

English

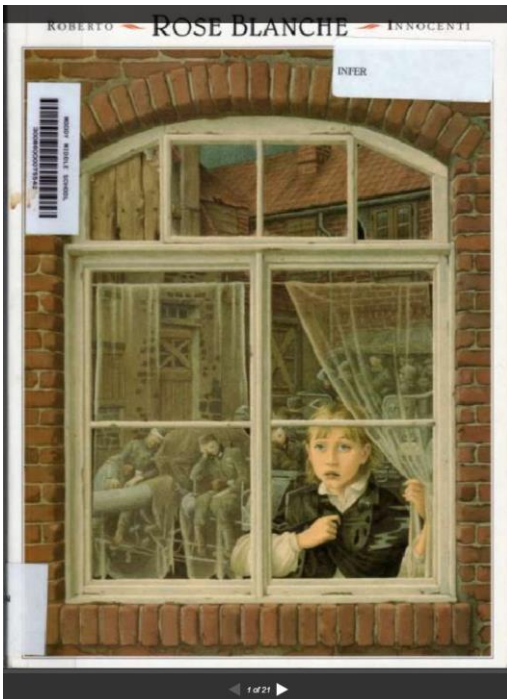
Rose Blanche - Setting description

We will start a new book this week in English. You can find a copy of the book here - <https://www.slideshare.net/sthomasen/rose-blanche-book-for-infering> - which allows you to view the images online. I will include the words separately in the documents the children work from, as well as clearer images of the pictures if they are needed.

This week the lessons will work best if the children **do not** read the whole text, instead read it at the pace I say in the lessons. Also, they should complete each lesson, in order, before moving onto the next lesson. If they don't the story, and impact of the work, will be affected.

Lesson 1

Looking only at the cover of the book children should create a mind map of everything they see.



Using this mind map children should predict what the story is about, who Rose Blanche is and where the story is set.

Children should then consider how this story could link to *Goodnight Mr Tom*. This can be a discussion or recorded in their books.

Children should then look at page one. What does this tell us about the story and where it is set? Children note down how this information changes their prediction and they re-write it.

Lesson 2

Rose Blanche is a war story with a difference. Not only is a picture book but it is from the perspective of a child in Germany during the war. Roberto Innocenti is not only the stories illustrator - the story originated with his personal experiences during World War II, and it was Innocenti who originally brought the story—complete with illustrations and early text—to publishers. Being Italian Innocenti is able to depict an accurate representation of what war was like for people in Axis power countries.

The text on the first page reads:

When wars begin people often cheer. The sadness comes later. The men from the town went off to fight for Germany. Rose Blanche and her mother joined the crowds and waved them goodbye. A marching band played, everyone cheered, and the fat mayor made a boring speech. There were jokes and songs and old men shouted advice to the young soldiers. Rose Blanche was shivering with excitement. But her mother said it was cold. Winter was coming.

Children should consider the importance of these few words. In their exercise books they should note down what they think the following quotes signify/ portray to the reader?

- When wars begin people often cheer. The sadness comes later.
- Rose blanch was shivering with excitement – think about the use of the word shivering and what it usually represents.
- But her mother said it was cold – what does this say about Rose’s excitement?
- Winter was coming.

As it is a picture book the picture is as important, if not more important, than the text and can give additional, sometimes different, information.

The picture on this page can be seen below. What are the first 5 things you notice – for instance I notice that there isn’t a lot of colour. Record these in your exercise books.



Notice that the flags in the image all have swastikas – the symbol of the Nazi party, showing that this text is set in Germany. Also, the vehicles in the picture are facing the right of the page. On a compass this would be to the East. This lets us know what time in the war this is as the troops are heading east – towards Russia.

The text says 'a marching band played, everyone cheered'. This suggests a carnival and a feeling of celebration. Does the image give this impression – give your answer with reasons.

Lesson 3

Look again at page one and the image. Imagine you are Rose Blanche and list what Rose might be able to see, hear, smell. How could she be feeling at this point?

Now consider the use of imagery – Similes (saying something is similar to something else), Metaphor (saying something is something else), powerful words and phrases and powerful adverbs.

With these in mind take your list of what Rose will see, hear and smell and write a sentence using one of the imagery devices above in your books. For example:

Through the bakery door, the sweet smell of newly baked bread drifts slowly into the air.

Cheering children scramble up onto the cold stone of our village monument for a bird's eye view of the marching band. Our stout, middle aged Mayor watches on.

In the distance, I can hear the tanks, like roaring lions, approaching. Suddenly, I shiver as I realise that our proud soldiers are marching off to war. My Mum moves closer to reassure me.

In the next lesson children will be writing a setting description. This will be describing the scene on the page we have been looking at and will be from Rose Blanche's point of view. It must include her emotions, be in the first person and in present tense. Children can plan this – I must see the plan before I see the writing.

An example plan might include their ideas from above and look like this (note there is an array of emotions displayed here as Rose would be feeling a variety of emotions:

Smell

Sweet smell of freshly baked bread

Toxic car fumes

Hear

Trumpet/band/uplifting tunes

Shouting/cheering/clapping/laughing

Vehicles (tanks?),

See

Proud soldiers, colourful, dancing flags, excited crowds, stout middle aged Mayor, cold monument

Feel

Shivering with excitement

Overwhelmed with happiness

Lesson 4

In this session children will write their setting description. Below is a modelled version which gives them a guide as to what is expected. They can magpie **some** ideas from this. They also have their plans and know the modelled version is a toolkit to help them.

Remember – It must include Rose’s emotions, be in the first person and in present tense.

Modelled Write

I am standing in the middle of our village square. Surrounded by the growing crowd, I feel unimportant. The butterflies inside my tummy confuse me: am I excited or apprehensive? Suddenly, a trumpet sings out, interrupting my thoughts.

Through the bakery door, the sweet smell of newly baked bread drifts slowly into the air. The excited crowd grows and the noise crescendos as people shout and clap. Cheering children scramble up onto the cold stone of our village monument for a birds eye view of the marching band. Our stout, middle aged Mayor watches on. I wave my colourful flag and it dances back and forth in my hand; my arm aches.

In the distance, I can hear the tanks, like roaring lions, approaching. Suddenly, I shiver as I realise that our proud soldiers are marching off to war. My Mum moves closer to reassure me.

Writer's tool kit

Sentence starters:

Remember to give examples!

- Excitedly/ With excitement
- Catching my breaths
- Taking in my surroundings
- In the distance
- Engine fumes washed over me like the ocean

The senses

Sight – Streets awash with German Soldiers
Flags rippling on the cool breeze.
Children waving flags like fans.

Sound – Children cheering joyously.
Trumpets blaring.
Marching bands leading the procession.
Excited chatter from the crowd.

Smell - Exhaust fumes
Fresh bread baking

Imagery

Similes – Children cheering as if at the fun fair.

Metaphor – A sea of smiling faces.

Words and phrases – swept along with the excitement, jostling for position, triumphant, lingered.

Adverbs – Nervously/Excitedly, Silently, Courageously, Apprehensively.

Throughout the week

Children should look to learn the following spellings this week:

Accommodate

Forty

Programme

Soldier

Muscle

Sincerely

Yacht

Bargain

Familiar

Excellent

You should test your children on these spellings at the end of the week and continue to work on the ones they do not know.