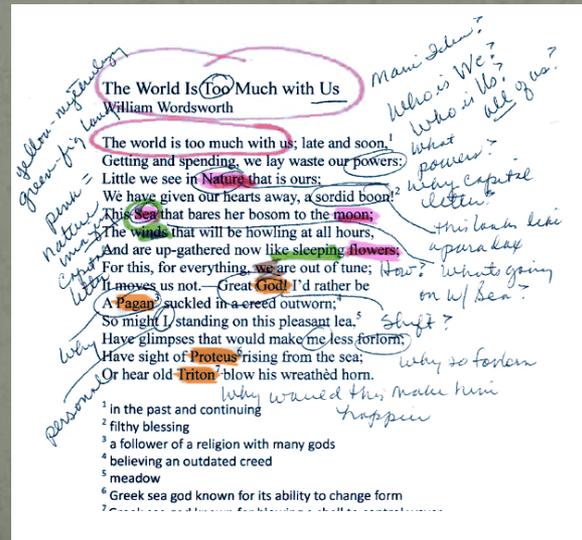
Main Task

- This will be your final practise before your assessment
- You need to bring together all of your skills to create a really effective piece of writing
- It will be the same image as last lesson
- This time, each of the five SENTENCES need to be developed into five separate, detailed PARAGRAPHS
- Just like with your real assessment, you will have 45 MINUTES in silent test conditions.
- I will come round to give you some written / verbal feedback once you have started. Good luck!



Task 2

- Using a different coloured pen / highlighter, you must now annotate your own work
- You should pick out all of the key techniques that you have used in your descriptive writing.



ASSESSMENT LESSON

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 12

L.O.: to explore and analyse the
conventions of nonsense poetry

Starter – for each of these made-up animals, come up with an original made-up name for them!
1 star for the best name for each animal



- E.g. The Guinea-roar!







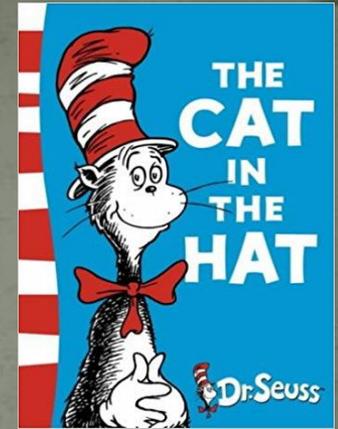
Thursday, 17 June 2021

Nonsense verse

- Nonsense verse is a form of poetry, written deliberately in order to be creative with language and sound;
- They often only partly make sense – the listener of the poem often has to work out what some of the words could mean;
- They usually have strong rhythm and metre throughout
- They can be a fun and creative way of creating strange fantasy worlds within poetry.

Context

- Edward Lear – early and famous nonsense writer
- He published ‘The book of Nonsense’ in 1846
- He later published the famous ‘Owl and the Pussycat’ in 1871
- Inspired Lewis Carroll to write ‘Alice’s Adventures in Wonderland’ (1865) and Through the Looking Glass (1872), which has the famous nonsense poem ‘The Jabberwocky’.
- Nonsense verse is still very popular today – with Dr Seuss’ ‘Cat in the Hat’ and Spike Milligan’s ‘On the Ning Nang Nong’ extremely popular modern examples.



Let's have a look at some nonsense poetry

- For each nonsense poem, consider how the conventions of nonsense poetry is shown.

On the Ning Nang Nong

No Breathing in Class

The Jumblies

- What are the similarities and differences between these three poems?

The Jabberwocky – Lewis Carroll

- We're going to read and analyse the non-sense poem 'The Jabberwocky'
- 1) Let's read the poem and get a first impression
- 2) Now that we've read it once, write the title 'The Jabberwocky – first impression' as your sub-title in your book
- 3) Write a first impression of the poem. What happens in the poem? Did you like it? Why / why not?
- Carroll uses lots of **portmanteau** words. These are different words that have been 'mixed' together to create new words and meanings, e.g. 'brillig' could mean '**brilliantly light**'.
- 4) Write the following words in your book. Next to each work, write what words you think have been mixed together. Remember – there's no 'right' or 'wrong' answer!
 - Slithy; frumious; beamish; frabous.

Annotating the poem

- We're now going to re-read the poem, picking out key words, poetry techniques used, ideas and themes, and the structure.
- Be prepared to share your ideas as we go through!

The Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outrabe.

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!

He took his vorpal sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree,
And stood a while in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffing through the tulgey wood,
And burbled as it came!

One two! One two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

'And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
Oh frabious day! Callooh! Callay!
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outrabe.

Lewis Carroll

Plenary task

- In your exercise books, you must now write one PEE₁₂₃ paragraph answering this question:
- Explain one way that Carroll interests the listener in the poem 'The Jabberwocky'.
- Let's hear your answers!

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 13

L.O.: to construct your own nonsense
verse

Let's watch these two versions of 'The Jabberwocky'

[The Jabberwocky](#)

[The Jabberwocky](#)

Consider: does the meaning or tone of the poem change in the second version, now that that it is being sung? How / why?

Today's challenge:

Create your own nonsense poem!

- Success criteria:



BRONZE – I will have planned my nonsense poem and will have begun to write it, although it might not be finished.



SILVER – I will have planned my nonsense poem well and will have written up my poem in full.



GOLD – I will have planned my nonsense poem well, I will have written up my poem in full and I will have performed my poem to the class.

Thursday, 17 June 2021

My Nonsense Poem (first draft)

- You have 45 minutes to PLAN and WRITE your nonsense poem
- It can be about anything you like!
- Remember the conventions of nonsense poetry:
 - Strong rhythm and rhyme
 - Some words that deliberately don't make sense or are portmanteau words
 - A fantasy-like 'narrative' and setting to your poem
 - Creative, unique and full of imagination.
- Good luck!

Let's have some volunteers to
read their nonsense poems to
the class!

Plenary task: Self Reflection

Write down which medal you are awarded today and WHY, based on the success criteria:



BRONZE – I planned my nonsense poem and began to write it in my book, although I didn't finish it.



SILVER – I will planned my nonsense poem well and managed to write up my poem in full.



GOLD – I will planned my nonsense poem well, managed to write up my poem in full and performed my poem to the class.

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 14

L.O.: to evaluate, improve and analyse
your nonsense poem

Today, we will be on laptops. By the end of the lesson, you should have:

- Success criteria:



BRONZE – Typed up my nonsense poem, making some changes and improvements, and have printed it off.



SILVER – Typed up my nonsense poem, making thoughtful improvements, printed it off and annotated my own poem.



GOLD – Typed up my nonsense poem, making thoughtful improvements, printed it off, annotated my own poem and added two / three illustrations.

Descriptive Writing and Fiction Reading – Science Fiction/Fantasy

Lesson 15

L.O.: to explore, consider and analyse a
sci-fi fantasy short story

- Today, we're going to read a fairly long (22 page) short sci-fi story called 'Flowers for Algernon' by Daniel Keyes.
- We're going to go straight into the lesson by reading the story. Everyone will have read a section of the story to the class by the end of the lesson.
- I'm not going to tell you ANYTHING about the narrative before we start – you will have to pay attention carefully and see if you can work out what's going on. Let's get started.

Let's have a bit of atmosphere whilst we
read:

Crackling Fire

Thursday, 17 June 2021

Flowers for Algernon

- 1) Write a summary of the plot in one paragraph
- 2) Explain your personal reaction to the story. How did it make you feel? Why?
- 3) What do you think the moral of the story is? Why?
- 4) Why is the narrative structure of this story important? (Clue: think about the order that we find things out in the story)
- 5) A reader of the story said, “I think the writer wanted the writer to feel sorry for Charlie Gordon” To what extent do you agree? Write one DETAILED What?How?Why? paragraph explaining your answer.
- Let’s hear your answers!