

You will need:

- A pencil
- A ruler
- Your workbook
- Coloured pen or pencil

Turn your writing from Tuesday this week

25th February 2021

Writing Revision and Feedback Lesson

	Thinking Side	Writing Side
LC1 *	Word Bank 1	Word Bank 2 [Handwritten scribbles]
LC2	1	2 [Handwritten scribbles]
LC3	1	2 [Handwritten scribbles]

One lesson
Plot = point
= Paragraph

A reminder that we NEED to set up our page as Mrs. Considine instructs at the start of every lesson!

Thinking Side	Writing Side
<p>🤔 Adjectives</p> <p>😞 'not quite right'</p> <p>fragmented</p> <p>splintered</p> <p>disassembled</p> <p>faded</p> <p>broken</p> <p>unhinged</p> <p>rusty</p> <p>dusty</p> <p>worn</p> <p>pale</p>	<p>📖 Technical Words</p> <p>regulator</p> <p>mechanism</p> <p>sprocket</p> <p>compressor</p> <p>spring</p> <p>valve</p> <p>motor</p> <p>engine</p> <p>fascia</p> <p>gasket</p> <p>grill</p> <p>filter</p>

I took the last thing out to the place. Pete has an opinion on just about everything. He believes that all physical manifestations can be identified empirically, through careful observation, calibrated measurement and controlled experimentation. I was becoming increasingly worried about the thing's cracked fascia, dusty sprocket and fragmented feeling mechanism.

What have
we learned
so far about
The Lost
Thing?



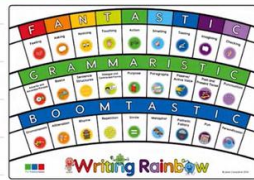
What was the task and learning objective?

Each day you have worked with Mrs. Considine to sentence stack and build on a piece of writing about encountering the thing.

Monday

Steps to Success

1. = Simile
2. → Adverbs - how
3. → Conjunction



www.thetrainingspace.co.uk

Tuesday

Steps to Success

1. → Nouns
2. = Complex sentence
3. → Time adverbial

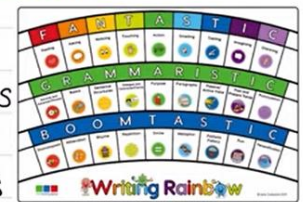


www.thetrainingspace.co.uk

Wednesday

Steps to Success

1. (?) Rhetorical Questions
2. → Prepositional phrases
3. = Relative clause



www.thetrainingspace.co.uk

And it all came together into a model text by Mrs. Considine that looks like this:

I took the last thing over to Pete's place. Pete has an opinion on just about everything. He believes that all physical manifestations can be identified empirically, through careful observation, calibrated measurement and controlled experimentation. I was becoming increasingly worried about the thing's cracked fascia, dusty sprocket and fragmented feeling mechanism. I was starting to feel attached to this pelican, lobicopter, tararovan thing. There was nothing left to do but take the sand-gurgler, rusty-ringer, metal-waddler home.

Crunch! Squeak! Rattle! We walked waddled trudged down the street. Crash! Smash! Rumble! We squeezed through the door. "You can't be serious! What on earth is that?" shrieked Mum.

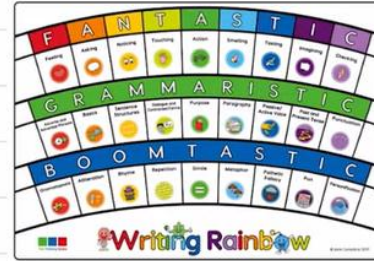
Dad grumbled, "That will bring in diseases!" He stared at it with an air of disgust and thought it better not get in the way of the television.

Today we are going to focus on Tuesday's paragraph:

Tuesday

Steps to Success

1.  Nouns
2.  Complex sentence
3.  Time adverbial

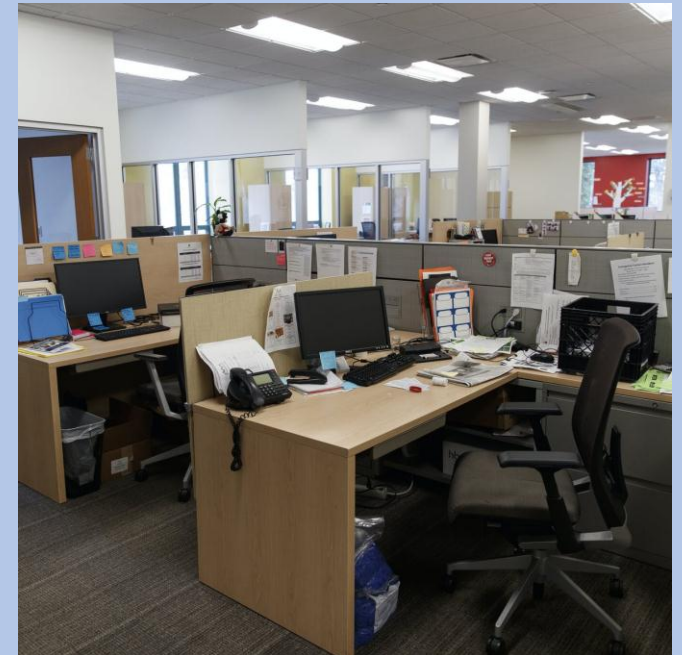


www.thetrainingspace.co.uk

Nouns

In our lesson we focused on a **wide view**, a **mid-view** and a **narrow view**. We did this by exploring nouns.

Wide View	Mid View	Narrow View
Building Aisles Offices Alleyway	Doors Desks Chairs Computers Lights	Paperwork Files Paperclips Pencils Folders Dossiers Notes Phones



Can we add 2 nouns to each section?

I knew I should go to the Federal Department of Odds and Thingy-ma-bobs. It was a place of many passages, paths, aisles, offices, desks, spinny chairs, cabinets, dossiers, folders, forms and more! It was the wildest place of bits and bobs that I had ever encountered. Tip-toeing down the bleak corridors, I was petrified. It smelt like cleaner and air freshener but all of the objects laid under a thin layer of dust and grime. All of a sudden, an older looking gentleman popped out of nowhere and shouted, "DON'T PUT IT THERE." He then handed me a crumpled piece of paper and walked away like a ghost in the night.



Return to the found place!

Complex sentences

A complex sentence is a **sentence** that contains an independent clause and one or more dependent clauses.

Bobby was delighted he got a part in the school play, even though the part was a small one.

Because my porridge had gone cold, **I heated it in the microwave.**

After lots of practise, **Josh still struggled to tie his shoelaces.**

Let's go back to the theatre where we watched the ballet.

After the storm hit the town, **trees lay broken in the streets.**

I knew I should go to the Federal Department of Odds and Thingy-ma-bobs. It was a place of many passages, paths, aisles, offices, desks, spinny chairs, cabinets, dossiers, folders, forms and more! It was the wildest place of bits and bobs that I had ever encountered. Tip-toeing down the bleak corridors, I was petrified. It smelt like cleaner and air freshener but all of the objects laid under a thin layer of dust and grime. All of a sudden, an older looking gentleman popped out of nowhere and shouted, "DON'T PUT IT THERE." He then handed me a crumpled piece of paper and walked away like a ghost in the night.



Return to the found place!

Time Adverbial



Adverbs of Time in English

Adverbs of time answer the question "WHEN"? It tells us when an action happened besides how long, how often. Most important adverbs of time list;

- Always
- Already
- Annually
- Before
- Constantly
- Daily
- Early
- Earlier
- Eventually
- Ever
- Frequently
- Finally

- First
- Generally
- Hourly
- Just
- Last
- Late
- Later
- Monthly
- Now
- Next
- Occasionally
- Rarely

- Seldom
- Since
- Soon
- Then
- Today
- Tomorrow
- Tonight
- Yesterday
- Usually
- Yet
- Weekly
- Yearly








I knew I should go to the Federal Department of Odds and Thingy-ma-bobs. It was a place of many passages, paths, aisles, offices, desks, spinny chairs, cabinets, dossiers, folders, forms and more! It was the wildest place of bits and bobs that I had ever encountered. Tip-toeing down the bleak corridors, I was petrified. It smelt like cleaner and air freshener: but all of the objects laid under a thin layer of dust and grime. All of a sudden, an older looking gentleman popped out of nowhere and shouted, "DON'T PUT IT THERE." He then handed me a crumpled piece of paper and walked away like a ghost in the night.




Return to the found place!

Let's write together: What did I do when I received the crumpled piece of paper?

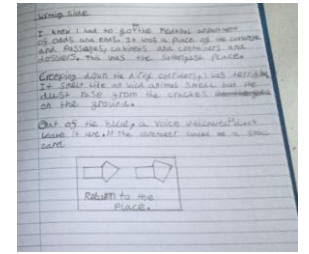
When I looked down at the paper...

I was	 very	 confused	about what	 would happen	 next
	 really	 excited		 to do	 with the 
	 not	 worried			 with the 
		 anxious			

Writing Checklist

Have I...	
Read my work out loud?	
Started each of my sentences with a capital letter?	
Ended each of my sentences with the proper punctuation?	
Checked over my spellings 3 x?	
Included wide view nouns?	
Included mid view nouns?	
Included narrow view nouns?	
Included 2 complex sentences?	
Included a time fronted adverbial?	

- Nouns
- Complex Sentences
- Time Fronted Adverbials



Zoard

- Nouns
- Complex Sentences
- Time Fronted Adverbials

We got a letter in the Federal Department
It wrote a location on it. Was it for
us? Who wrote the letter? What did it
mean? I realised we would only know
the answers to those questions if we
visit the location. We went under
bridges, next to buildings and near factories.
They were all old and rusty. Allynays
were filled with rubbish. Then at the
end of a abandoned allyway we found
a gigantes metal door. There was no
lighting in the allyway, not even natural
lighting. A mouse with mechanical wings
came and greeted us.

Submit your work!

Take time now to **REWRITE** a copy of your setting description **INCLUDING ALL OF YOUR CHANGES, CORRECTIONS AND ADDITIONS.** Take a photo of your new paragraph and send it in to your class teacher.

Date: 25th February, 2021

Title: The Lost Thing (Week 2) Revised