

Thursday 25th February

English

Learning Intentions:

4: noting and developing initial ideas, drawing on reading and research where necessary.

5 and 6: in writing narratives, considering how authors have developed characters in what pupils have read, listened to or seen performed.

Starter: Match that picture!

Look at the picture below.

Can you come up with a sentence that could go with the illustration?



Recap

Our aim: we are building up to writing our own character descriptions of a Mayan God.

Over the weeks, we will look at different Mayan Gods and aspects of their life.

We'll take notes and collect **vocabulary** on some of the Gods with a different focus each day.

Like before, there will be lessons where we collect vocabulary and super sentences.

This will help you when the time comes to write up your own **character description**.

Action:



- [What is an adverb? - BBC Bitesize](#)
- [What is a fronted adverbial? - BBC Bitesize](#)

We looked at time adverbs last term when we wrote our non-chronological reports.

Here are some **urgent** time adverbs:

Suddenly

As quick as a flash

In the blink of an eye

Can you think of any others?

Next we need to collect some other words for 'whisked'. You can use the thesaurus link to help you!

[New tab \(thesaurus.com\)](#)

Chot down these vocabulary ideas on paper/in your book. Draw the lens next to it to help you remember!

Feeling:



Pik listened impatiently to the prophecy. "Do the gods have nothing better to do than torment us?" he whispered to his companions. "Things would be different if I were the Ah Kin Mai. I would just tell Chac to get to work!"

The boys' laughter was cut short by a chorus of croaking. The little frogs of the forest, the *uo*, filled the trees about them. Knowing *uo* to be the heralds of Chac, the boys fled. But before Pik could take a step, he was whisked into the swirling clouds above.

How do you think it would feel to be whisked up into the sky?

Here are some examples: *exhilarated, thrilled, shocked, terrified, breathtaking.*

Can you think of anymore?

Chot down your ideas next to the 'feeling' lens.

Task 1

- We are going to write a sentence describing Pik's quick ascent into the sky, imagining how he would have felt.
- Example: *Without warning, Pik was whisked into the sky at a rapid pace, soaring above the swirling clouds. Eyes opening wide, he felt exhilarated as he looked down at the world beneath him.*
- Your turn!
- Using the vocabulary you have collected, create your own sentence/s describing the moment Pik is whisked away by Chac, giving some detail about how he felt.

You can use the model and change the words in red to help you.

Task 2

- Last term we looked at atmosphere. This is a feeling that readers get, and is created from extra detail and vocabulary.
- What is the atmosphere like when Chac appears?
- Examples: through the plethora of lashing rain/through the mystical cloudy haze/through the shards of darkness.

With a **mighty boom**, **ferocious** Chac appeared through a **mystical cloudy** haze, his **enormous eyes bulging** in front of Pic's face.

You can use the model and change the words in red to help you.



Plenary: Find that Word!

Look up the definition of following words before lesson:

- Piercing
- Glowing
- Penetrating
- Glittering
- Radiating
- Menacing
- Crimson
- Glaring

[Dictionary.com](https://www.dictionary.com) | [Meanings and Definitions of Words at Dictionary.com](https://www.dictionary.com)

