

## A Mouse Called Julian by Joe Todd-Stanton continued

<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&cad=rja&uact=8&ved=2ahUKEwjwxO7C0OroAhXLNcAKHeKFAk8QFjAlegQIAhAB&url=https%3A%2F%2Fflying-eyebooks.com%2Fjoe-todd-stanton-reading-a-mouse-called-julian%2F&usg=AOvVaw2ph7e56ZDTUt4LPtSOJZs9>

This work may be completed next Monday, if extra time is required.

### Session 4: Looking at Language

Revisit the images and text you have seen and think about why Julian likes being on his own. Look first at the first frame where Julian is confronted by the cat and unpick the relationship between the cat and Julian. *Here, we can't see his face, so how do we think he looks and is feeling? Are there any clues in the illustration?* Look at the tiny bead of sweat running down from the back of his head. Now imagine what his facial expression looks like from the front.

Can you create this expression in a drawing showing how he feels?

Explore the relationships between the characters in the underground burrows and tunnels. *Which burrows lead where? Which animals are connected to other animals? Why might the animals in the top two burrows only be connected to each other?*

♣ Now look at the importance of being connected to others. Why is being connected to other people important? What kinds of things might the animals do together? How might they be helpful to each other? Who is helpful to you and your family? For example: neighbours, babysitters or childminders and where have you been helpful to others or others have been helpful to you.

Jot down a few notes about the above.

♣ Look for words and phrases in the story that give a deeper insight into the character of Julian and write them down. Think about the kinds of words you have marked, have you noted the description provided by the verbs in the sentences that accompany these images; *dodge, hide, leap, escape* and the last phrase *...and get home safe. What do these words tell us about how Julian might really feel in his day to day life?*

♣ In words (and pictures if it helps) write a persuasive report to Julian, agreeing with his decision to live alone but also offering suggestions as to why he might want to make connections with some of the other animals.

Watch the video below and then have a go at writing your persuasive argument.

[https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwjmuuDGPJDpAhUqRxUIHT3dBd4QFjABegQIARAB&url=https%3A%2F%2Fwww.bbc.co.uk%2Fteach%2Fclass-clips-video%2Fenglish-ks1-ks2-how-to-write-a-persuasive-text%2Fzkcfbdm&usg=AOvVaw1D7otNpGWpUJ7BZLI\\_jUHT](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwjmuuDGPJDpAhUqRxUIHT3dBd4QFjABegQIARAB&url=https%3A%2F%2Fwww.bbc.co.uk%2Fteach%2Fclass-clips-video%2Fenglish-ks1-ks2-how-to-write-a-persuasive-text%2Fzkcfbdm&usg=AOvVaw1D7otNpGWpUJ7BZLI_jUHT)

Don't forget you need:

Snappy title – with a hint of the subject

Introduction – explain to the reader what the topic is about

A paragraph for each different reason – important ones at the top – can be fact and opinion

**Para 1** facts about why living alone can be good –bring animals and their prey into it.

e.g. 'Being on your own must be calm and peaceful, but wouldn't you like someone else to walk with in the countryside?'

**Para 2** why being with other animals is good - It's much safer to travel together and you'd have someone to watch out for you if the hungry owl caught sight of you.'

**Para 3** – give your own personal opinion, recalling a time when you have felt happiness, fear, contentment etc. – state some emotive and positive language. What are the advantages and disadvantages of avoiding all the other animals? Have you used the 'present tense' and 1st person to make it personal?

**Conclusion** – your original point of view and a rhetorical question

♣ Read your report back for sense and meaning, making any amendments necessary. When you are happy with your draft, write it into your journal in neat.

Check that you have used 'fronted adverbials' and 'connectives' as previously taught?

Examples below.

## FRONTED ADVERBIALS

### Time

Today,  
Yesterday,  
On Monday,  
After a short while,  
In the blink of an eye,  
Later,  
Eventually,  
Recently,  
Early in the morning,  
Punctually,  
In June,  
After dusk.

### Location

Over the mountain,  
In the distance,  
On the shore,  
Outside the house,  
Down the stairs,  
Underneath the bridge,  
Aboard the boat,  
Around the corner,  
Adjacent to the shop,  
Far away,  
Back in the room,  
Under the sea,

### Feelings

Anxiously,  
In a flash,  
Suddenly,  
Nervously,  
Curiously,  
Joyfully,  
Unfortunately,  
Frantically,  
Enthusiastically,  
Wildly,  
Courageously,  
As fast as he could,

**Don't forget to add a comma when using fronted adverbials!**

### Conjunctions

#### **and**

also, and, as well as, in addition, moreover, with

#### **but**

alternatively, although, aside from, despite, however, in spite of, on the other hand, yet

#### **opinion**

fortunately, happily, luckily, sadly, unfortunately

#### **when**

afterwards, as, finally, first, later, meanwhile, subsequently, until, while

#### **why**

as a result, because, consequently, for this reason, so, therefore

## Session 5: Exploring the relationship between words and images.

♣ Focus in on the character of Julian, as he cowers in bed, after the fox has entered his room. What do you think he thinks is going to happen here? What might he be feeling? What might he be thinking or saying at this point in the story?

Write down your ideas in a thought or speech bubble.

Think about what else might happen next. Make a note of your predictions.

♣ Read the text aloud, up until 'The fox was well and truly stuck!' Was this what you expected to happen? Does it remind you of the scene where Pooh gets stuck in Rabbit's hole: or *Charlie and the Chocolate Factory* when Augustus Gloop getting stuck up the pipe in the factory: or *The Gigantic Turnip* where the giant turnip becomes stuck in the ground?

♣ What do you think will happen now? Would it help the fox to eat Julian now? What could Julian do in this situation? Is there anyone else that could help? How?

Write your prediction in your journal and illustrate it.

## Session 6: Exploring the relationship between words and images.

Go back through the book and consider what you have learnt about the character of the fox from the story.

Look for words and phrases that describe his character, such as crept, skill, cunning, smashed, bared his teeth, howled and growled, lied. Do you think he is a character that should be trusted? The next set of adjectives to describe the fox are 'sad' and 'hungry'. Does this explain some of his behaviour? Next, we are told that Julian, who has always been alone, shared what he had. What does the fact that they talked and ate long into the night tell us about how they are getting along now? How has this been shown by words and drawings?

In your book draw a picture of the fox, before and after and try to show his nature through his expressions and body language. Now write a character description of him, using adjectives, simile's and metaphors.

Here are some questions to help you.

- What is your character's name, how old is he/she and what does he/she like doing?
- What does your character look like? Think about his/her hair, eyes, size.
- What kind of person is your character? Is he/she funny, happy, angry, sad? Does he/she have any friends?
- What is extra ordinary about your character? Why?

- Use the poster below to remind you of what a simile and metaphor is.

# Similes and Metaphors

When you write to describe or entertain it is a good idea to use **metaphors** and **similes** to make your writing leap off the page, making the reader picture what you are describing. This is called creating **imagery**.

- A simile is a comparison using **like** or **as**. It compares one thing to another by saying they have similar qualities e.g.

The sun appeared to rage in the sky **like** an angry daemon of fire



- A metaphor is a **direct** comparison, saying that one thing **is** another e.g.

The sun **was** a raging angry daemon of fire in the sky

A metaphor has a more dramatic effect whilst a simile allows you to see the similarities between two things. Writers use these devices to create images. They describe with language what you may see if you were looking at a photograph.

1. Copy down the following sentences in your books and write down next to them if they are similes or metaphors.

Juliet is the sun  
 Tracy felt as sick as a parrot  
 The traffic is murder  
 She ran like the wind  
 Your beauty shines like the sun  
 James was as cool as a cucumber  
 His feet were stumps of black coal  
 I've been working like a dog  
 My bed is as warm as toast  
 Her paper-thin skin crumpled as she smiled  
 Kitty is the apple of her father's eye  
 The honey dripped like liquid gold from the jar

3. Think of your own simile or metaphor and draw an image showing what imagery it creates.

E.g.

*Her eyes shone like diamonds in the sky*

