


Girl and Robot

Monday: Lesson 1

Making Predictions : write down all your thoughts to refer back to



What do you think this short film will be about?



What do you think might happen?

1. Watch the first 13 seconds of the film, pause it and write down what you think the film will be about. What clues are there in the film?
2. Watch the film up to 47 seconds. Now what do you think? Have your ideas changed ?
3. Watch the film up to 3 minutes 14 seconds and pause when the screen goes black. Write a paragraph of what might happen next. Use some details and be specific e.g. the room filled with silver steam, covering everything like a blanket of snow....
4. Continue watching to the end, was it the end you expected?

Click on the link below to watch the short film 'Girl and Robot'

<https://youtu.be/5Qx5hf1zLmk>

Emotion Tracking

Time	Emotion and clues	Why
1m 22s	The girl seems to be confused and disappointed. Her eyebrows are pulled closer and she looks down as if she is looking for an answer.	She really wants the robot to work. It lights up for a moment but then the light goes out.
1m 26s		
1m 38s		
1m 47s		
2m 04s		
2m 09s		
2m 14s		
2m 36s		
2m 41s		
2m 49s		
3m 39s		

Inference: tracking a characters emotions

Set out a table like the one on the left (you can print it from the teaching resources PDF if you have a printer)

Task:

- Think of words that describe emotions.
- Watch the film again and pause at the time intervals in the first column on the table.
- Look carefully at the girl.
- In the middle column write about what emotion the girl is feeling and how you know this
- In the 3rd column explain why the girl might be feeling this way

Tuesday: Lesson 2

Sentence Structure

Under the robot's arm, I carefully twisted a loose bolt.

Prepositions can tell us where or when.

'Under' is a preposition

'Under the robot's arm' is a prepositional phrase

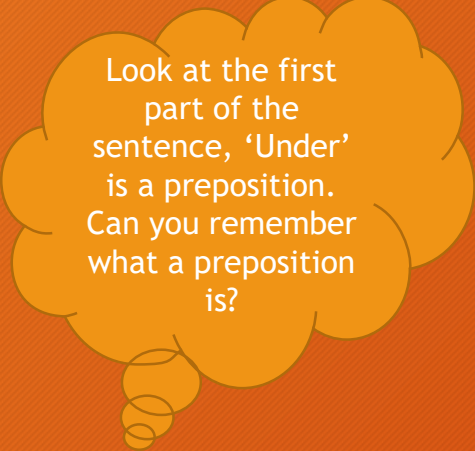
Notice that the preposition has a comma after it.

Task: Use the prepositional phrases below to write 3 sentences based on the film.

On top of the robots head,

Before I pulled the lever,

After the explosion,



Look at the first part of the sentence, 'Under' is a preposition. Can you remember what a preposition is?

Dear Diary,
My day has been a rollercoaster of emotions so far. Finally, after months of drawings and measurements, the robot I have been working on is finished- well, not quite. It looks fantastic and I'm bursting with pride. There have been quite a few adjustments along the way (the size is much bigger than I had first calculated) but I always expected to have to alter my plans. Behind him, there is a large wheel which rotates and helps to bring power to him, though, so far, I seem to be having trouble getting enough power to make him move. It is fairly disappointing to come so far and yet not be at the finish line yet. I've spent much of the morning trying to tinker with the mechanisms inside his torso, but I now feel exhausted, having spent hours trying to fix it without success. If only I could figure out how to get him to move? So far today I have seen his eyes light up and this gives me hope. There are a few hours left in the day and so I shall stay in the workshop and endeavour to breathe life into the nuts and bolts in front of me.

Read through the girl's diary entry.

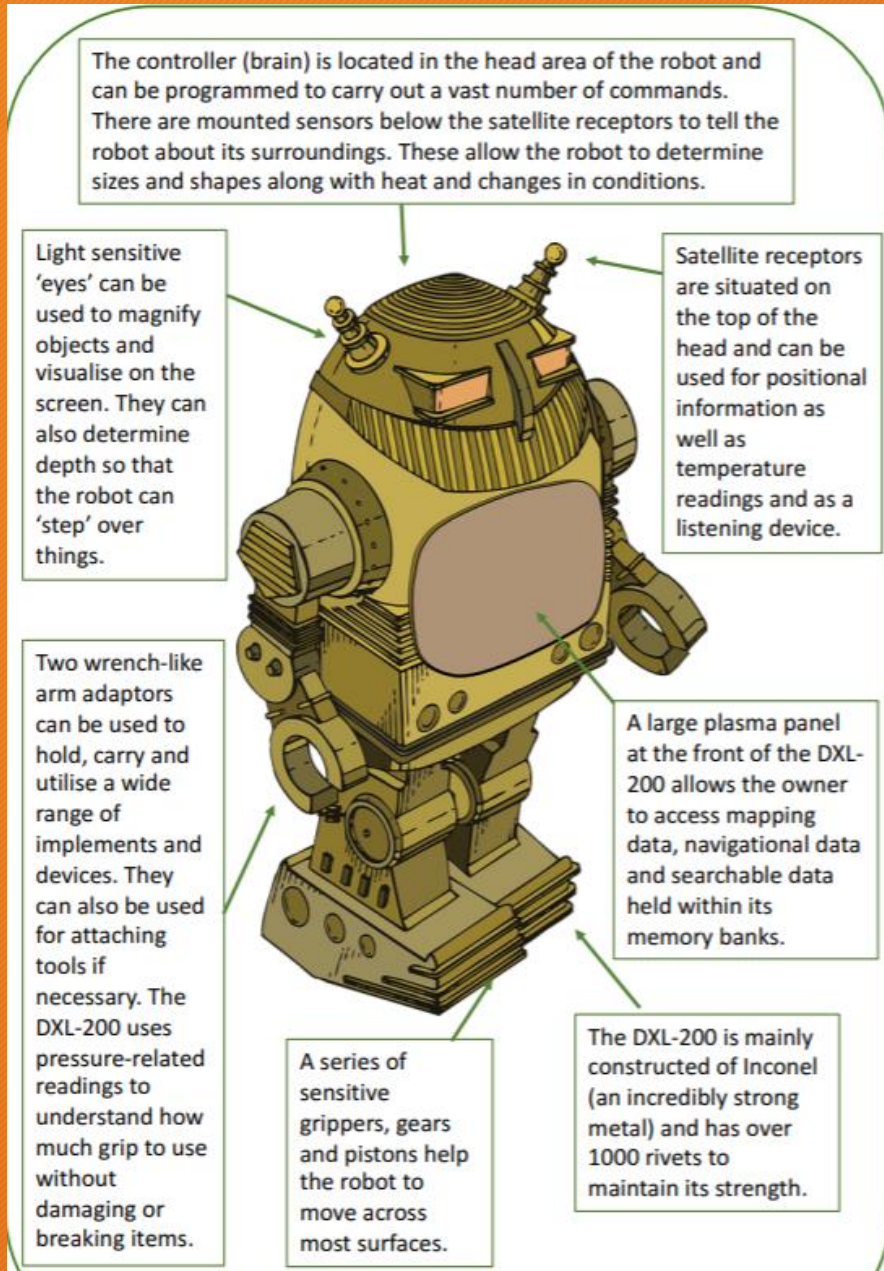
Can you find examples of prepositional phrases?

Notice the girl has not started her sentences with 'I' throughout her diary entry as this would be repetitive and a bit boring! Notice the interesting sentence openers that she has used.

Task: Imagine you are the girl. Watch the film again up to where the girl decides to increase the power. Write a diary entry up to this point in her day, in the first person. Refer back to your work about her emotions to include lots of feelings.

Use exciting sentence starters!

Wednesday: Lesson 3



Read through the descriptions of the design features of the robot.

Notice the following:

- Technical vocabulary used
- Connectives used to expand the sentence to explain the purpose of each feature.



Task: You can print this sheet from the teaching resources PDF. If you are unable to print, draw the robot in the centre of a piece of paper.

Label the robot with information boxes. Remember to use technical language and tell the reader what the feature is **AND** what it does.

Thursday: Lesson 4

Instructions

Read through the instructions on how to make a bull.

Notice different features:

- Headings
- Introduction
- Picture
- List of resources needed
- The method- each instruction is numbered
- Clear short instructions using bossy (imperative) verbs.

How to make a model bull

These attractive, brightly coloured bulls are easy to make; you can even use items that might be in your recycling bin. The design is also very simple to adapt so that you can make a wide range of animals. Why not try making a recycled zoo?



You will need...

- A red yoghurt pot
- 4 wooden lollipop sticks
- Coloured foam sheets (2 colours)
- A piece of black card
- 2 wobbly eyes
- A small cardboard box (a stock cube box is a good size)
- Scissors
- Glue
- Glitter pens



Method...

1. Firstly, ensure you have checked that you have the correct equipment.
2. Next, take the small cardboard box and glue the ends shut.
3. Then, glue the four lollipop sticks (like legs) onto each corner, carefully.
4. After that, cut the first foam sheet so that it fits over the box and hangs slightly below the edge. You may need an adult to help you make sure it is accurate. Glue it into position.
5. Next, select the second colour of foam and create a smaller blanket for your bull. Before you glue it into position, decorate it with your glitter pens.
6. Then, attach the yoghurt pot head into position on one end of the box.
7. Now cut two small triangular ears, and two circular nostrils, and glue onto the pot.
8. Finally, glue on the two wobbly eyes, and your bull is complete.

Try creating a pig by using a pink yoghurt pot and pink body, or why not make a lion by using a yellow yoghurt pot and creating a foam mane. The possibilities are endless!

Task: Design and make a robot using junk modelling.

Friday: Lesson 5

Features of instructional writing

- ✓ **Title** which shows what the text is about- use 'How to..' to show that you are writing instructions
- ✓ A clear **list of equipment** or ingredients- don't forget to include the number of items needed
- ✓ **Simple steps** for each action
- ✓ **Imperative verbs** telling the reader what to do
- ✓ **Bullet points or numbers** for each step
- ✓ **Adverbs** for how actions should be done
- ✓ **Chronological order** and adverbs to show time (First, then, next, finally)
- ✓ **Technical vocabulary** related to the task
- ✓ Safety warnings where necessary
- ✓ **Diagrams** or illustrations with **labels** (where necessary)
- ✓ **Impersonal tone**



Task: Look again at the example of instructions from yesterday's lesson: 'How to make a model bull'

Use these instructions and the guide on this page to write your own instructions for building your robot in the previous lesson.



Well Done Year 4!
I hope you enjoyed this week's
English Work
Have a lovely weekend 😊