

Learning objective Immersion: Inferring character

Continue reading book from knuckle bones page (or re-read to remind pupils) and pause on the theatre page.

<https://www.south-farnham.surrey.sch.uk/site/data/files/users/25/year%204/22nd%20june/english/892502AF5308917B156DE586AF5D742B.pdf>

Discuss how Dion thinks that his son will follow his career into acting.

Top of page where the actors fall silent. Discuss with pupils- what are the characters thinking? Feeling? Saying? Why did Tranio's father say 'Nothing to fear- back to rehearsal'? Use laminated thought/ say/ feel bubbles if you wish. Or just record on Flipchart.

Continue reading (donkey page) what clues are there to infer that something is wrong? – everyone shouting, arguing, carrying things to safety- donkey braying and pulling chain. Why are the children excited?

Stop on page with bird in cage. How is an ominous felling created? Dark skies, thick cloud, seagulls flying the wrong way, bird in cage, ash in air.

Hot seat people/ or perform freeze frames or small play dialogues for people in the illustration:



Support: YR GH

Offer this illustration on A3 paper and ask the pupils to think of what the characters may think, feel, say- write on post-its or pre prepared cut outs. **ADULT SCRIBES**

Group: Offer this illustration on A3 paper and ask the pupils to think of what the characters may think, feel, say- write on post-its or pre prepared cut outs, children can draw own if they wish.

Plenary & self-assessment: Take photos of thought say, feel sheets for working wall/ floor book.

Discuss the thoughts, feelings and quotes from each group- similarities- differences?

Extension: +GD

Write a mini play- where two characters are discussing what is happening

Week 1 READ/ Immerse	Learning objective	Immersion: Illustrating text	
	<p>Continue reading until the page where the volcano erupts. Pull out language- uncomfortably hot, sky thick with pumice and black with ash, muffled screams, dogs barking, gasping for air, grumbling, trembling ground, roar, top exploded into a scream, flames ripped upwards into the sky, massive cloud of silver ash rose to the heavens, twisting and bubbling in every direction, total darkness, lightning flashed, thunder roared, streams of molten liquid flowed in fast rivers, blanket of ash and stones, destroyed.</p> <p>Warning- quite a scary video! Watch to experience the eruption of Pompeii- https://www.youtube.com/watch?v=dY_3ggKg0Bc</p> <p>Pupils may come up with new vocabulary whilst watching this- i.e. crashed, smashed, raining ash</p> <p>Show pupils artist impression resource – discuss how the techniques have been created.</p> <p>This lesson may take two sessions. The vocabulary the pupils recorded, collected can be added/ collaged on in an artistic way to support the illustration.</p>		
	Support: YR GH		Extension: +GD
	Paint an illustration of Vesuvius erupting, for a new publication of Escape from Pompeii. Use illustration in book to support with ideas and artistic impressions. Think about the vocabulary which gives best description of the illustration.		Add own vocabulary to final piece use thesaurus.
	Group: As above- add own vocabulary- think word choice!		
Plenary & self-assessment: Class gallery- do the illustrations depict the story and the language used? Share on DOJO.			

Week 1 READ/ Immerse	Learning objective	Immersion: Writing in role of character	
	<p>Look at the illustration on the final page. DO NOT READ YET. Who are the two people under the tree? What else can the children see? Read final page.</p> <p>Would anyone find Pompeii? How do we know about it? Vesuvius and Pompeii are real places. Watch this video. It shows how historians have used the past to piece together clues, artefacts and archaeological findings to figure out what Pompeii may have looked like. https://www.youtube.com/watch?v=G3W_KLtX2VM https://www.youtube.com/watch?v=DeB5N_bH7E8</p> <p>Model together a memory of Pompeii as if written by the older Tranio and Livia. Use the book and ideas from video to describe the vibrant city before the eruption Begin- I remember Pompeii when... Use ENP Expanded noun phrases i.e. THE beautiful streets or a busy market place You can use 2A- 2 adjectives I.e. I remember the bustling market and bright spice stalls. The bay of Naples would glitter in the sunlight as fishing boats made their way into the hectic harbour, laden with their catch. Children used to laugh, play knucklebones and chase the dogs along the stone streets. Comforting scents of freshly baked bread filled the salty air as people queued patiently to buy their olives, oil and wine.</p>		
	Support: YR GH		Extension: +GD Use creating ENP word mat
	Write together- using the book and working wall to prompt ideas		ENP 2A Adverbs Prepositional phrase
	Group: Write guided with teacher/ parent- using the book and working wall to prompt ideas. Independent- write own memories of Pompeii using working wall and images.		
Plenary & self-assessment: Listen to some of the ideas- write some up on the working wall.			

