

Day 1 English: Monday 22<sup>nd</sup> February

KQ: Can I infer the feelings of a character?

We hope you have had a great half term! Today we are starting our new topic 'Dungeons and Dragons' which means a new story that we are focusing on... However, the front cover is not going to be revealed until a later date... Let's explore and see what we can find out about our mystery new book...

Let's have a think about today's key question:

**Can I infer the feelings of a character?**

When we make *inferences*, we are using evidence provided by the author to make our own conclusions.

You get *feelings* because of what you see, hear, remember, and do. How are you feeling right now? Miss Hughes says 'I am feeling calm.'

Take a good look at the pictures below and have a think about the following questions...

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Who is this character?

Where does she live?

Why is she in a tall tower?

Can you describe the setting?

Can you describe the character?

Discuss your ideas with an adult.

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Imagine you are the girl stuck at the top of the tower.

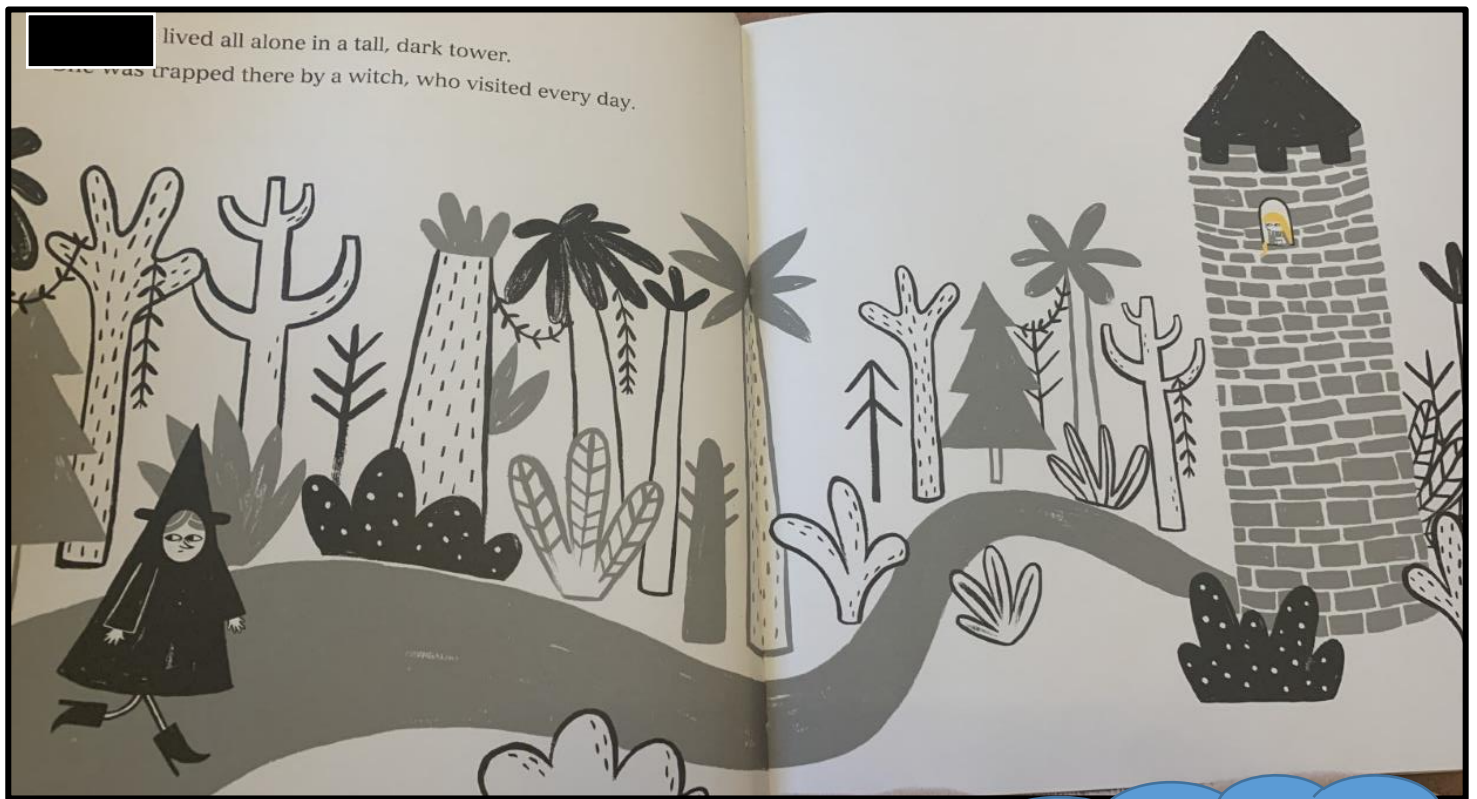
What might her feelings be as she looks out of the window?

Discuss your ideas with an adult.

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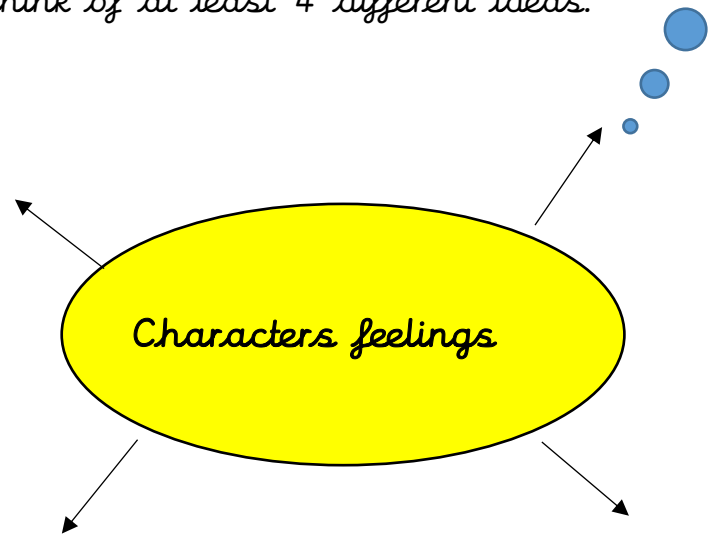
Let's read the first page of the story together. The character's name has been blanked out because we do not want to reveal her name just yet...



How do you think the character is feeling?  
What could she be thinking?

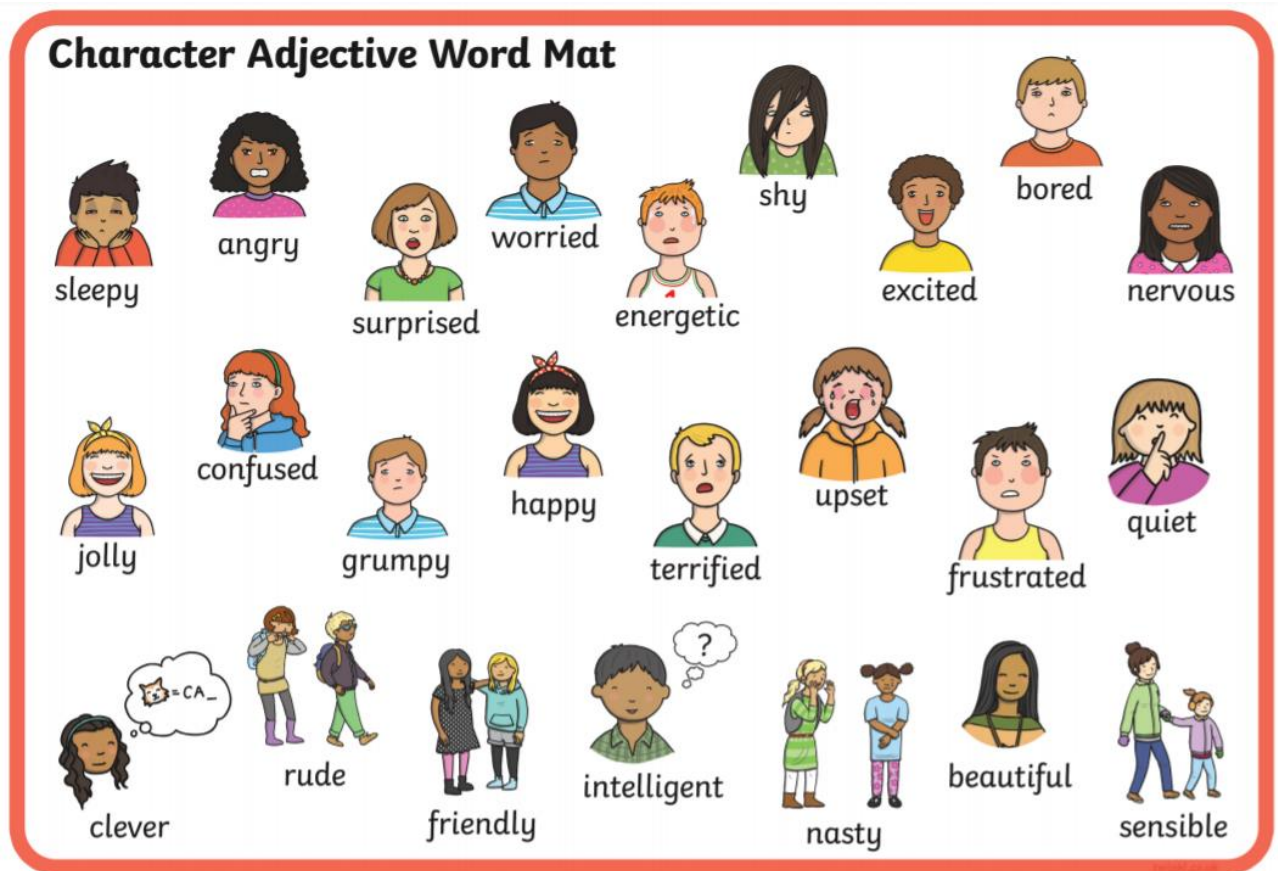
Create a mind map of your ideas...

See if you can think of at least 4 different ideas.



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*So we have had a chance to explore a little bit more about the characters and the story.*

*We are now going to have a think about the feelings of the character at this point of the story. We don't know much about the character at the moment which is why we are going to **infer** (use evidence provided by the author to make our own conclusions).*

*Take a look at the feelings word mat above, maybe you could use some of these ideas...*

*Use the sheet on the next page or write your ideas into your book. Look at Miss Hughes' example to help you.*

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**EXAMPLE:**

The diagram features a large heart shape containing six different emotion icons, each with a handwritten label. The emotions and their corresponding icons are:

- angry**: A circular face with a downward-curving mouth and slanted, downward-pointing eyebrows.
- stressed**: A black silhouette of a person with their hands on their head and three lightning bolts above their head.
- sad**: A circular face with a downward-curving mouth and two dots for eyes.
- bored**: A circular face with a straight line for a mouth and wide, staring eyes.
- worried**: A circular face with a wavy line for a mouth and slanted, downward-pointing eyebrows.
- nervous**: A circular face with a wavy line for a mouth and slanted, downward-pointing eyebrows.

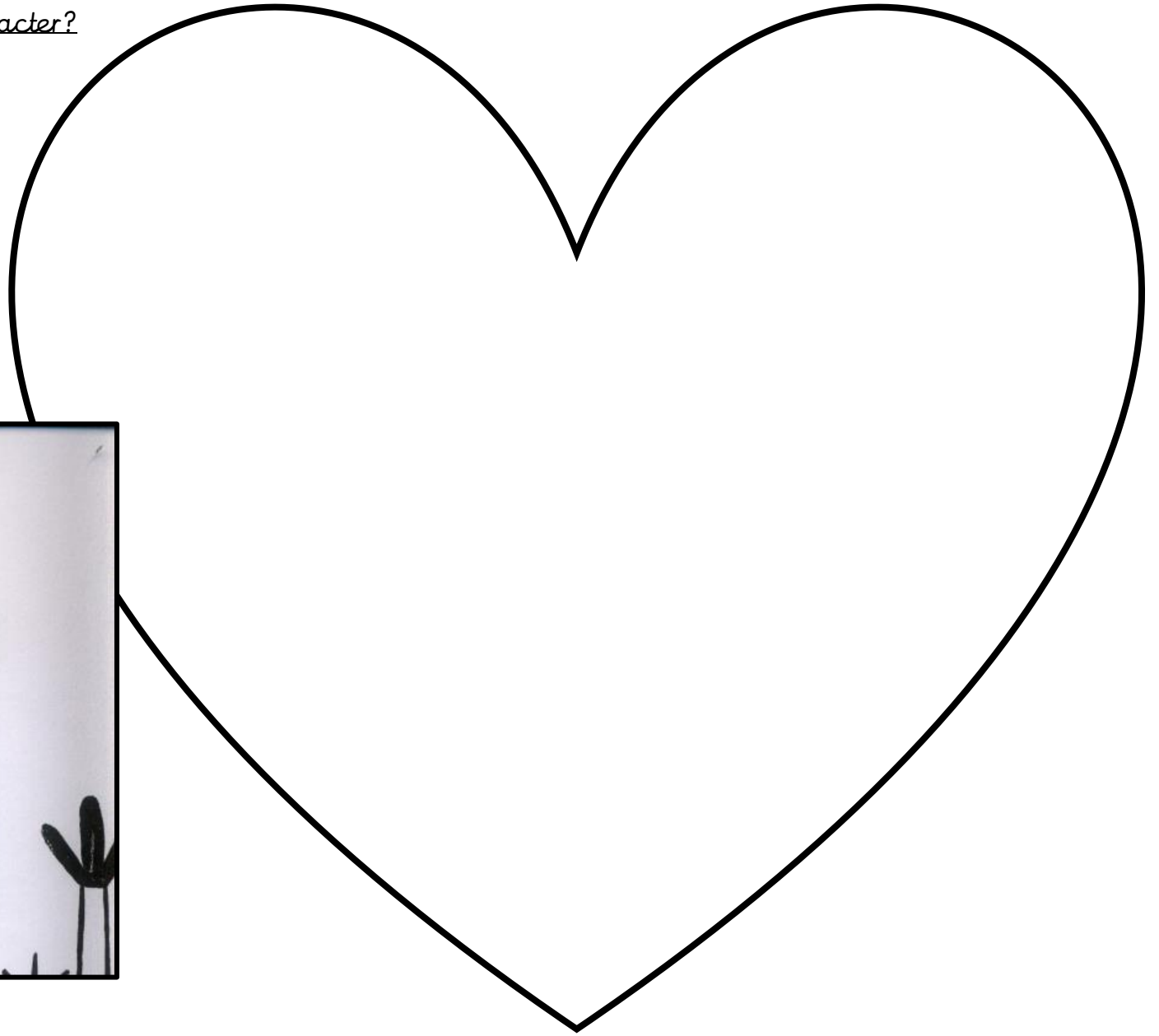
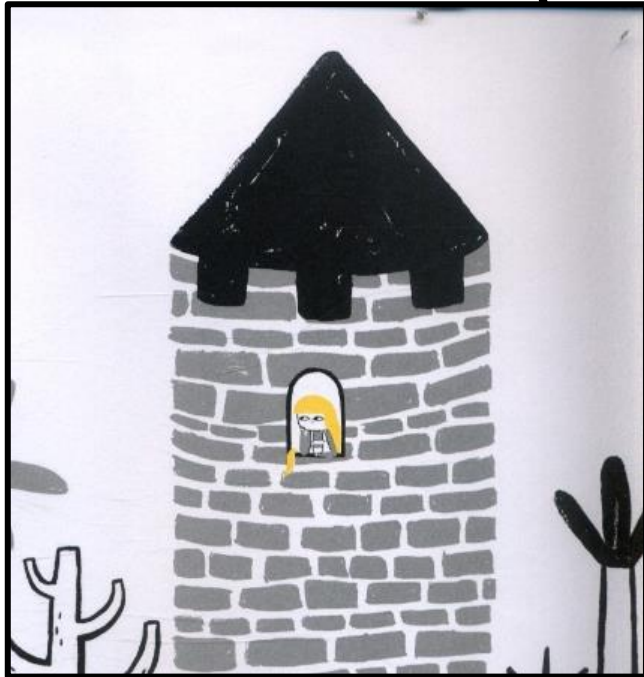
An inset image on the left shows a character with yellow hair and a white shirt standing in a small arched window of a stone tower. The tower has a black roof and is surrounded by a cactus and a plant.



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YOUR TURN:



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*What ideas did you come up with?*

*We can't wait to see your work on class dojo!*

*Are you excited to read more of the story tomorrow?*

*To finish our lesson, have one more think about the questions from the start of our lesson.*

*Who is this character?*

*Where does she live?*

*Why is she in a tall tower?*

*Can you describe the setting?*

*Can you describe the character?*

**END OF LESSON.** Thank you for participating in today's lesson. Please don't hesitate to send Miss Hughes or Miss Knight any work you complete, we would love to see it!