

# Y5 English

Writing - Summer Term Week 2, 27.4.20

# The Black Hat

"There was once a boy, quite ordinary like any other, he lived in an old forest cabin with his mute grandmother. There weren't many things a lonely, young boy like him could do so he went for long forest walks hoping he would find something new"

## Extract from 'The Black Hat'

One day on one of his long walks the boy finds an old black hat and he places it on his head. When he takes it off and lays it by his bed, this is when the magic begins.

Beautiful creatures emerge from the hat. The boy captures them in cages and looks at them each day, in awe of their beauty. One day the boy is saddened to learn that a bird has escaped. He searches the woods and finds it, he begs it to come back but it doesn't. Soon more birds escape. It is not until the boy sees this group of birds in flight that he finally understands that they look more beautiful when they are set free. He understands that they need freedom to let their beauty show.



LITERACY SHED +

See next slide for link to video

# The Black Hat



PLEASE NOTE  
The Literacy Shed website  
should ALWAYS be used  
under the supervision of an  
adult.

Use the following link to  
access video:

<https://www.literacyshed.com/blackhat.html>

# The Black Hat

- Pause the film after 4 seconds showing the picture of the boy and his grandmother. • What do we call a child who has no parents?
- Pause the film after 11 seconds when the house is shown. • Do we know any other stories set in a house in the woods? • What type of stories often include orphans and houses in the woods?
- Watch and rewatch up to 32 seconds just before he finds the hat. • What words does the narrator use to describe the forest? • What sounds does he hear?
- Pause the film after 41 seconds when the boy finds the hat. • Who do you think this hat may have belonged to?
- Pause the film after 1 min 12 seconds when the narrator has described the creatures. • How do you think the boy is feeling? • What creatures can we see? • Can we carefully describe some of the creatures?
- Pause after 1 min 30 – when the boy is admiring the caged creatures. • Why has the boy put them in the jars and cages? • What does he like about the animals? • Do you think it is right to keep animals locked in cages?
- Pause the film after 1 min 49 seconds when only the normal birds came. • How do you think the boy is feeling now? • What other words do we know for sad? • What things can make us sad?

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Pause the film after the boy calls out 'Please come back to me!'

- What else could the boy say to the bird to persuade him to come back with him?
- What do you think the bird might say back if it could talk?

Pause the film after the narrator says 'He now knew what he had to do.'

- What do you think the boy is going to do?
- Can we describe the birds as they flew around?
  - o Can we use a sentence with a verb and an adverb in it? E.g. flying gracefully, swooping beautifully etc.

Watch the film until the end.

- Is there a lesson to this story? A moral?
- How should we treat wild creatures?

\*Note that there are no answers to these discussion questions

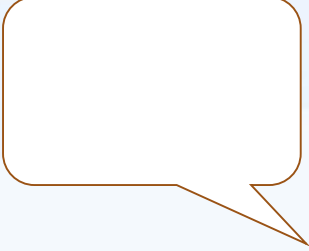

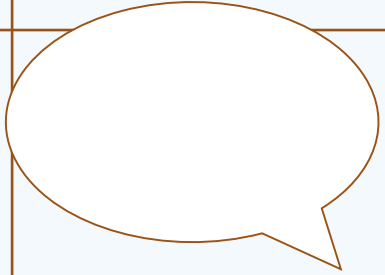


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Activity 1: Point of view:  
Watch the clip again and pause at three moments of significance for the boy (your choice). For each event, write a brief explanation of what is happening in that moment and then complete the speech bubble next to each with what you think the boy would say if given the chance to share his thoughts.

The worksheet consists of three identical rows. Each row features a cartoon illustration of a young boy with brown hair, wearing a blue and white striped t-shirt and blue shorts. He is standing with his hands slightly away from his body. To the left of the boy is a large, empty, light-green speech bubble with a tail pointing towards him. To the right of the boy is a large, empty, light-grey speech bubble with a tail pointing away from him. The background is white with a blue sky and green hills at the bottom.

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Activity 2: Create a comic strip of the story

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## Activity 3

Imagine that on returning to his house, the boy discovers another magical creature sleeping in his bedside drawer.

- What type of creature could it be?
- Could it be a combination of two or more different creatures?
- What different colours and patterns could it have?
- How does it move?
- What noise does it make?

Draw and label your creature. The labels should answer the above questions. Make sure that you use thoughtful adjectives in your labels. For example: colourful, delicate, ornate, elaborate, bright, graceful, beautiful.

### My Creature

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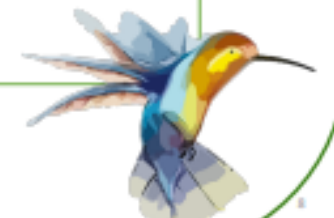
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# The Black Hat

## Activity 4: Write a Blurb

Imagine that the clip you have watched is going to be made into a thought-provoking picture book. Write a detailed blurb for the back of the book. Your blurb should make children of your own age excited about reading it.

Try to:

- 1) entice the reader to want to know what happens in the story by telling them snippets of it (leave them with lots of questions in their minds)
- 2) give the reader an idea about the themes (magic, freedom, loss, beauty etc.), making these sound big and exciting
- 3) choose your language carefully so that you can be concise

# Bonus activity!

## Geometric birds!

Look carefully at the bird below. What different shapes can you see?



Most of the bird is made up of triangles (right angled, isosceles and scalene). Can you see that the long orange shapes on the wings have four sides (quadrilaterals). There are other quadrilaterals on the birds face too.

## Geometric birds!

Have a go at creating your own geometric colourful bird made using triangles and quadrilaterals:

