

Monday, 16th November 2020

The Nowhere Emporium

Learning Objective: I can write an atmospheric setting using details for time, place and mood.

Learning Objective:

- I can write an invitation to local residents persuading them to visit a mysterious new shop.
- I can use all the senses in my writing.

The Nowhere Emporium- Prologue

The shop from nowhere arrived with the dawn on a crisp November morning.

Word travelled quickly around the village, and by midday the place was abuzz with rumour and hearsay.

"There were four shops in the row yesterday. Today there are five!"

"Did you hear? It sits between the butcher's and the ironmonger's..."

"The brickwork is black as midnight, and it sparkles strangely in the light!"

By evening time, a curious crowd had begun to gather around the mysterious building. They jostled for position and traded strange and wonderful theories about where the shop had come from and what it might sell, all the while hoping to catch a glimpse of movement through the darkened windows.

The shop was indeed built from bricks the colour of midnight, bricks that shimmered and sparkled under the glow of the gas streetlamps. Blocking the doorway was a golden gate so fine and intricate that some wondrous spider might have spun it. Over the windows, curling letters spelled out a name:

The Nowhere Emporium

On the text, mark the small details that bring the setting alive describing time, place and mood in different colours.

Create a key next to the text.
E.g.

Green – Time

Yellow – Place

Purple - Mood

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The Nowhere Emporium

Time

Arrived with the dawn on a
crisp November morning

By midday the place was
abuzz

By evening time

Place

The village

Four shops in the row

The butchers and the
ironmongers

Under the glow of the gas
streetlamps

Mood

Abuzz with rumour and hearsay

A curious crowd

Jostled for position

Traded strange and wonderful
theories (what could these
be?)

Note how atmosphere is created with adverbials and noun phrases, and carefully selected vocabulary. Details are built up from a familiar place with something unusual or out of place, perhaps hidden or dangerous.

What would you call your shop?

How would you invite passers-by to enter?

What could be inside the shop?

Write an atmospheric setting describing what happened when a new shop appeared in your local shopping street, using details for time, place and mood.

Finisher: Underline any details for time place and mood.

Write an invitation from the shop owner to local residents persuading them to visit the shop. Remember to describe what is to be found inside, using all your senses.

Tuesday, 17th November 2020

Subordinating Conjunctions

Learning Objective: I can write sentences using subordinating conjunctions.

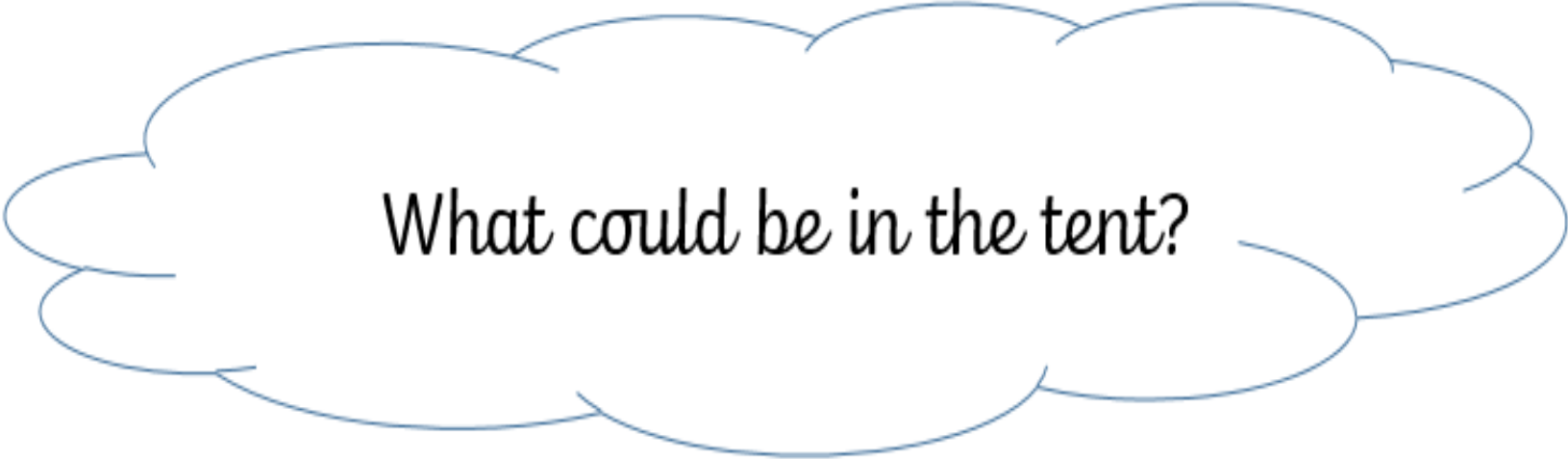
Read from, “I don’t believe in magic...” to ‘...the curtains slowly parted.’

See <https://www.credenhill.hereford.sch.uk/leon-and-the-place-between/>



Look at image of the audience waiting to watch the show and how they are presented in the dark with small blank eyes whilst the children are surrounded with light - why?

- *What does 'the crowd waited impatiently' suggest?*
- *What do the children's eyes tell you about how they are feeling and does Pete's body language show he thinks 'it's only tricks'?*



What could be in the tent?

An
anxious
crowd

An
excited,
happy
baby.

Gold,
sparkling
lanterns

A white,
lop-eared
rabbit

A smiling
ringmaster

Can our phrases be expanded? Have we added verbs?

Examples include:

- An anxious crowd with excited faces.*
- An excited, happy baby wiggling his toes.*

Next, improve these sentences by using subordinating conjunctions.

A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when' .

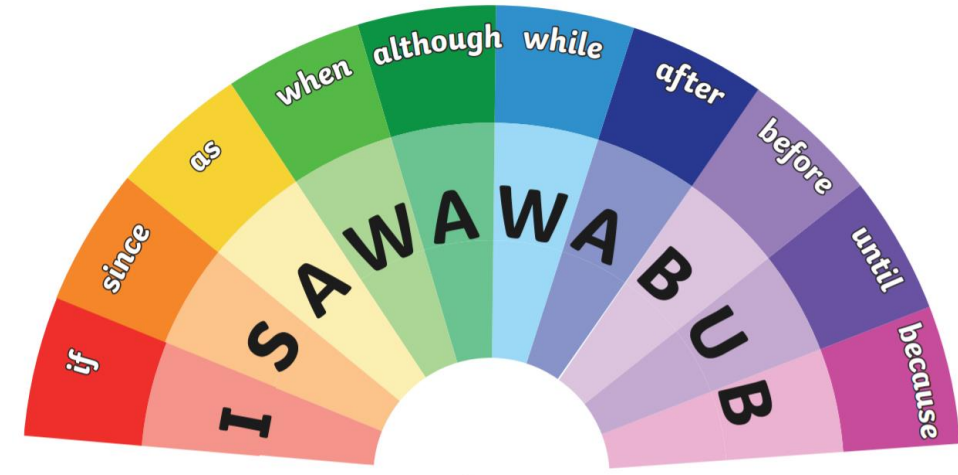
A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence.

"He was annoyed, the train had stopped."

"He was annoyed because the train had stopped."

By adding 'because' we are linking the subordinating clause "the train had stopped" with the main clause "He was annoyed".

Other subordinating conjunctions are: if, since, as, when, although, while, after, before, until & because.



Improve your sentences by using subordinating conjunctions.

Below is an example:



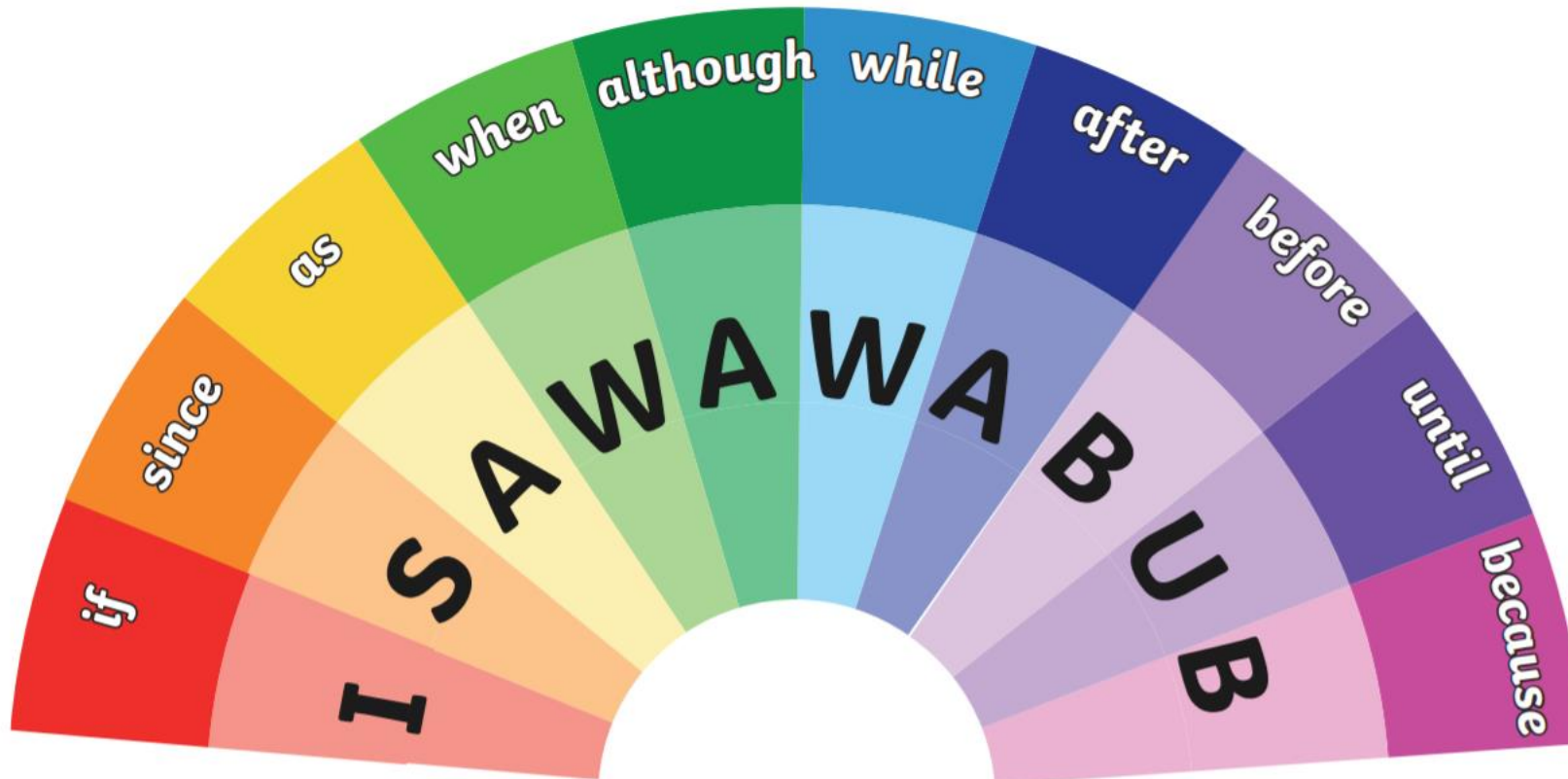
An excited, happy baby squealed with delight when the white lop-eared rabbit hopped out from behind the curtain.

Wednesday, 18th November 2020

Inside the Tent

Learning Objective: I can write a description of inside the tent using a range of nouns and conjunctions.

Create your own description of inside the tent using your list of nouns and a range of conjunctions.



Thursday, 19th November 2020

Possessive Apostrophe

Learning Objective:

- I can identify plural and singular nouns.
- I can use a possessive apostrophe correctly when writing plural and singular nouns.
- I can write a short description of a scene using possessive noun phrases for both singular and plural nouns.

Read the pages 'BANG! Three jugglers...' to '...the curtains opened.'

See <https://www.credenhill.hereford.sch.uk/leon-and-the-place-between/>

Go through the text so far collecting nouns and classify them as singular or plural. Use the picture as well as the wording from the text.

<u>Singular</u>	<u>Plural</u>

<u>Singular</u>	<u>Plural</u>
<ul style="list-style-type: none">• Tent• Fairground• Drum• boy	<ul style="list-style-type: none">• Children• Spectators• Flags• people

*How did you know which
nouns were plural? Were
there any exceptions? E.g.
fish*

How to use a possessive apostrophe

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**.

Let's take a look at some examples.

The fairground's bright lights.

Fairground is a singular noun so you need to add an apostrophe and "s" to show that the bright lights belongs to the fairground.

The children's toys were broken.

Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children.

How do we show possession when there is already an 's'?

Charles' cat was naughty.

Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.

the spectators' faces

Spectators is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the faces belongs to the spectators.

Other examples include:

the patterns of the flags → the flags' patterns; the gold braid of the curtains → the curtains' gold braid.

<u>Singular</u>	<u>Singular - Possessive</u>	<u>Plural</u>	<u>Plural – Possessive</u>



Where do you think the apostrophes should go?

The children approached the Big Top **as** the fairgrounds bright lights and cheerful music faded into the distance. In front of them, the flags patterns stood out against the tents shimmering, golden canvas. **When** they moved closer, they could hear musicians tuneful melodies drifting from the entrance.



Write a short description of the scene. Remember to include possessive noun phrases for both singular and plural nouns.

Friday, 20th November 2020

The Mechanical Toys – Part 1

Learning Objective:

- I can discuss the features used by the author to create suspense.
- I can contribute to a class task of improving a text through the use of subordinating conjunctions.

Reread the text explored so far
up to ‘...the curtains opened.’

See <https://www.credenhill.hereford.sch.uk/leon-and-the-place-between/>

BANG!

THREE JUGGLERS

tumbled onto the stage to the pounding
beat of a drum. Skittles flew, fast and
furious,

BACK AND FORTH, UP AND OVER.

Tambourines rattled, loud and louder;
skittles spun, high and higher; the

jugglers twisted, fast and faster, **THEN
BANG THE SKITTLES WENT UP...**

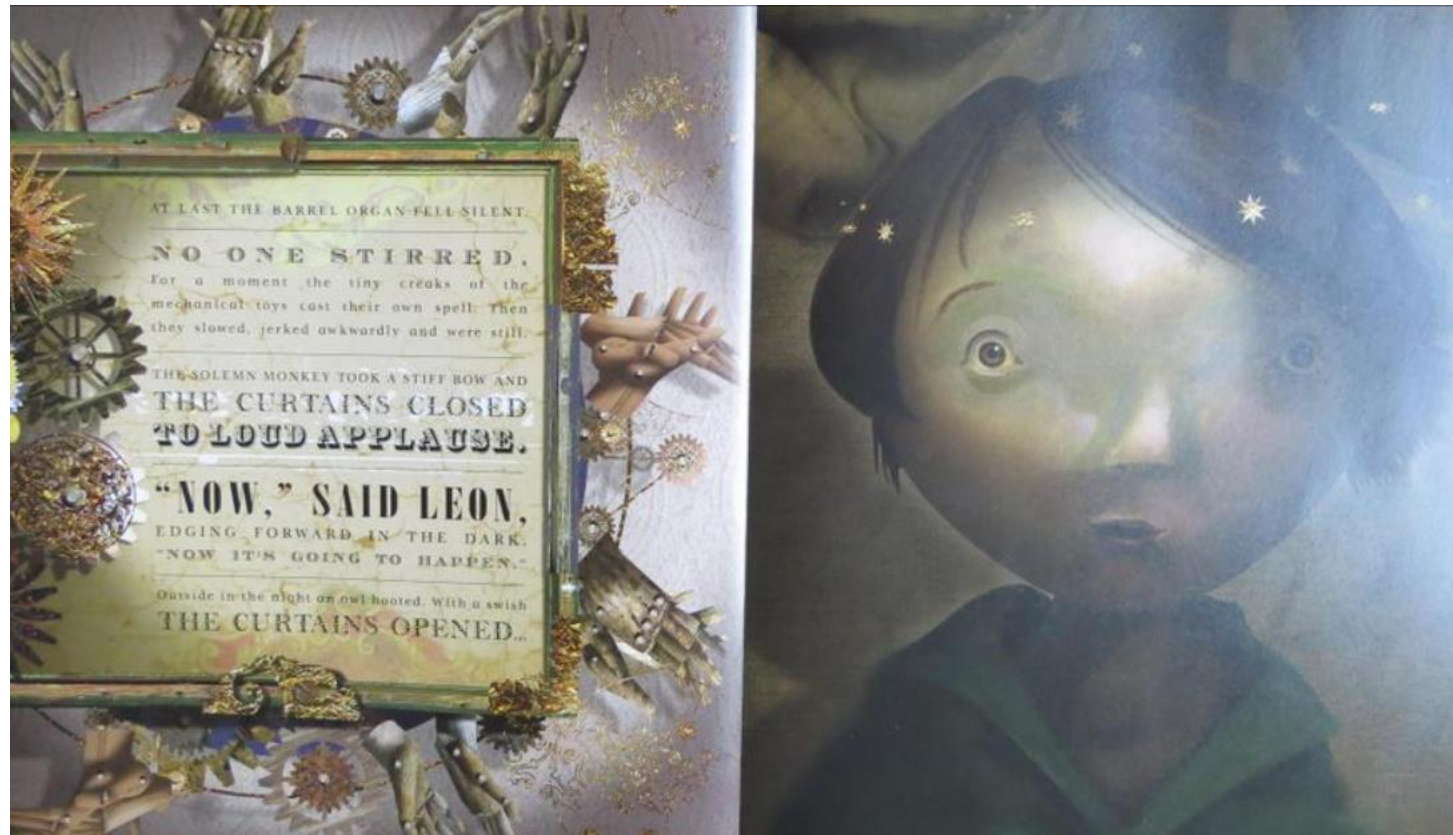
...but they didn't come down!

EVERYBODY CHEERED AND CLAPPED.

The jugglers bowed and bounced away.
ONCE MORE THERE WAS ONLY DARKNESS.

- What effect is the writing trying to create?
- What does the ellipses after 'The skittles went up...' do to the pace of how we read the text?
- What is the effect of 'BANG' on the reader after the quiet of the previous page?
- How does 'loud and louder, high and higher'... add to the sense of movement?
- What are the strengths of the verbs in this extract?

With a partner, mark around the text the different ways in which the author has created suspense.



AT LAST THE BARREL ORGAN FELL SILENT.

NO ONE STIRRED.

For a moment the tiny creaks of the mechanical toys cast their own spell. Then they slowed, jerked awkwardly and were still.

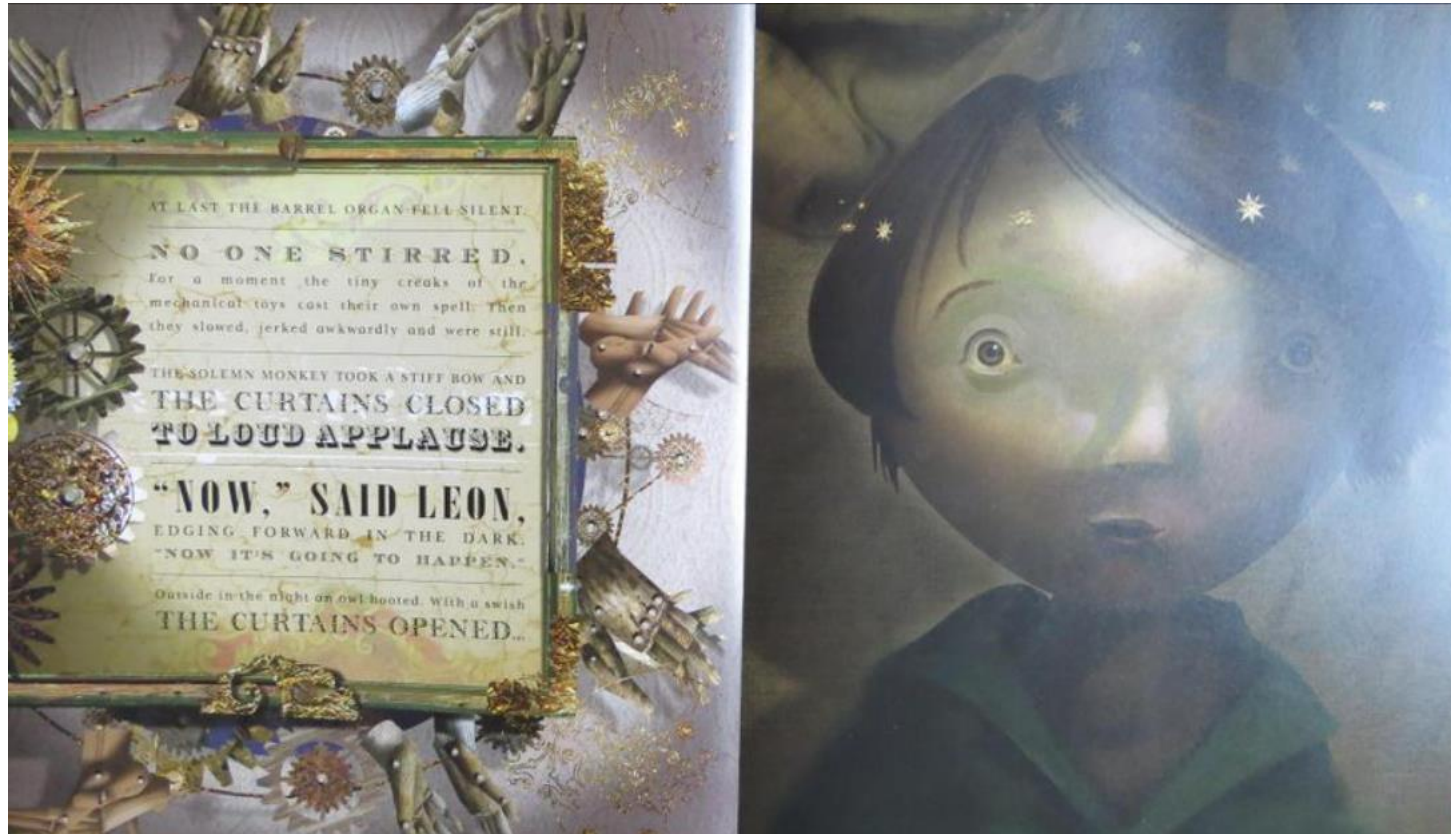
THE SOLEMN MONKEY TOOK A STIFF BOW AND
**THE CURTAINS CLOSED
TO LOUD APPLAUSE.**

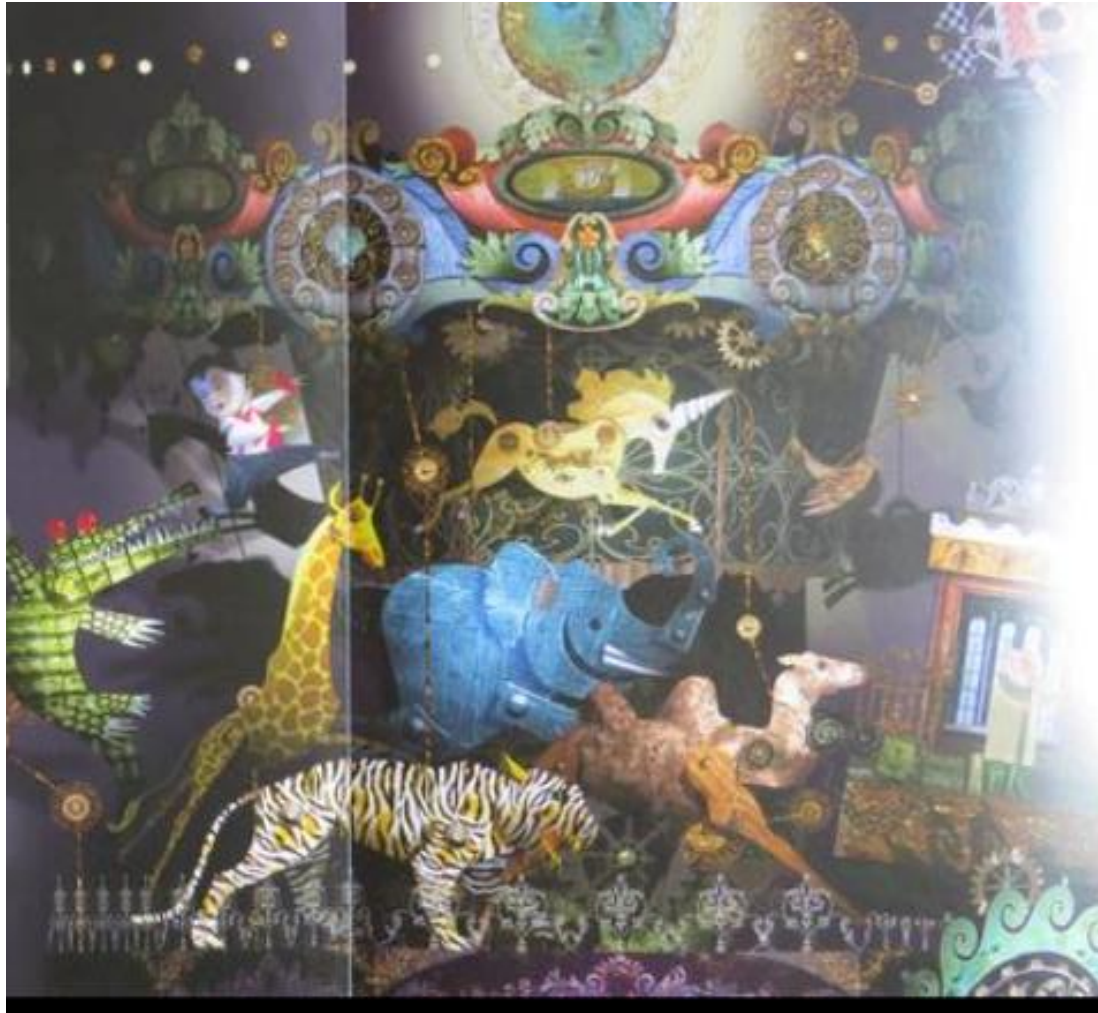
"NOW," SAID LEON,
EDGING FORWARD IN THE DARK.
"NOW IT'S GOING TO HAPPEN."

Outside in the night an owl hooted. With a wish
THE CURTAINS OPENED...

With a partner, mark around the text the different ways in which the author has created suspense.

short sentences; silence, stillness and darkness create a sense of anticipation; Leon leaning forward + his words = anticipation, ellipsis to make the reader wait.





This is a description of the barrel organ monkey scene that uses all the sense and verbs to describe clear action of the mechanical toys.

The magic had begun. The mechanical toys had started to move and wiggle to the sounds from the magical pipes. The red eyed crocodile snapped and hissed to the beats of the pipes. The little boy glided through the air with glee.

The magic had begun. The mechanical toys had started to move and wiggle to the sounds from the magical pipes. The red eyed crocodile snapped and hissed to the beats of the pipes. The little boy glided through the air with glee.

Task:

As a class, improve this description with the use of subordinating conjunctions before a subordinate clause to join ideas together.