

Welcome to Year 4 English

The lesson will begin at 9:15am



Turn your camera and microphone off please



I will know how to analyse the language used for reader effect.

Key
Vocabulary
Language



I will know how to analyse the language used for reader effect.



Do Now

What happened in the book yesterday?



The Blind Man and the Hunter

West African

Once upon a time there was a blind man who lived with his sister in a hut in a village on the edge of the forest.

Now, this blind man was very clever. Even though his eyes saw nothing, he seemed to know more about the world than people whose eyes were as sharp as needles. He would sit outside his hut and talk to passers-by. If they had problems, they would ask him what they should do, and he would always give good advice.

If there were things they wanted to know, he would tell them, and his answers were always the right ones.

People would shake their heads with amazement:

'Blind man, how is it that you are so wise?'

And the blind man would smile and say:

'Because I see with my ears.'

Well, one time the blind man's sister fell in love; she fell in love

with a hunter from another village. And soon enough there was a wedding: the hunter was married to the blind man's sister.

And when the great wedding feast was finished, the hunter came to live in the hut with his new wife.

But the hunter had no time for his wife's brother, he had no time at all for the blind man.

'What use,' he would say, 'is a man with no eyes?'

And his wife would reply:

'But, Husband, he knows more about the world than people who can see.'

The hunter would laugh then:

'Ha, ha, ha! What could a blind man know, who lives in darkness? Ha, ha, ha ...'

Every day the hunter would go into the forest with his traps and spears and arrows. And every evening, when the hunter returned to the village, the blind man would say:

'Please, tomorrow, let me come with you, hunting in the forest.'

But the hunter would shake his head:

'What use is a man with no eyes?'





And the days and the weeks and the months passed, and every evening the blind man asked:

'Please, tomorrow, let me come hunting.'

And every evening the hunter shook his head.

But then, one evening, the hunter was in a good mood. He had returned home with a fine catch, a fat gazelle. His wife had prepared and cooked the meat, and when they'd finished eating, the hunter turned to the blind man and said:

'Very well, tomorrow you will come hunting.'

So the next morning they set off into the forest together, the hunter with his traps, spears and arrows, leading the blind man by the hand along the track between the trees. For hours and hours they walked.

Then, suddenly, the blind man stopped; he tugged the hunter's hand:

'Shhhh, there is a lion!'

The hunter looked about – he could see nothing at all. 'There is a lion,' said the blind man, 'but it's all right ... he's eaten and he's fast asleep. He won't hurt us.'

They carried on along the track and there, sure enough, was a great lion stretched out fast asleep under a tree.

As soon as they had passed it, the hunter asked:

'How did you know about the lion?'

'Because I see with my ears.'



I will know how to analyse the language used for reader effect.

I Do:

What image does the sentence 'people would shake their head in amazement' build?

It builds up a picture of people being shocked and amazed. The author wants us to think that the people are amazed that a blind man can be so wise.

The Blind Man and the Hunter

West African

Once upon a time there was a blind man who lived with his sister in a hut in a village on the edge of the forest.

Now, this blind man was very clever. Even though his eyes saw nothing, he seemed to know more about the world than people whose eyes were as sharp as needles. He would sit outside his hut and talk to passers-by. If they had problems, they would ask him what they should do, and he would always give good advice.

If there were things they wanted to know, he would tell them, and his answers were always the right ones.

People would shake their heads with amazement:

'Blind man, how is it that you are so wise?'

And the blind man would smile and say:

'Because I see with my ears.'

Well, one time the blind man's sister fell in love; she fell in love

I will know how to analyse the language used for reader effect.

We Do:

When he says he 'sees with his ears' what does the author want us to think?

The picture built up in my head is.....

The author wants us to think....



The Blind Man and the Hunter

West African

Once upon a time there was a blind man who lived with his sister in a hut in a village on the edge of the forest.

Now, this blind man was very clever. Even though his eyes saw nothing, he seemed to know more about the world than people whose eyes were as sharp as needles. He would sit outside his hut and talk to passers-by. If they had problems, they would ask him what they should do, and he would always give good advice.

If there were things they wanted to know, he would tell them, and his answers were always the right ones.

People would shake their heads with amazement:

'Blind man, how is it that you are so wise?'

And the blind man would smile and say:

'Because I see with my ears.'

Well, one time the blind man's sister fell in love; she fell in love



I will know how to analyse the language used for reader effect.

You Do:

Complete the worksheet using the sentence stems.

The picture built up in my head is....

The author wants us to think...



Welcome to Year 4 Writing

The lesson will begin shortly (brain break)



Turn your camera and microphone off please

You will need pen/pencil and paper.

I will know how to plan my instructional writing.

Do Now

Which of these are key features of instructional writing?

- Title (How to...) ✓
- A conclusion ✗
- A clear list of ingredients or equipment, ✓
- Speech marks ✗
- Chronological order / Connectives / numbered steps, ✓
- Imperative or bossy verbs, ✓
- Past tense ✓
- Adverbs of how the actions should be done (carefully) ✓
- Using the correct technical terms ✓
- Simple steps. ✓

I will know how to plan my instructional writing.



Pause Point:

How might you catch a bird?



I will know how to plan my instructional writing.

I do

Walk to the forest.

Climb a tree.

Tie your net to the tree branch.

Put some bird feed in the net.

Climb down from the tree carefully.

Come back a few hours later and check your net.

A light blue, hand-drawn brushstroke that curves from the bottom right towards the center of the page.

I will know how to plan my instructional writing.

I do

1. Step 1 - Firstly, walk to the closest tall tree.

I will know how to plan my instructional writing.



We do

What could the next step be?

1. Step 1 - Firstly, walk to the closest tall tree.

I will know how to plan my instructional writing.

My example

What could the next step be?

1. Step 1 - Firstly, walk to the closest tall tree.
2. Step 2 - Next, carefully climb the tree. Carry your net over your shoulder until you reach top.
3. Step 3 - After that, you will need to tie a the net on to a strong branch.

I will know how to plan my instructional writing.

I do:

Equipment - the tools we use.

Title: How to catch a bird.

Equipment

Net

I will know how to plan my instructional writing.



We do:

Can you think of any more equipment we will need?

Title: How to catch a bird.

Equipment

Net

I will know how to plan my instructional writing.



Pause Point:

What imperative verbs might we include in our instructions?

Climb, tie, walk, put, check

I will know how to plan my instructional writing.

You do:

Draft your instructions.

Write a title, equipment and then your instructions step by step.

A light blue decorative swirl or brushstroke graphic located in the bottom right corner of the page.