



Diamond Class English Planning
Summer 2 Weeks 4 and 5
Flotsam by David Weisner



The next book we will be looking at is Flotsam by David Weisner. This book has no words in it to tell the story, only pictures. Everyone who reads the book will have different thoughts and opinions about the characters, events and places, so you can really let your imagination go wild! You will need to look at the pictures really carefully and use your detective skills to work out what you think is happening.

It might be tempting to look at the whole book at once but please don't do that! Some of our activities need you to stop at a certain point. This is clearly shown in the daily activities with a picture of where you need to stop.

Week 1

| | Learning Objectives | Introduction | Activity |
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| <p style="text-align: center;">Day 1</p> | <p>To use a thesaurus to find synonyms and explore word meaning.</p> | <p>Before we look at this book, do you know what flotsam is? It's not a word we hear every day. Use the internet to look up the definition of the word.</p> <p>https://kids.britannica.com/kids/browse/dictionary</p> <p>You might like to use different dictionary sites to get more information. Choose one site and write down the definition.</p> | <p>Use an online thesaurus to look up synonyms for flotsam.</p> <p>https://www.collinsdictionary.com/dictionary/english-thesaurus</p> <p>Again, you might like to explore other online thesaurus sites. Write down as many synonyms as you can find. Your work should look like this:</p> <p><u>Flotsam</u> Definition: Synonyms:</p> <p>Using the synonyms you have found, write some sentences including those words or phrases.</p> <p>C1: I can write at least 3 sentences using a synonym for flotsam. C2: I can write at least 6 sentences using a synonym for flotsam. C3: I can write at least 6 sentences using a synonym for flotsam plus look up the definition of jetsam. *C I can write at least 6 sentences using a synonym for flotsam and describe the difference between flotsam and jetsam.</p> <p>You might like to draw and label some flotsam or jetsam that you could find on a beach.</p> |
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To explore a character using inference.

Take a very careful look at the pictures on the first 2 pages of the pdf. Stop when you reach this picture.



We are going to use our detective skills by looking at the pictures and try to work out what this character is like. He is the main character of the story. What can you work out about this character from the clues in the pictures? Think about:

- What does he look like? How old might he be? What is he wearing?
- What does he like to do? Look at the equipment he has brought with him – what interests do you think he has?
- What might he be thinking or feeling in these pictures?
- Can you give him a name?
- Come up with at least three adventurous adjectives to describe him. Collect any other words that might help you to write a description of him.

Use the template called character template to order your ideas. You can either use the sheet or write headings in your book if you prefer.

There are two word mats you might like to use to help with adjectives and vocabulary. They are labelled – character description and character adjectives.

C1: I can record at least one idea for a character under different headings and three adjectives.

C2: I can record at least two ideas for a character under different headings and six adjectives.

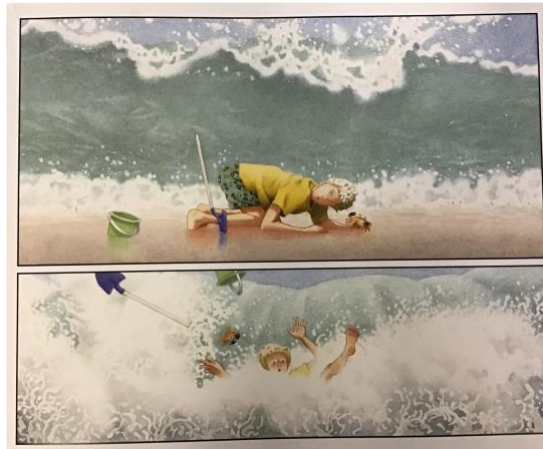
C3: I can record at least three ideas for a character under different headings, explaining why I think that (with evidence from the pictures) and six adjectives.

*C: In addition to the above, I can use a thesaurus to explore synonyms for the adjectives/vocabulary collected.

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| <p style="text-align: center;">Day 3</p> | <p>To write an introduction to a story and introduce the main character.</p> | <p>Following on from yesterday, look back at those first pictures again. Do you notice any new details? Look closely at what is in the bag and buckets – what might he be planning to do with these items later on? Who is he with and what are they doing? You are going to write the opening of this story and introduce the main character. You can use the ideas and words you collected yesterday to help.</p> | <p>Think about your very first sentence; can you make it really interesting to capture the reader’s attention? Can you begin this sentence with a fronted adverbial (see word mat ‘fronted adverbials’) or using one of the ISPACE sentence openers from Day 4 of Robinson Crusoe?</p> <p>Write about what you see in each picture adding details about the character. For example - Staring intently, the boy was fascinated by the tiny crustacean nestled in his hand. This shows the boys interest in wildlife without actually saying it. As you are writing, try and include all of your ideas from yesterday about his appearance, interests, thoughts and feelings.</p> <p>C1: I can write at least four sentences to open a story and introduce the main character. C2: I can write at least six sentences to open a story and introduce the main character. C3: I can write a paragraph to open a story and introduce the main character using a variety of sentence openers. *C: I can write an extended piece to open a story as above, using a range of vocabulary.</p> |
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To write about what might happen next in a story.

Look at the next page in the story. The boy gets caught in a wave. Has this ever happened to you? How did you feel? What thoughts went through your mind? Think about what might happen next. Let your imagination take over. Think about any stories you have read about the sea and what happened in those. Will he get washed away to a desert island? Be rescued by real or fictional sea creatures? Be rescued by the lifeguard and have a ride in a boat? Be captured by pirates? Talk about and share your ideas if you can.



Write about what might happen next to the boy. Include how he might be feeling and the thoughts he might have. You might like to use this sentence to start your piece of writing or you can come up with your own.

Between the beach and the sky, a mountainous wave appeared.

Keep using those sentence starters to make your writing more interesting.

C1: I can write at least four sentences to say what might happen next.

C2: I can write at least 6 sentences to say what might happen next.

C3: I can write a paragraph to say what might happen next.

*C I can write an extended piece including a resolution.

To explore story settings and expand word knowledge.

You can now find out what really happened to the boy! Carry on looking closely at the pictures to find out what happens next and stop when you reach this picture.



The boy has found some flotsam. It's very unusual but there are clues in the pictures to tell you what it is. Can you spot them? He has found a very old underwater camera. Did you notice the writing on it? What pictures could be on that underwater camera?

Using the internet, look up some pictures of the world beneath the sea. If you have a favourite fish or animal, you might like to focus on that. Find an interesting picture and print it out if you can or if not, draw it. You might want to look up unusual creatures like the deep-sea angler fish or narwhals. If you type in 'underwater sea' there are lots of good images you could use.


Stick your picture in the middle of the page. Around the outside, write words that describe your picture. You might have written words like 'colourful' and 'beautiful'. Using a thesaurus look up synonyms for some of the words you came up with. Record them next to the original word (you might like to do this as a spider diagram). You will need these for the next lesson.

C1 I can write at least 5 words to describe my picture and find synonyms for at least one word.

C2 I can write at least 8 words to describe my picture and find synonyms for at least two words.

C3 I can write at least 10 words to describe my picture and find synonyms for at least three words.

*C As above, plus I can write sentences for some of the synonyms.

| | Learning Objectives | Introduction | Activity |
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| Day 6 | <p>To develop inference skills using pictures and focusing on the elements of <i>observe, wonder and infer</i>.</p> | <p>Continue looking carefully at the pictures in the story and stop when you get to this picture.</p>  <p>These are the photos from the underwater camera; they are very unusual and surreal. If you can, talk to someone about what you can see in the pictures.</p> | <p>Choose the picture that interests you the most from the camera to work on. Print it out if you can and stick it in the box labelled 'picture' in the 'observe, wonder and infer' template. Next complete the box labelled observe. Using bullet points write about what you can see, e.g. I can see two massive starfish standing above the waves. In the box 'wonder', write bullet points about what the picture makes you wonder, e.g. I wonder if they are friends dancing or if they are angry with each other. Finally complete the box 'infer', showing what you think is happening, e.g. I think someone has put a magic spell on them because starfish aren't really that big.</p> <p>C1: I can write at least two bullet points for each box. C2: I can write at least three bullet points for each box. C3: I can write at least four bullet points for each box. *C I can write at least four bullet points for each box and explain my inferences with reference to the picture.</p> |

To infer about a character from a picture.

Continue looking at the pictures in the story and stop when you get to this one.



The boy has discovered that the photo shows a child holding a photo of a child who in turn is holding a photo of a child. He uses his microscope to look at all of the children.

Look very closely at the pictures. What do you notice about them as they get smaller? The numbers on the pictures are the magnification so the bigger the number, the smaller (and older) the pictures are! Look at how the pictures change. Examine the backgrounds, the children's clothes and hairstyles. What might their lives have been like? Using your knowledge of Victorians and WWII, can you find a picture that fits these times?

Choose your favourite picture of a child and look at it very carefully. Just like yesterday's task, think about what you can see, what does it make you wonder and what can you infer? Draw the picture of the child that you have chosen and write about that child. Include details about what year it might be and what the child's life is like. Are they rich or poor? What sort of activities would they like to do? What are they wearing? Are they from this country? Do they live somewhere hot or cold?

C1: I can write at least four sentences about a character from the photographs.

C2: I can write at least six sentences about a character from the photographs.

C3: I can write a paragraph about a character from the photographs.

*C: I can write an extended piece.

To debate the reasons for keeping or returning the camera.

You may now look at the pictures to the end of the book. Now turn back and look closely at this picture.



It is clear that the boy's time at the beach has come to an end. He must be wondering what to do with the camera.

Some children in Taiwan found an underwater camera at the beach, just like the boy in this story.

You can read all about it here

<https://www.bbc.co.uk/news/world-asia-43579098>

The children in Taiwan that found the camera on the beach faced the same dilemma as they boy in this story. Should they keep the camera or not?

Think about the reasons you might want to keep the camera and why you might not. Talk to someone about this if you can.

The boy in this story decided to take his own picture on the camera and return it to the sea. Why do think he did that? What was he thinking about?

You are going to write about the reasons for keeping or returning the camera. Try and look at both sides of the argument and then decide what you would do and why?

C1: I can write about what I would do with the camera and give one reason why.

C2: I can write about what I would do with camera, giving a reason for and against.

C3: I can write about what I would do with the camera giving several reasons for and against.

*C I can give a detailed account of the arguments for and against keeping the camera.

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| Day 9 | To write a persuasive advert. | Imagine that instead of returning the camera to the sea, the boy decided to sell it on eBay so that others could share in the joy he had when he found it. Maybe a historian would buy it and research the people in the pictures or the buyer might simply take another picture and pass it on. It might be a safer way for the camera to travel, as it might get damaged or lost at sea. | <p>Using the eBay template. You are going to persuade people that they want to buy this piece of history. Print out and stick the eBay header into your book. Complete the description underneath.</p> <p>Think about all the reasons it would be a good item to own. Look at the persuasive writing word mat for ideas on how to start sentences. Can you make the flotsam underwater camera sound amazing? Think about what it looks like, how old it is and the history in the pictures. Talk to someone about this if you can.</p> <p>C1: I can write four sentences using persuasive sentence starters and language to sell the box camera. C2: I can write six sentences using persuasive sentence starters and language to sell the box camera. C3: I can write a paragraph using a range of persuasive sentence starters and language to sell the box camera. *C: I can write an extended piece using a range of persuasive sentence starters and language to sell the box camera.</p> |
| Day 10 | To answer questions about a text. | You may be aware that there is currently a problem with plastic waste or flotsam, washing up on beaches around the world. Today we will be reading about this and answering questions about the text. | <p>Open the file 'All about plastic pollution'. Parents, please can you print the relevant pages and keep the answer sheet so you can check the work later. At the bottom of the sheets you will see one, two or three stars and this corresponds to the challenge levels.</p> <p>C1: I can answer one star questions about a text. C2: I can answer two star questions about a text. C3: I can answer three star questions about a text. *C: I can answer three star questions about a text and devise at least 3 of my own questions.</p> |