

**English and Literacy**  
**Home Learning Read and Respond Units**  
**Year 5 - Week 12**



Week Twelve													
Year 5	Day 1	Day 2	Day 3	Day 4	Day 5								
<p><b>Focus Theme: Pixar Perfect</b></p> <p>Be prepared to laugh, cry and everything in between as you delve into three of Pixar’s best shorts.</p> <p><b>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</b></p>	<p>Watch and enjoy the Pixar short, <i>Piper</i> on YouTube here – <i>Piper</i> Pixar short film 2016 full: <a href="https://www.youtube.com/watch?v=qAIRXlckfMA">https://www.youtube.com/watch?v=qAIRXlckfMA</a></p> <p>Watch the film again, concentrating on the thoughts and feelings of Piper and Piper’s parent at these key points:</p> <p>You may wish to use this format to support you:</p> <table><tr><th>Key points from scene</th><th>Piper’s thoughts and feelings</th></tr><tr><td>0:00-1:00 mins</td><td></td></tr><tr><td>1:00-1:30</td><td></td></tr><tr><td>1:30-1:58</td><td></td></tr></table> <p><u>Piper</u></p>	Key points from scene	Piper’s thoughts and feelings	0:00-1:00 mins		1:00-1:30		1:30-1:58		<p>Return to the short, <i>Piper</i>, from yesterday and watch again to refresh your memory. <i>Piper</i> Pixar short film 2016 full: <a href="https://www.youtube.com/watch?v=qAIRXlckfMA">https://www.youtube.com/watch?v=qAIRXlckfMA</a></p> <p>Imagine you have been asked to write a narrative story which could accompany the short <i>Piper</i> - suitable for a 9-10 year old.</p> <p>Write a short story, either from the perspective of Piper or Piper’s parent.</p> <p>Before writing your story, make sure you plan it out, using some of the ideas you gathered yesterday. You may also wish to use this ‘<i>chunked plot</i>’ planning format to help you:</p>	<p>Watch and enjoy the Pixar short, <i>LOU</i> here:</p> <p><i>TwistedSifter: Pixar’s Latest Oscar Nominated Short About Bullying is Worth a Watch:</i> <a href="https://twistedifter.com/videos/pixar-lou-animated-short-by-dave-mullins/">https://twistedifter.com/videos/pixar-lou-animated-short-by-dave-mullins/</a></p> <p>(Note: as this page contains links to current news pages and trending articles, some of which may be unsuitable, parental supervision is recommended).</p> <p>During the film, the ‘bully’ experiences a lot of different emotions.</p> <p>Look at the emotions listed below and find evidence or a scene from the film which shows when the ‘bully’ felt these. There may be some emotions with more than one scene</p>	<p>Watch and enjoy the opening to the Pixar short, <i>Partly Cloudy</i> (up until <b>4:19</b> mins) on YouTube here:</p> <p><b>Note: Don’t watch past 4:19 mins as you are going to make a prediction.</b></p> <p><i>Partly Cloudy</i> Full Movie: <a href="https://www.youtube.com/watch?v=ix13P9NqBjo">https://www.youtube.com/watch?v=ix13P9NqBjo</a></p> <p>Based on what you have watched so far, make and write down a prediction of how you think the short will end.</p> <p>Now finish watching to the end – was the ending as you predicted?</p> <p>You may wish, at this point, to re-watch the short in its entirety – to enjoy from beginning to end.</p>	<p>Re-watch all three shorts you have looked at this week.</p> <p><i>Piper</i> Pixar short film 2016 full: <a href="https://www.youtube.com/watch?v=qAIRXlckfMA">https://www.youtube.com/watch?v=qAIRXlckfMA</a></p> <p><i>Lou: TwistedSifter: Pixar’s Latest Oscar Nominated Short About Bullying is Worth a Watch:</i> <a href="https://twistedifter.com/videos/pixar-lou-animated-short-by-dave-mullins/">https://twistedifter.com/videos/pixar-lou-animated-short-by-dave-mullins/</a></p> <p>(Note: as this page contains links to current news pages and trending articles, some of which may be unsuitable, parental supervision is recommended).</p> <p><i>Partly Cloudy</i> Full Movie: <a href="https://www.youtube.com/watch?v=ix13P9NqBjo">https://www.youtube.com/watch?v=ix13P9NqBjo</a></p>
Key points from scene	Piper’s thoughts and feelings												
0:00-1:00 mins													
1:00-1:30													
1:30-1:58													

	1:58-3:00		<b>Chunked Plot</b>  Words, phrases and notes	attributed to them. - Happy - Scared - Confused - Amused - Annoyed - Frustrated - Upset - Satisfied - Nostalgic	Imagine you are the cloud in this film. Write a diary entry of the day based on the events from the film.  Before writing your diary entry, make notes about the events of the day – thinking about the cloud’s thoughts, feelings and actions and any words or phrases which you may wish to include.  You may wish to use this planning format to help you:	Based on these three shorts, order them 1-3 from your favourite to least favourite (1 being the best).  Now choose <b>one</b> of the following two outcomes: <ul style="list-style-type: none"> <li> <u>Countdown TV/radio chart show</u> – Imagine you are presenting a section of a film review show – either on TV or radio. Write a script with a ‘Top 3’ countdown of the Pixar shorts you have watched. For each short, give a brief synopsis (try not to reveal too much!), an explanation of why it appears in that position on your countdown and who you recommend might enjoy it and why.         </li> </ul>
	3:00 – 3:34					
	3:34 - end					
	<b>Piper’s Parent</b>					
	<b>Key points from scene</b>	<b>Piper’s Parent’s thoughts and feelings</b>				
	0:00-1:00 mins					
	1:00-1:30					
	1:30-1:58					
	1:58-3:00					
	3:00-3:34					
3:34 - end						
Once you have gathered the thoughts and feelings for Piper and Piper’s parent, create a free-verse poem ( <i>no rules poem</i> ) for either character. You may						

Emotion	Scene/scenes from film
happy	<i>When the boy is taking the toys off the other children</i>  <i>When the boy gives the toys back at the end and is asked to play</i>

Events from film	Thoughts, feelings and actions of cloud – words and phrases
Made crocodile – bird appeared	
Crocodile bit bird – bird left	

	<p>want to use the thoughts and feelings you jotted down, look at improving some of your vocabulary by using a thesaurus or <a href="http://www.wordhippo.com">www.wordhippo.com</a> and presenting these as a poem, such as:</p> <p style="text-align: center;"><u>Piper</u> Breakfast time - Hurray! Confused, Why is Mummy not returning? Desperate, starving. Let's go and meet her. Search for food <i>myself?</i> Has she lost her mind? CRASH Bewildered, Petrified, horrified. What was that?</p>	<p>Once you have planned your story, use your chunked plot planning frame to help you write your narrative – taking a section at a time and thinking carefully about each sentence.</p> <p>As you will be writing a lot about the thoughts and feelings of your chosen character (either Piper or Piper's parent), you may wish to include an 'ed opener' sentence or two in your story.</p> <p>A list of 'ed' words and some example sentences can be downloaded here: 'Mrs Mueller's World – Ed openers cheat sheet' <a href="https://www.mrsmuellersworld.com/uploads/1/3/0/5/13054185/ed_openers_cheat_sheet.pdf">https://www.mrsmuellersworld.com/uploads/1/3/0/5/13054185/ed_openers_cheat_sheet.pdf</a></p>	<p>Once you have completed the activity, answer these questions:</p> <p>1) <i>Why is the film named 'Lou?'</i></p> <p>2) <i>The main boy in the film is horrible, do you agree? Give reasons for your answer.</i></p> <p>3) <i>Who might this short appeal to? Why?</i></p>	<table><tr><td>with bundle</td><td></td></tr><tr><td>Made goat for bird – bird looked longingly at other cloud</td><td></td></tr><tr><td>Made porcupine for bird</td><td></td></tr><tr><td>Bird reappeared but then went to another cloud</td><td></td></tr><tr><td>Bird returned with protective gear</td><td></td></tr></table> <p>After planning your diary entry, write it – including your ideas for each section. Once completed read it through – checking your spelling and punctuation.</p>	with bundle		Made goat for bird – bird looked longingly at other cloud		Made porcupine for bird		Bird reappeared but then went to another cloud		Bird returned with protective gear		<ul style="list-style-type: none"><li><u>Film review magazine article</u> – Write an article, suitable for a magazine, which gives a review of each of the Pixar shorts you have watched. For each film, write a brief synopsis, who you recommend the film for, a rating for the film and your reasons why.</li></ul> <p>Keep re-reading your work to check for spelling and punctuation.</p>
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### Additional activities:

If you enjoyed this week, why not try some of these additional activities linked with the films you have watched?

- **Piper**: In this short, Piper demonstrates ***courage***. Explore what the word ***courage*** means – using [www.wordhippo.com](http://www.wordhippo.com) to help you. Write a definition for courage in your own words. Now go back to the film and write down examples of how you think Piper shows courage.
- **LOU**: This short, like many Pixar shorts, has no spoken words in it. Imagine you have been asked to become the ‘voice-over’ for LOU. Create ‘voice-overs’ for all the characters in the film – thinking about what they would say and how they would say it at each point in the film. Record your voice-overs and play over the short – checking they fit with the timings of the film.
- **Partly Cloudy**: Enjoyed writing your diary entry as the cloud? Why not write a diary entry from the perspective of the bird?

Enjoyed these shorts? Two additional Pixar shorts to watch and enjoy are listed below:

- **La Luna**: YouTube: *Pixar Short Films #25 La Luna 2011*: <https://www.youtube.com/watch?v=vbug7w3ZDUQ>
- **For the birds**: YouTube: *[HD] Pixar - For the Birds Original movie from Pixar*: <https://www.youtube.com/watch?v=nYTrIcn4rjg>