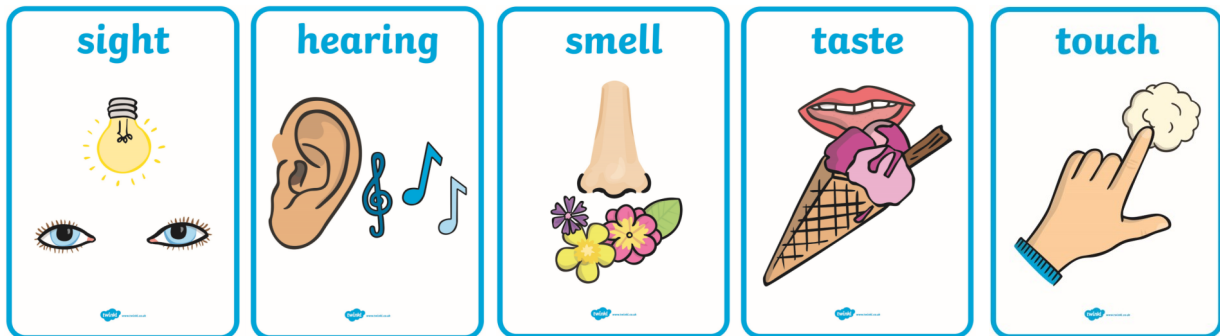


w/b 18.5.20 Class 3's home learning: Writing

Can I discuss and record my ideas? Can I plan and draft my writing?

Using my 5 senses to describe a photograph



Over the past two weeks you have been using some or all of your 5 senses in your writing. This has (hopefully!) helped you to use more adventurous vocabulary and has made your writing more interesting to read.

Your task this week is to use your imagination and to include your 5 senses when writing about one or more photographs linked to our theme of 'Under the Sea'.

I would suggest you pretend to be a scientist or an explorer and write a diary entry about your adventure.

The photographs I have chosen are actually photos of slides (if you're not sure what a slide is, ask an adult). There is also a bit of a story behind why I have these slides; all will be revealed on the next page.

Enjoy! Or at least try to... :-)

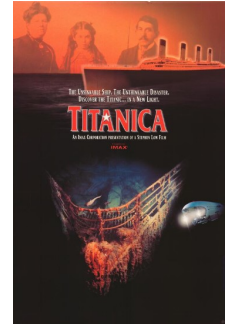


w/b 18.5.20 Class 3's home learning: Literacy

Can I discuss and record my ideas? Can I plan and draft my writing?

"Mrs Cameron, why do you have slides of... the Titanic?!"

My dad was a scientist and used to work for the Geological Survey of Canada. One of his friends and colleagues had the amazing opportunity to work with a group of Russian scientists and dive down to the wreckage site of the Titanic. Afterwards, my dad's friend was also in the IMAX film 'Titanica'.



Many photographs were taken and my dad's friend passed some onto our family. I found the slides a few years ago when I was in Canada and brought them back to Norwich. I have been waiting for a chance to use them in class and am happy I am now getting the opportunity to share them with you!

I have included several photos in this document. You do not have to use them all, just choose the ones that really spark your imagination and that you find the most interesting.

Once you have chosen the images you really like, you may want to create a mind map to help get your ideas down onto paper and to help you plan your writing. Remember to include your 5 senses!

Now look on the following pages for the photos of the slides and a caption for each.

Which images will you choose?



Photos to choose from...



Titanic on Ocean (Photo credit: Ulster Folk and Transport Museum)



Academic Keldish (Russian Research Vessel, June 1992)

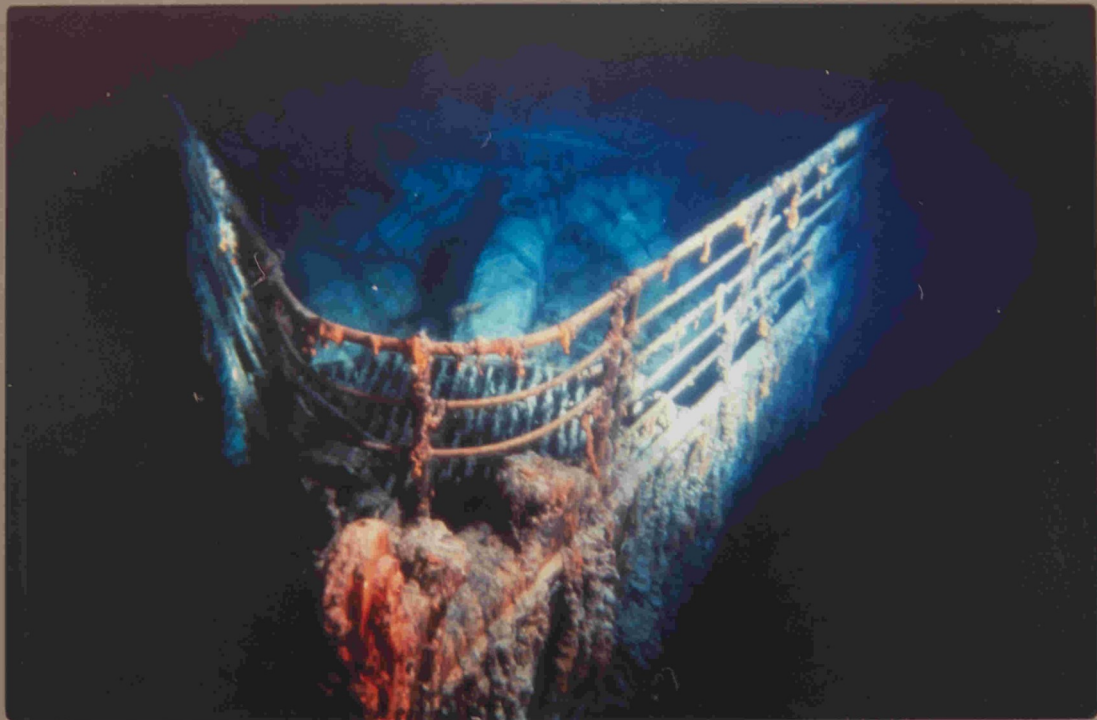
(Photo credit: 1992 Low Films International Inc.)

Photos to choose from...



Russian miniature submarine being lowered over the side of the Keldish.

(Photo credit: Terry Thompson)



Bow of Titanic showing 'rusticles' and other damage/decay (June 1992)

(Photo credit: 1992 Low Films International Inc.)

Photos to choose from...



Windows into one of the decks/wheelhouse (?) of Titanic (June 1992).

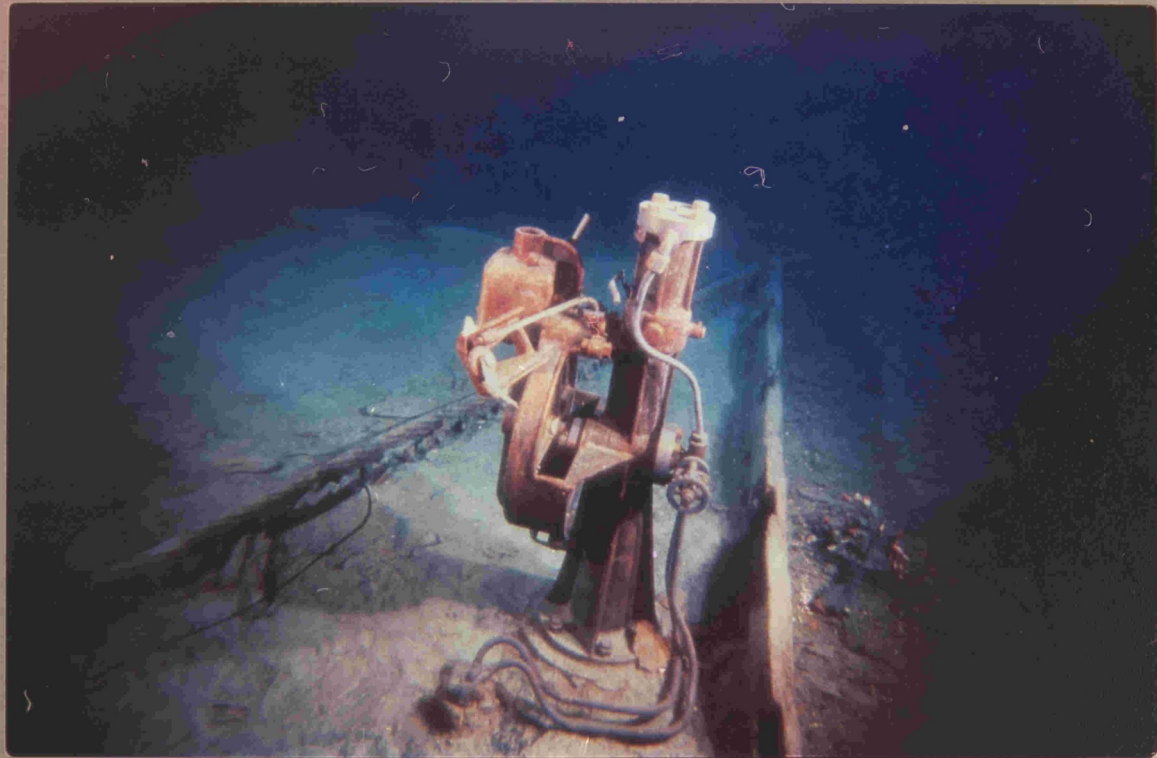
(Photo credit: 1992 Low Films International Inc.)



Equipment (bollards?) on deck of Titanic (June 1992)

(Photo credit: 1992 Low Films International Inc.)

Photos to choose from...



Close-up of wheel stand of Titanic (June 1992).

(Photo credit: 1992 Low Films International Inc.)



Second MIR Sub, showing wheel stand of Titanic (June 1992).

(Photo credit: 1992 Low Films International Inc.)

Photos to choose from...



Deck bench of Titanic on ocean floor (June 1992).
(Photo credit: Emory Kristof/National Geographic Society)



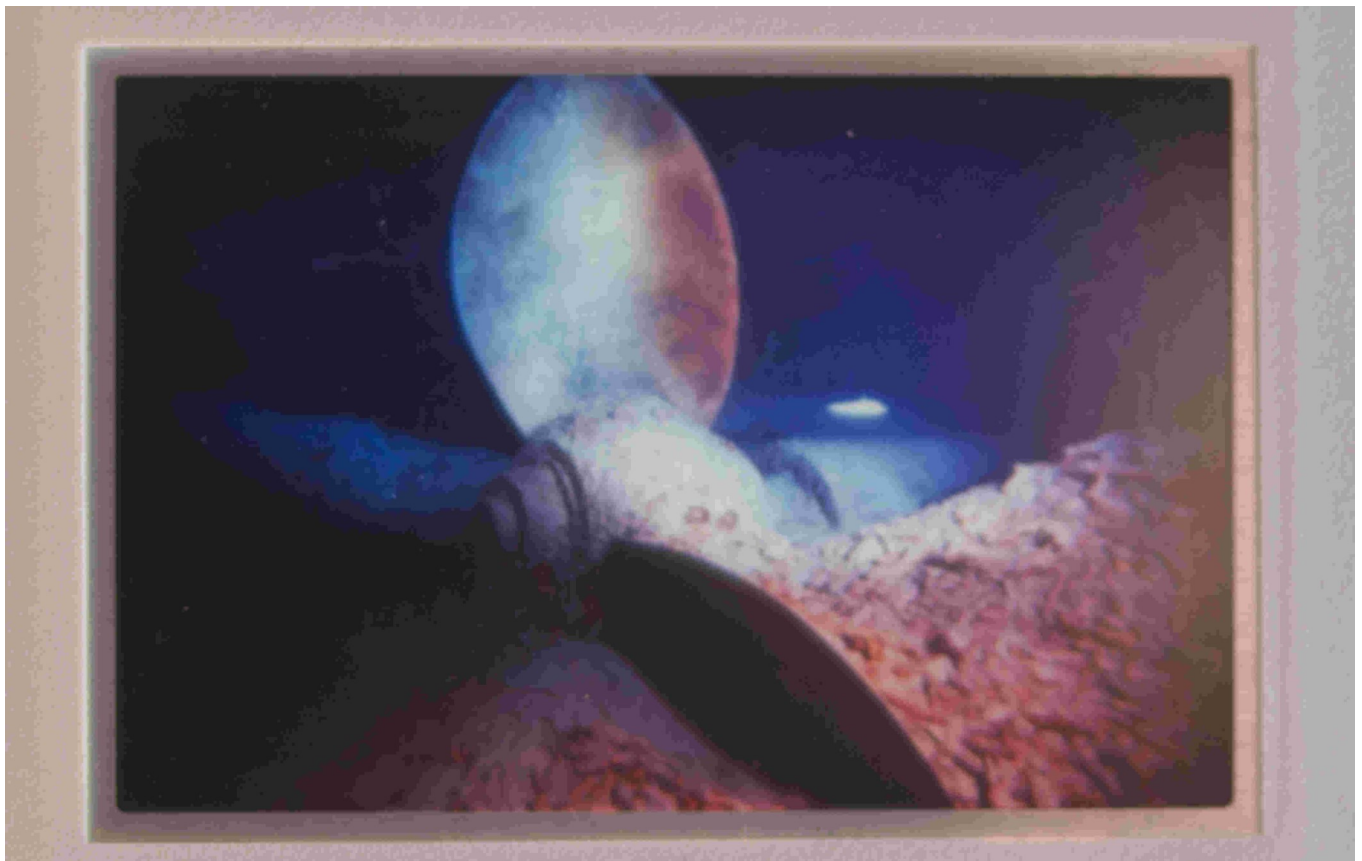
Debris field between bow and stern sections of Titanic; chamber pot and flat-tailed fish, etc. (June 1992). (Photo credit: 1992 Low Films International Inc.)

Photos to choose from...



Shoe (women's) and debris in debris field of Titanic (June 1992).

(Photo credit: 1992 Low Films International Inc.)



One of Titanic's three propellers imbedded in ocean floor (June 1992).

(Photo credit: 1992 Low Films International Inc.)

Photos to choose from...



MIR submarine being removed from water onto Keldysh (June 1992).

(Photo credit: Emory Kristof/National Geographic Society)

Diary writing

When writing a diary, please remember the following:

- date of your entry (you can make this up!) and you could include the time
- start your entry with 'Dear Diary'
- write in the first person (I, we, us, our, me, my, mine, myself)
- write in the past tense (went, ran, skipped, hopped, jumped, etc.)
- include your thoughts and feelings
- include your 5 senses

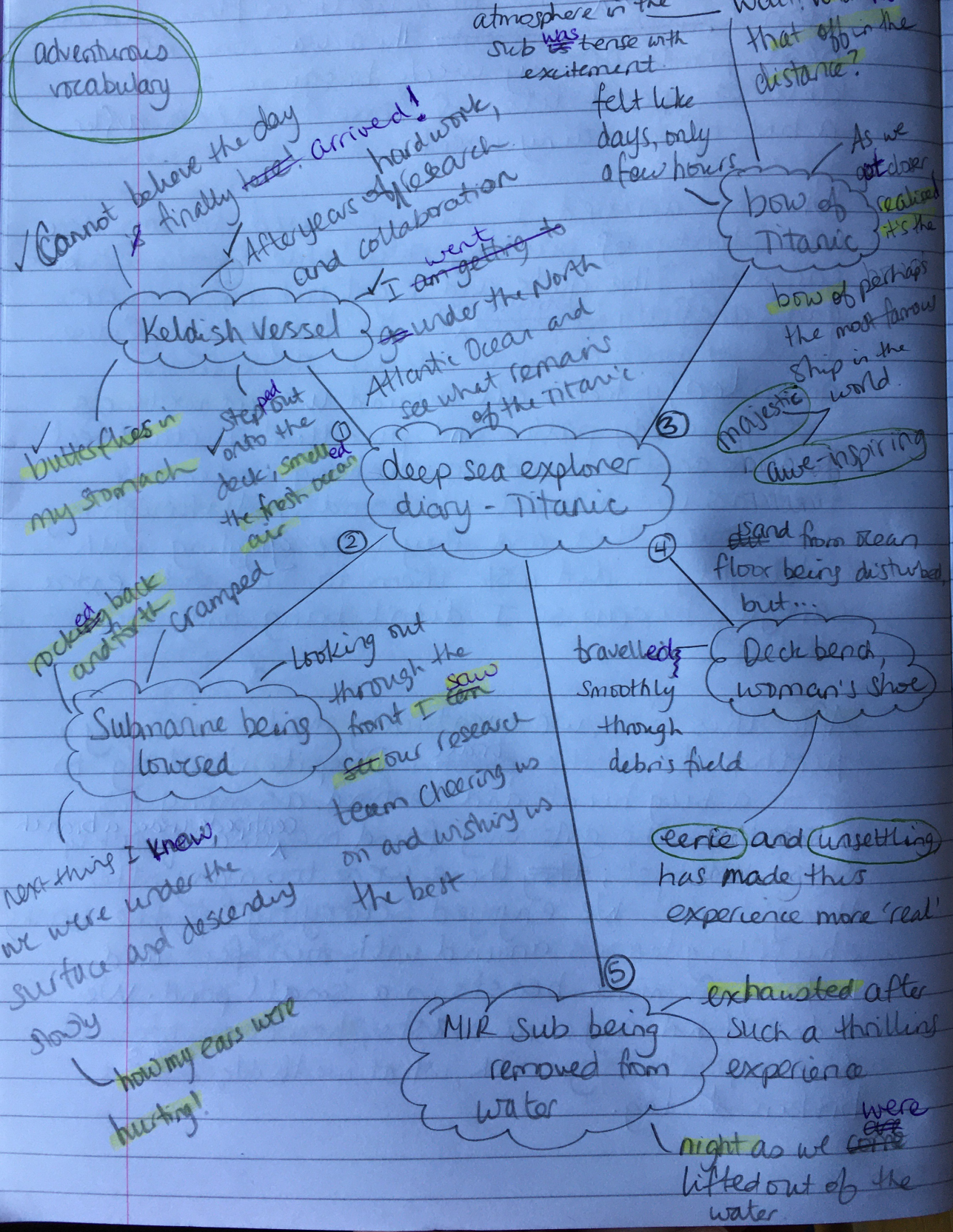
Can you use any of these words in your writing?



Look on the next page for Mrs Cameron's mind map.

Mrs Cameron's mind map

18.5.20 Using my 5 senses to describe a photograph



Look on the next page for the start of Mrs Cameron's diary entry.

The beginning of Mrs Cameron's diary entry

If it helps, use the same starting paragraph as Mrs Cameron!

19.5.20

18th June 2019
7:30pm

Dear Diary,

I cannot believe the big day finally arrived! Yesterday, after years of ^{incredibly} ~~hard~~ hard work, research and collaboration with scientists from around the world, I went under the North Atlantic Ocean in a tiny submarine to see the remains of the Titanic. WOW!

As I stepped out onto the deck of ~~the~~ our ^{Russian} ship, the Keldish, the fresh ocean breeze blew across my face and I inhaled the salty air. While the crew prepped the MIR sub, I just stood ~~the~~ on the deck, taking everything in, while also trying to ignore the butterflies in my stomach.

"Dobroye utro," ^{exclaimed} ~~said~~ one of the Russian scientists. "Are you ready?" he asked with a ^{joyful} ~~happy~~ smile on his face.

20.5.20

*'Dobroye utro' means 'good morning' in Russian.

Things to remember and to help me improve my writing

Punctuation

- Full stops, capital letters
- Commas, exclamation marks, question marks, apostrophes

Here are some helpful videos from BBC Bitesize if you are unsure, or need a reminder of how to use certain types of punctuation:

- <https://www.bbc.co.uk/bitesize/topics/zvwwxnb>

Year 3

- Use words like when, because, if, after, while, also and as well to make my sentences longer
- Use interesting verbs, adjectives and adverbs
- Use words like afterwards, before, also, after a while and eventually to help connect my ideas and events

More BBC Bitesize videos to help:

Verbs: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zpxhdxs>

Adverbs: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>

Adjectives: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>

Year 4

All of the above, plus

- Use words like although, however, nevertheless, despite, contrary to and as well as

*An online Thesaurus (if you do not have a paper based version at home) may help to improve 'ok' words like ran, walked, said, etc.

*Why not try to include alliteration, similes, personification or onomatopoeia.?