

## Warm up:

What do you think this book is about?  
When is it set? Where is it set?  
Who is the main character?  
What does the title mean?

Now note down under the following headings:

I know...

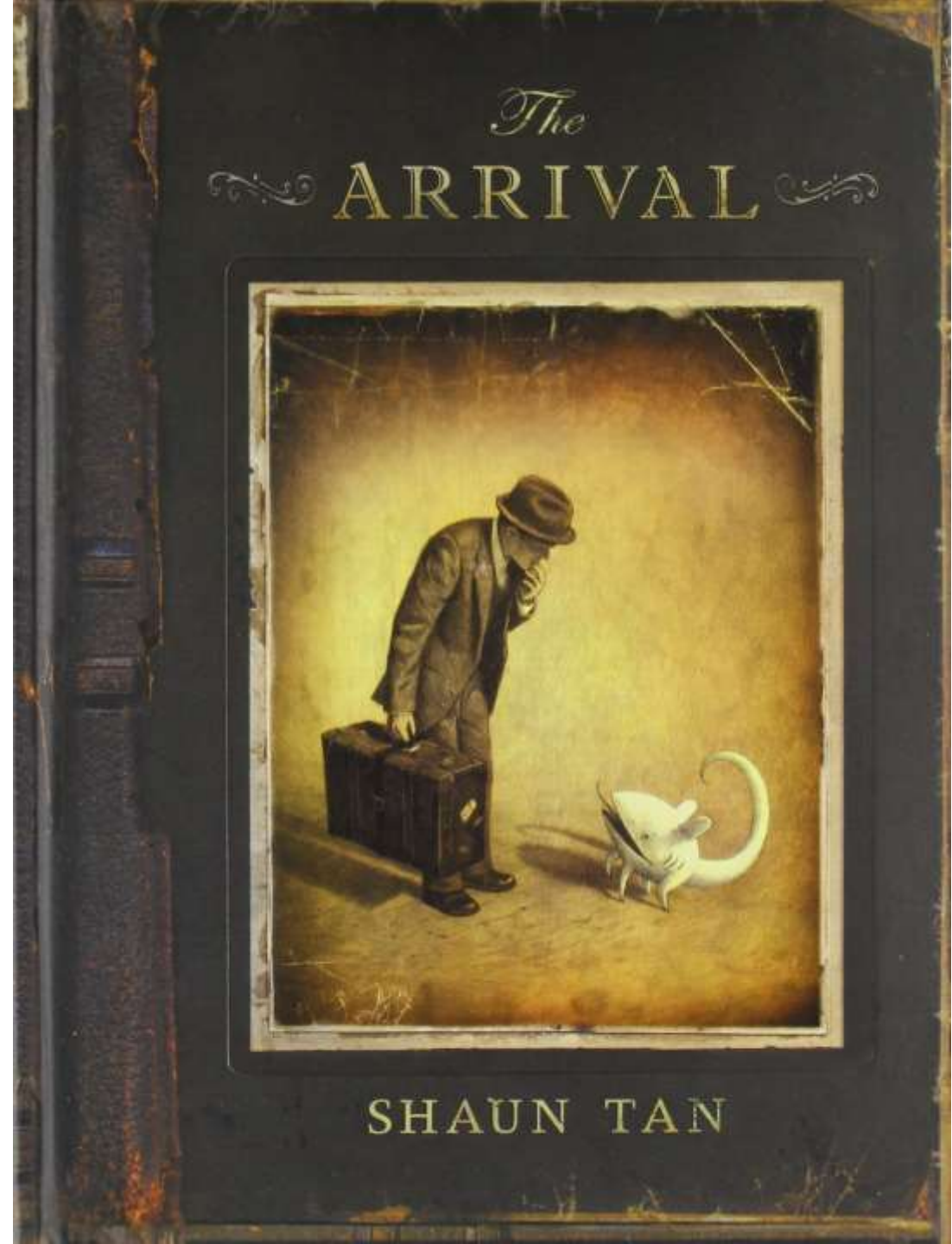
What is definitely true based on the picture.

I think...

What is probably true with some simple inference.

I wonder...

Questions – what do you want to find out?



# Tuesday 19<sup>th</sup> May 2020 – Lesson 1.

## Can I write a powerful poem?

### Success Criteria:

I can tell an emotional story through poetry

I can include nouns, verbs and adverbs to progress the storyline

I can link my ideas with conjunctions

I can re-order my plan to make my poem effective

I can add repetition

I can provide a suitable title

I can develop a theme or metaphor to my poem

# Graphic Novels

A story without words can still be just as powerful and detailed. Every illustration is included for a reason and if you look very closely you gather a huge amount of information from a single image. Use the link to watch up to the end of part one only (stop at 1:57) :

<https://vimeo.com/74292820>

What do you think has been happening?

Did you understand the story with no words?

Here is an explanation of the chapter:

<https://www.youtube.com/watch?v=LW1yFiHG6Ac&safe=true>



Take this image as an example. Tell me everything that you can learn from this.



Take this image as an example. Tell me everything that you can learn from this.

The family drink tea

They make a pot of tea, so they must drink together - socially

The black and white pencil drawings create a bleak feeling/mood



Tea is a cheap and readily available drink. This could imply information about their finances?

The tea pot is cracked. Maybe they are poor?



Insert one noun under each image. What are the four types of noun? Can you include a range of noun types?





**Dove**



**Hands**



**Coffee**



**Daughter**

Now next to your noun, add a verb



**Frame**



**String**



**Possessions**



**Love**



**Dove Fly**



**Hands Tick**



**Coffee  
Steams**



**Daughter  
Smiles**

Now add an adverb



**Frame Held**



**String Tied**



**Possessions  
Wait**



**Love Lasts**





**Dove Fly**  
**High**

Now use conjunctions/prepositions to link your ideas into a poem. You can re-order your words



**Hands Tick**  
**Morosely**



**Coffee**  
**Steams**  
**Slowly**



**Daughter**  
**Smiles**  
**Beautifully**



**Frame Held**  
**Desperately**



**String Tied**  
**Tightly**



**Possessions**  
**Wait**  
**Patiently**



**Love Lasts**  
**Forever**

Fly high dove  
While the hands of time tick  
morosely,  
And coffee steams slowly  
Beautifully, she smiles  
As I hold the frame desperately  
And tie the string tightly,  
My possessions waiting patiently  
Love  
Lasts Forever  
So fly high dove.



# Compare my plan to my poem. What did I do to covert it into a poem?

Fly high dove  
While the hands of time tick  
morosely,  
And coffee steams slowly  
Beautifully, she smiles  
As I hold the frame desperately  
And tie the string tightly,  
My possessions waiting patiently  
Love  
Lasts Forever  
So fly high dove.



Dove Fly  
High



Hands Tick  
Morosely



Coffee  
Steams  
Slowly



Daughter  
Smiles  
Beautifully



Frame Held  
Desperately



String Tied  
Tightly



Possessions  
Wait  
Patiently



Love Lasts  
Forever

to add

Now use connectives/prepositions to link your ideas into a poem. You can re-order your words

**Task** – Use your plan to create an effective poem using the objects and reflect the emotions at the start of the book.

Departing Dove

Fly high dove

While the hands of time tick morosely,

And coffee steams slowly

Beautifully, she smiles

As I hold the frame desperately

And tie the string tightly,

My possessions waiting patiently

Love

Lasts Forever

So fly high dove.

Success criteria:

*I can tell an emotional story through poetry*

*I can include nouns, verbs and adverbs to progress the storyline*

*I can link my ideas with connectives*

*I can re-order my plan to make my poem effective*

*I can add repetition*

*I can provide a suitable title*

*I can develop a theme or metaphor to my poem*

What does this image suggest?



Wednesday 20<sup>th</sup> May 2020 – Lesson 2.

Can I comprehend a characters feelings and emotions through illustrations?

Success Criteria:

I can retrieve information from a picture and make a judgement based on what I see

I can provide my own opinion on what I believe is happening in an image

I can sequence images to connect a story line

I can suggest what specific images may imply to the reader

Watch this version of part one of 'The Arrival'

<https://vimeo.com/74292820> (up to 1:57).

Discuss with a family member or think about:

Why do you think he has left?

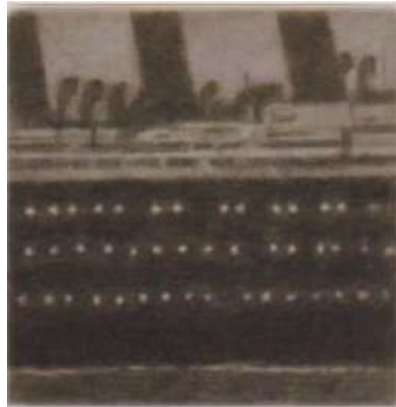
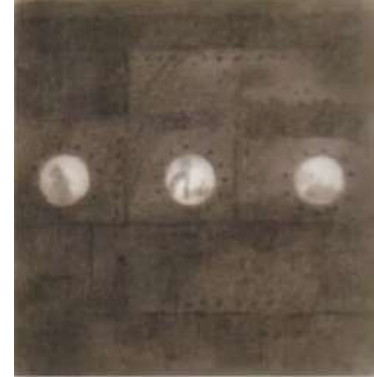
Do you know any other situations where somebody has had to leave their country? (Could be from a story, the news or real life)

How do you think he is feeling?

Now watch part 2 with the same link up to 7:20. Then stop there. What do you think is happening? How does it make you feel? The link below explains part 2.

<https://www.youtube.com/watch?v=W8-vn8xhiqE&safe=true>

Why do you think the author chose to include this sequence? What does it make you think/realise?



What do you think the idiom 'all in the same boat' might mean?



Tell me all of the information you can retrieve from this image.



# Main Task

Complete the 'image discussion task'. You may annotate your sheet if you wish to or note answers down in your book. What can you learn from pictures when there are no words?

Think about our main character. What are the negatives and positives that he has faced so far? How is he feeling at this part of the book?

Thursday 21<sup>st</sup> May 2020 – Lesson 3.

Can I explain the emotional impact that a text or image can have on a reader?

Success Criteria:

I can select an image that has the most emotional impact on me

I can explain why the image is emotional

I can infer information from the image

I can relate the image to another story or personal experience

Watch part 2 again (from 1:57 to 7:20).  
Pay close attention so that you can recall what has happened.



What have you noticed about the wildlife? Why is it shown in this way? Can you think of two countries that would have contrasting wildlife?



What have we learnt about the man's accommodation?  
What might he be thinking at this point in the story?



Look at each of these images. Which mood or message do you think the author is trying to convey through these images?



# Main Task

Choose one of the images that we have looked at today that you feel has the biggest emotional impact on you. I have put all the images on to a separate word document if you need it.

Which have you chosen and why? You are going to explain your reasoning in writing (refer back to the success criteria).

Explain what you can infer (work out based on the facts and evidence) from the image and how it makes you feel. Give reasons why and give evidence from what you can see, what you can infer or guess and what you might predict. Give precise details such as style of drawing, facial expressions of characters, colours used etc. You might want to compare the image to a real life situation. See my example on the next slide to help you...



Emotionally, this image from the story has the biggest impact on me – I feel it very personally. It is clear throughout the story that the man is lonely and at times feeling lost, but this image is particularly sad because he is watching the mother and daughter from afar which implies that he is missing his own wife and child. The suggestion is that they remind him of his own family, who he is miles away from, and has no idea how they are, knowing full well that the home he has left behind has issues and potential dangers. What makes this image even more poignant is that he feels he has to keep his distance from the family and not intrude on their personal space. This is probably because he either doesn't feel welcome; he is perhaps uncomfortable in his new surroundings especially with his inability to speak the language. By looking on from a distance, he seems to be an outsider. Finally, having a young daughter myself makes me understand and empathise with how much he must miss his own daughter and that leads me to appreciate how brave he must be to leave his family in pursuit of employment.



# Plenary

Has 'The Arrival' made you think differently about migrants? How?



<https://www.scholastic.com/teachers/videos/teaching-content/arrival-video-booktalk/>