Good morning Year 4 writers.
Over the next week, we will be exploring ‘The Lion and the Unicorn’ and using our skills to write a story about a child evacuee. This will build on our knowledge and understanding of evacuation from last week's learning in topic and in English.

Have fun and remember, we would love to see examples of your work!

Miss Edwards and Ms Paintsil

Lesson 1 - Awesome Adjectives

First, take some time to watch an audio version of the story.
https://www.youtube.com/watch?v=qgzBOYMDkbM

In the story, Lenny has a badge that his father gave him before going off to war.

‘Made of solid brass, a lion and a unicorn on their hind legs.’

The book is named after these two animals – one real and one mythical, and are used in the book as a symbol of Lenny's bravery. Today, we are going to focus on using adjectives to describe both a lion and a unicorn.
Task 1:
Read through the adjectives below.

<table>
<thead>
<tr>
<th>brave</th>
<th>gentle</th>
<th>fierce</th>
<th>proud</th>
<th>loner</th>
</tr>
</thead>
<tbody>
<tr>
<td>timid</td>
<td>protective</td>
<td>leader</td>
<td>real</td>
<td>mythical</td>
</tr>
</tbody>
</table>

Some could be used to describe the lion and others to describe the unicorn.

Which adjectives suit which creature best?
Could some of the adjectives apply to both creatures?

Copy out the Venn diagram below or use the print out on page 8.
Sort the adjectives into the Venn diagram. Remember, adjectives that could be used to describe both would go into the middle.

Challenge:
Try and come up with your own adjectives to describe the creatures.

Task 2 - Letter Writing
Imagine that you are Lenny and have just received the letter below from your father.

Dear Lenny

I miss you so much. How are you? Are you looking after your mum and being brave like a lion? Are you taking care of her and being as gentle as a unicorn?

- How do you feel receiving this letter?
- Do you feel brave like a lion?
- How are you being as gentle as a unicorn?
Write a letter in role as Lenny. Using the conjunctions below and adjectives from your Venn diagram, describe how you are being brave like a lion and gentle as a unicorn.

| although | as | but | because | yet |

WAGOLL (What a good one looks like)

**Dear Dad,**

*How are you? I am missing you so much. I’m looking after your badge as best I can! You will be very pleased to know that I am being as strong as a lion and taking care of mum, although I am not fierce like one! Sometimes I feel upset that you aren’t here, but I remember the lion, all brave and courageous and I don’t feel so bad.*

Lesson 2 - Creating Conversations

*‘It’ll be a lovely place in the country,’ Mum told him. ‘Flowers and rabbits and that.’* **But she was nearly crying.**

Today, we are going to focus on the mother and son’s thoughts and feelings. From the text, we can see that the mother did not want to worry her son, even though she was really upset. She encouraged him to be brave and hid how she was truly feeling.

**Task 1**
Imagine you are the boy boarding the train, what would you say to your mother? What would the mother say to make him feel better?

Use the template on page 9 or your notebook. Write down what the mother and son would say and then what they would be feeling inside.

Remember that both mother and son would be pretending to be brave and happy.
Task 2:
Now, we are going to burst the speech bubbles and turn them into **direct speech**.

Remember, the speech marks only go around the words that are spoken. You can then describe how they were feeling following the reporting clause.

**Example:**
“You’ll have a great time! It’ll be an adventure!” said his mum, although inside she was devastated that she wouldn’t see him for a long time.
“I’ll write every week!” Lenny replied jovially, but inside he was trembling with fear.

Lesson 3 - Amazing Antonyms
Today we will be learning how to use antonyms.

**But what are antonyms?**
A word opposite in meaning to another (e.g. bad and good).

Unfortunately, Lenny was bullied during his time at the school. He escaped to a garden where he met a war hero who helped him to understand bravery. He said to him:

‘You can’t be brave if you’re not frightened.’

**Brave** and **frightened** are the antonyms in this sentence.

**Task 1:**
Think back to Lesson 1.
We used **adjectives** to describe the lion and unicorn.

There are some of these adjectives below.
For each adjective, we have listed their antonym.

<table>
<thead>
<tr>
<th>Quality (adjective)</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td>frightened</td>
</tr>
<tr>
<td>strong</td>
<td>weak</td>
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<tr>
<td>proud</td>
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</table>

Now create a table in your book to list positive adjectives about bravery and find out the antonym. Alternatively, use the template on page 10.

Struggling to find the antonym? Use an online dictionary such as Collins or simply Google.
Feeling inspired by the soldier’s words, Lenny sat in the garden and wrote a short poem onto a piece of paper. He then kept that piece of paper in his pocket next to his badge.

"You can’t be brave if you’ve not been frightened,
But you can’t be strong if you’ve not been weak,
You can’t be humble if you’ve not been proud,
But you can’t be a hero if you’ve not been a coward."

**Task 2:**
Create your own simple poem, like Lenny’s, using the adjectives and antonyms that you found. You could instant publish your poem and keep it somewhere special as a reminder of your own bravery.

Below is a structure that you could use:

You can’t be __________ if you’ve not been ______________

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**Lesson 4 and 5 - Wonderful writers**

Over the next two days we are going to write our own version or opening to ‘The Lion and the Unicorn.‘

When we innovate stories, like we did with Winter’s Child and The Selfish Giant, we often change one thing so that we do not overcomplicate our writing.

The badge holds so much importance in this story so we are going to ask you to change the badge and the thing that it represents.

**Task 1**
Let’s first think about your badge and its significance. Take some time to draw a picture of the badge that your main character will be given. Will you continue with the theme of bravery and gentleness?

I have picked a butterfly badge for my main character. I think that they are both brave and wise.
Task 2
Now, use the planning format below to plan your story. Template on page 12.

Child lives in a city bombed during the blitz.
Child’s parent leaves him an item, e.g. badge.

Child is evacuated to the country.
Child takes badge with him as a symbol of leave/peace/hope.

Child feels unhappy and homesick.

Child tries to run away and finds a garden. Something reminds them of the badge and being brave.

Child is reunited with his family.

Think about:
Who is your character?
What would the Blitz be like?
How does the badge help you when you are feeling sad?
How would you feel when you were about to get on the train?
What is the countryside like?
How does it compare with London?
When/how are you reunited with your mother?

Task 3:
Now that you have planned your story, it is time to begin writing. It is up to you whether you write the whole story. You might want to focus on the opening only or if you’re really enjoying it, you might decide to write over the half term! Illustrate if you like drawing and many of you do. The choice is yours.

Below is an example of an opening. I have used adverbial phrases and noun phrases to help set the scene in my introduction. Note how I used the dialogue from lesson 2.

WAGOLL (What a good one looks like)
Tom covered his ears and huddled close to the protection of his mother. Both were sat in an underground air raid shelter along with many others. Some were sleeping, some were crying and all knew that this would be another long night with no chance of going home to a nice, warm bed. ‘We’ll be ok Tom, this is another adventure!’ his mother soothed but her voice was shaky and did not hide her fear.

Above the ground, Tom could picture what was happening as he had seen it all before when they had been too late to leave their home and instead sat shaking in fear under the dining room table. There would be firemen frantically trying to put out the flames caused by another bomb. Smoke everywhere and people screaming and crying. The house that once
stood like any other would now be a pile of bricks with furniture strewn everywhere. No longer part of a happy home.

Further resources on page 11 to support with the writing process.

Enjoy writing this story using all that you have learnt from your topic work and literacy lessons. We really do look forward to reading them.
Lesson 1 – comparing lions and unicorns
Lesson 2 - Creating Conversations

What I said...  What I'm thinking...

[Diagram with speech bubbles for conversation practice]
## Lesson 3 – Antonyms

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Lesson 4 and 5 – Planning and writing resources

Sequencing images

Success Criteria

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>noun phrases</th>
<th>conjunctions to compare</th>
<th>figurative imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td>What they say and how they feel</td>
<td>singing of the blackbirds</td>
<td>although but yet but</td>
<td>bombs dropped like.......&lt;br&gt;the angry red sky looked...</td>
</tr>
<tr>
<td>Expanded noun phrase</td>
<td>bright, green fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The woman, with a friendly smile, stepped forward.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Adverbials</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your plan to guide your paragraphs</td>
<td>With fear and dread,...&lt;br&gt;Clutching his father's badge, ...</td>
<td>Above, Below, Next to Beneath</td>
</tr>
</tbody>
</table>
Lesson 4 and 5 - Planning format