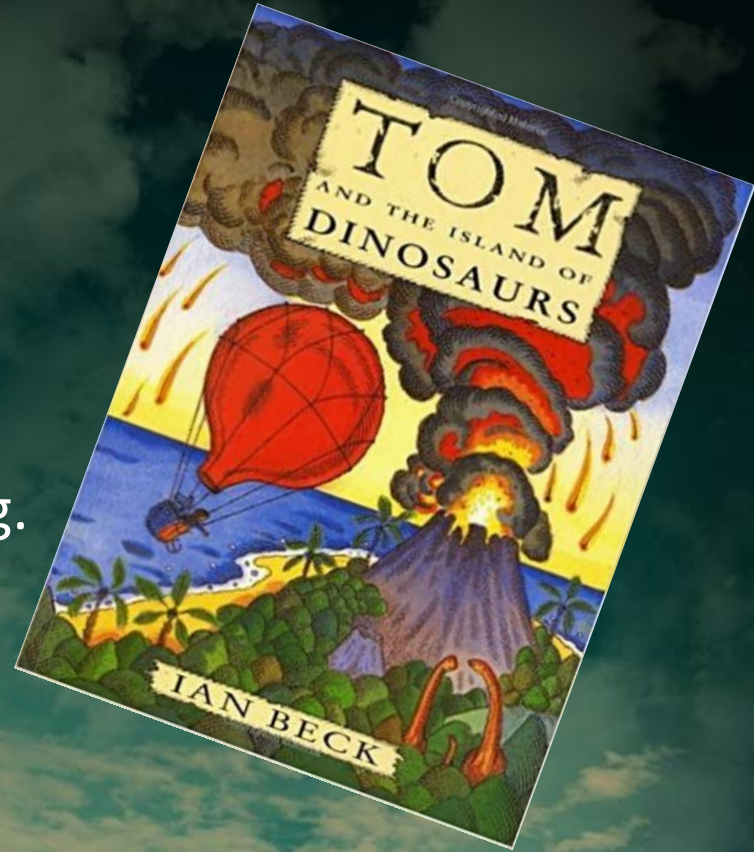


WALT *plan for writing*

Context: You are going to describe 2-3 settings of your choice and select appropriate verbs to support your planning.

Wednesday 1st April 2020



Recap: Am I *right* or *wrong*?

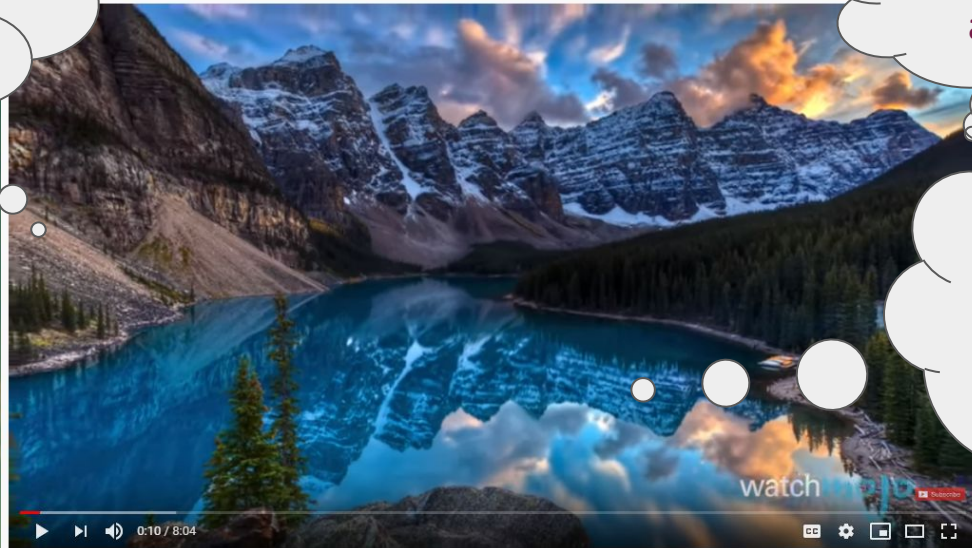
Justify your thinking, you could even use a *persuasive starter* such as: Surely you must know that... **OR** In my opinion **OR** I know this is... **OR** This is...because...

	<i>Right</i>	<i>Wrong</i>
Verbs ending in an -e, add -ed. E.g. waved-waved		
Many regular past tense verbs have the suffix -ed. E.g. walk-walked		
Verbs which have the final letter 'y', add - just add -ed E.g. carry-carried		
Verbs ending in a single consonant, double the final consonant and add -ed E.g. plan-planned		

Watch this video and just take a few minutes to *respond in awe and wonder* (which is one of the Habits of Mind) to the beauty that is all around us.

Then imagine you are on journey in your hot air balloon soaring high above these sights and watch it again but this time....

Choose **2 or 3** of the *places* you would like to write about.



What would you see, hear, smell and feel?

Watch it again and write down some **expanded noun phrases** to describe your chosen settings.

<https://www.youtube.com/watch?v=aJd7zUMgjsU>

Synonyms for moved: :

Before we continue on our journey...let's think about other words (synonyms) for *moved*.

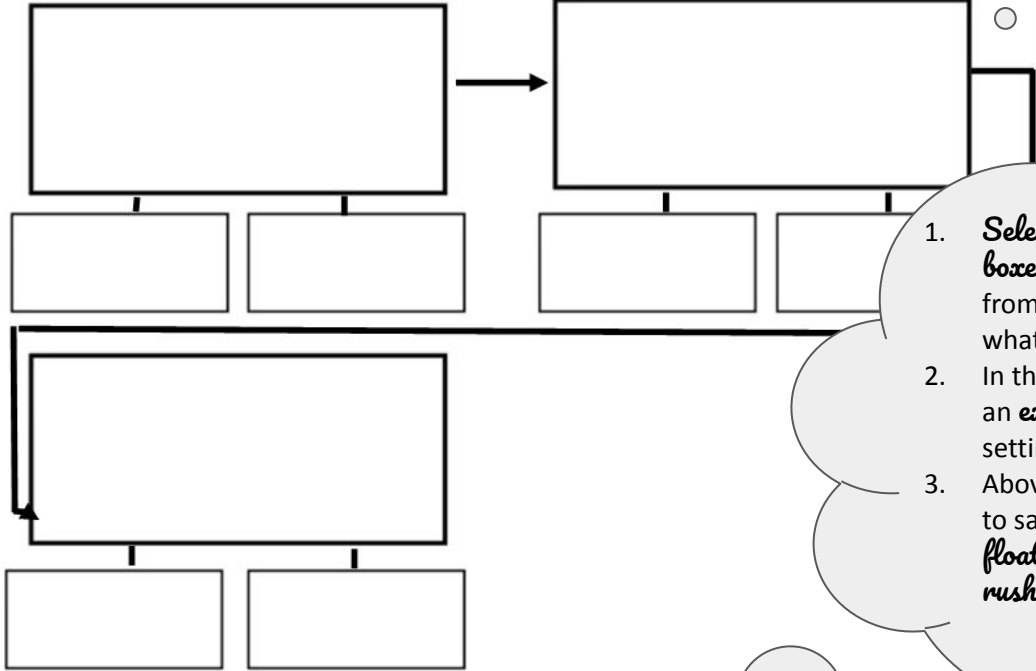
Which of these would you use instead of moved? Select 2 for each box (so you will need 6). Up-level vocabulary! Think about how a hot air balloon might travel.

- | | | | | |
|---------|----------------|----------|---------|-------------------|
| circle | sail | dart | mount | zoom |
| climb | shoot | dash | scud | bend the throttle |
| cross | speed | dive | seagull | jet out |
| drift | swoop | flat-hat | skim | jet over |
| float | take off | fleet | skirt | remain aloft |
| flutter | travel | flit | soar | sky out |
| glide | aviate | hop | whisk | take a hop |
| operate | barnstorm | hover | whiz | take flight |
| pilot | buzz | hurry | whoosh | take wing |
| reach | circumnavigate | jet | wing | wing in |
| rush | control | maneuver | zip | |



Which of these would appropriately describe how a hot air balloon moves?

My breath-taking hot air balloon journey...

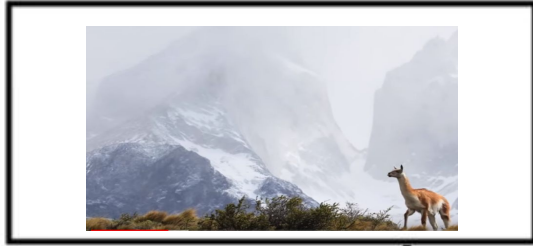


Now, you are going to **plan** for the writing which we will complete towards the end of the week.

1. **Select 3 settings** (places). **Draw one in each of the 3 boxes** or cut and paste a picture (of your own or taken from a magazine/ the internet etc.) to help you imagine what it looks like.
2. In the boxes attached to each of the main events, write an **expanded noun phrase** or **excellent description** of the setting.
3. Above each of the 3 main boxes (settings), write a verb to say how you moved in the hot air balloon. E.g. **soared, floated, dipped and dived, glided, travelled, climbed, rushed...**

My breath-taking hot air balloon journey...

drifted floated



snow-capped
mountains with fog
covering the land

blanket of pure
white, ice-cold
snow

soared aviated



jagged, rugged cliff
poked its tongue
out at the sea

calm, dreamy
sea hummed
quietly at dusk

rushed swooped



sleeping, silent
towns

ribbon of
luminous light

Top Tip: Search for
'adjectives to describe...'
on Google to help you.
Always do this alongside
an adult though.
Think about online safety!

Go back to your
learning last
week and
magnie your
great language
choices.

This is an example of what your planning map should look like. It is a WAGOLL (What a Good One Looks Like).

Work together as a family or with an adult to find the most effective language to help the reader 'see' what you are describing.

Your turn now...

Print and complete (or draw) the *flow map* to sequence the places you visited on your journey. Imagine you are Tom or Katy soaring high above sleeping towns and moonless nights... make the reader see what you see...this can only happen if your words are powerful and well chosen.

Then *check* your past tense verbs
Are spelt correctly. Use the grid to
Check that you have done this
properly.

Spelling rules	Examples
base form + ed	walk → walk ed play → play ed
verbs ending in -e + d	like → lik ed move → mov ed
verbs ending in a consonant + y ↓ change y → i + ed	carry → carr ied study → stud ied
Some verbs ending in a single consonant + the second last letter is a vowel → double the last letter + ed	plan → plan ned stop → stop ped

Walk-

Activity:

- Include at least 1 expanded noun phrase for each picture. (3 altogether)
- Include at least 1 synonym (similar word) for 'moved' (e.g. flew/ zoomed) for each setting. (3 altogether)
- Use your phonics fingers to sound out each phoneme heard to support your spelling.

Jog-

- Include *double adjectives*, separated by a comma for some of the expanded noun phrases.
- Include a simile for at least one of the settings (e.g. the rocks were as jagged as a leaf's edge)
- Use a dictionary to check the spelling of unfamiliar words.

Run-

- Include *double or triple adjectives*, separated by a comma for some of the expanded noun phrases. (e.g. the jagged, towering, steep cliff...)
- Include *alliteration* for some of the descriptions. (e.g. the luminous, **lurid** light)
- Include a *metaphor* (similar to simile but not saying it is like something, instead you are saying it is something. (E.g. the *carpet of snow* lay...)) I included one in the WAGOLL, did you spot it?

lurid= shocking, harsh, unpleasantly bright

When Googling adjectives to describe 'light' I found '**lurid**'- this is a new word for me! I love to build on my vocabulary. *What new words did you learn today?*

Excellent planning- you are now ready for tomorrow's learning!

Everyday, you are more awesome and knowledgeable than the last. Aren't we lucky to be able to think and achieve.

Remember at Hillcross we:

*Aim high
Think differently
Achieve*