

Playscripts

Week Commencing: Monday 15th June 2020.

This week we will be looking at playscripts. Firstly, we will investigate the different features and then you get the opportunity to plan and write your own.

Think about your favourite children's programme, play, cartoon or film; they all need a script!

Lesson 1 Monday 15th June 2020

Key Skills

I understand what a preposition is

I can use prepositions.

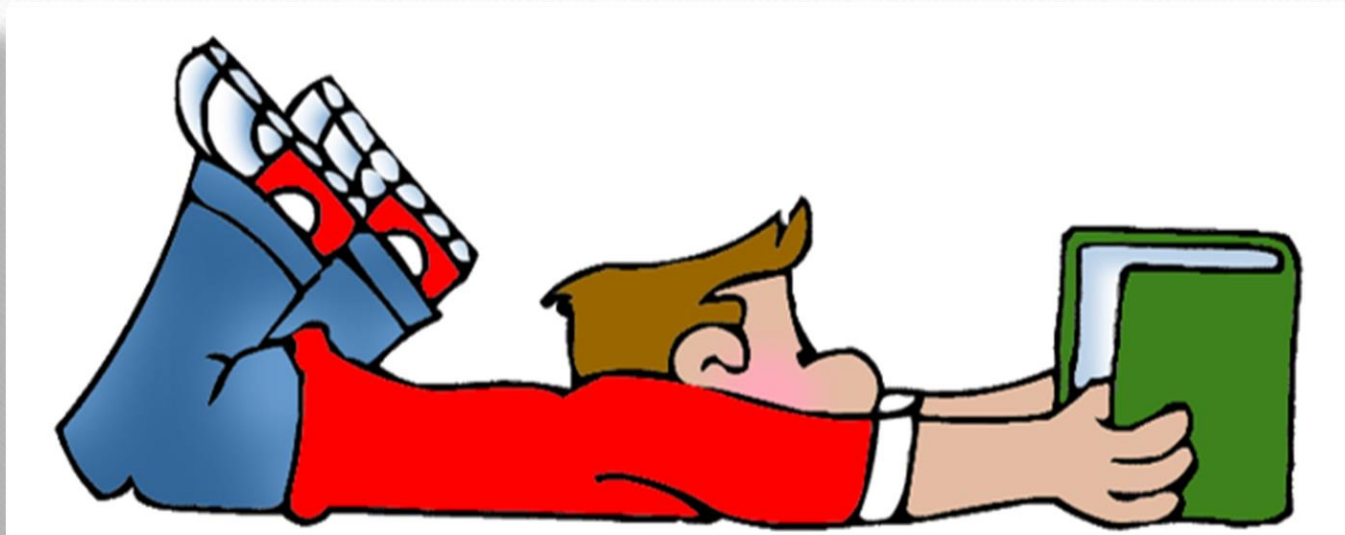
Lesson 1

Prepositions are words or phrases (a group of words) that are used to describe a position, time or cause.

Today we will concentrate on prepositions of position and time

Lesson 1

The boy is lying on the floor.



‘On’ is a preposition of position or place.



The scissors were left **next to** the pencil case.

Hamid and Salma wrote **in** their books.

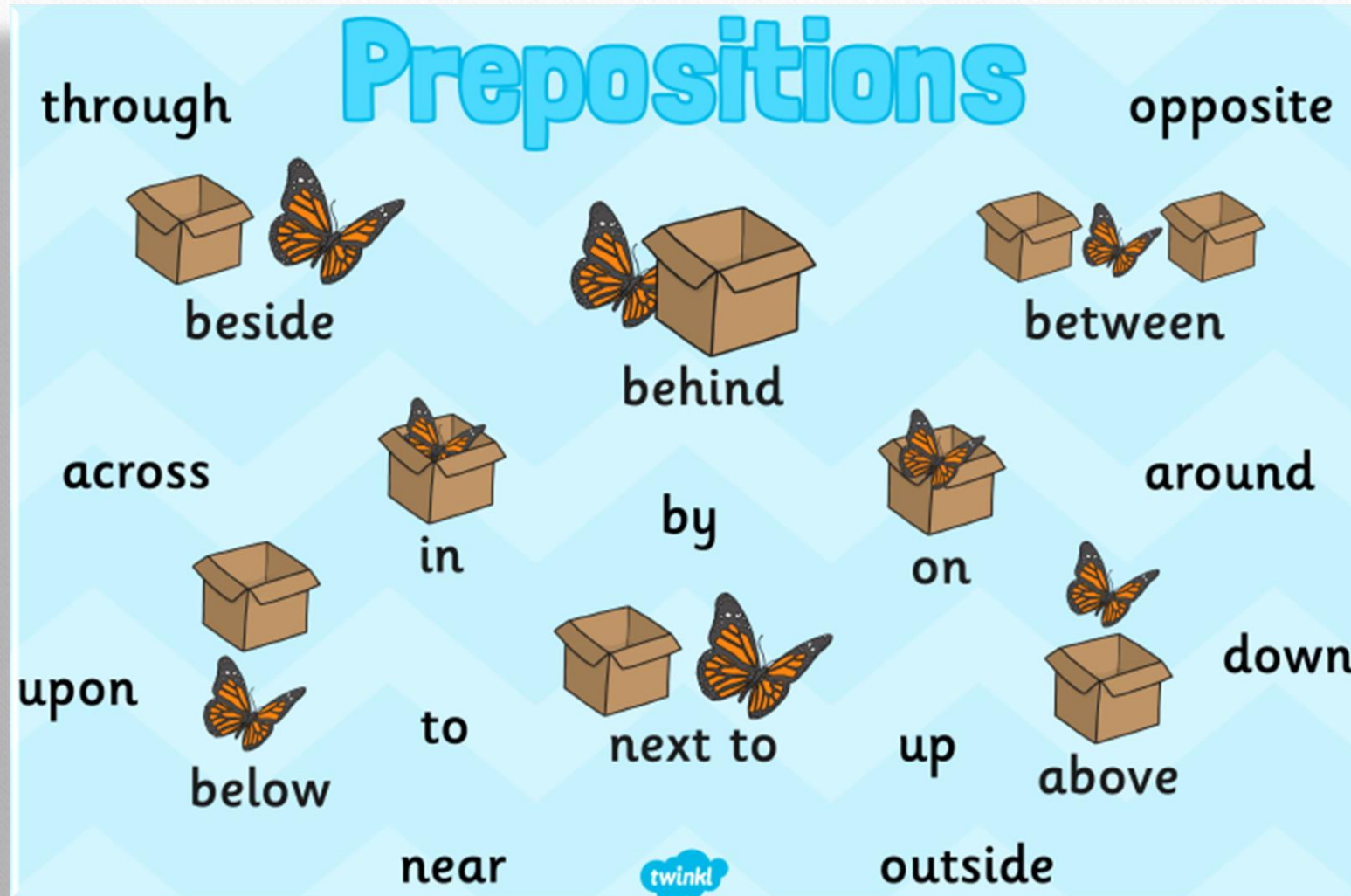


The ladies stepped **on** blocks.

I sheltered **beneath** my umbrella.



Here are some more prepositions of place or position:



Place		Time
Above	On	Since
Behind	Amongst	Until
Towards	Between	After
Beyond	Against	Past
Beneath	In	Before
At	With	
Over	Across	
Under	Through	
Around	By	

Prepositions of Time

I have known Andrew **since** last year.

I will tidy up **after** break time.

Where is the dog?

Match the prepositions of place to the correct pictures.

- ☐ among
- ☐ behind
- ☐ between
- ☐ in
- ☐ in front of
- ☐ next to
- ☐ on
- ☐ over
- ☐ under

Can you match the correct number to the preposition?
Write the answers in your book.

Lesson 1

Choose from Clouds, Moons or Stars and complete the activity in your book.
Remember to use Lesson 1 slides 4 and 5 for preposition examples.

Clouds

Snow Scene Prepositions

Fill in the Gaps



1. The green trees are _____ the big snowman.
2. The girl is putting the red glove _____ the big snowman.
3. The toddler is sitting _____ the little snowman.
4. The big snowman is _____ the two children.
5. The child is sledding _____ the hill.
6. The lady has her hands _____ her pockets.
7. The snowman's scarf is _____ its nose.
8. The robin is standing _____ the branch.

Moons or Stars

Snow Scene Prepositions

Describe the snow scene below, using
prepositions, Expanded Noun Phrases (ENPs)



For example:

Gently, the **fresh, soft snow** settled **on** the **frozen, branches**, **while** the energetic children played in the snow **below**.

Prepositions

ENPs

Remember to describe as much of the picture as possible.

Lesson 2 Tuesday 16th June 2020



Key Skills

I can identify features of a playscript.

Warm-up Activity



Describe this photograph. Use as many adjectives, ENPs and similes as possible

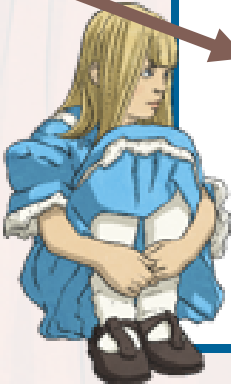
Lesson 2

Today we are going to look at the different features of playscripts.

At the beginning of a play script, you'll find a list of all the characters that are in the play.

Character List

Sometimes they will have a short description with them.



<u>Characters</u>	<u>Alice In Wonderland</u>
Alice	The main character – A young girl who is lost in Wonderland. Has a great imagination.
The Mad Hatter	As the name suggests, he is 'crazy'. He gives out riddles, dresses fashionably and likes tea.
Hare	A friend of the Mad Hatter, thinks it is always time for afternoon tea, is also mad.
Dormouse	Incredibly sleepy friend of the Mad Hatter.

This helps anyone who wants to perform the play know how many actors they need.

This tells people what the characters are like before reading the play.

Lesson 2

Scene Number, Title and Setting Description



A bit like chapters in a book, the sections of a script are broken down into 'scenes'. A new scene usually means a new **setting**.

Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Just after the scene number and title is a short description of the **setting**. This tells you what the stage looks like.

Lesson 2

Speaker Name, Colon and Dialogue

A colon **always** comes after the name.

Queen of Hearts: Guards! Get her! Off with her head!
Off with her head!

In a script, the name of the character who is speaking goes on the left.

After the colon is the dialogue (the words the character says).

You ***do not*** need to use inverted commas.

Lesson 2

Stage Directions

Words in brackets are stage directions. These are instructions to the actors so they know what their character should be doing.

White Rabbit: (anxiously, whilst rushing across the stage) I'm late! I'm late!

Alice: (confused) A talking rabbit? It can't be...

Sometimes they tell the actor how to say their words.

The actors don't **say** the stage directions.



Lesson 2

Stage Directions and Narrators

Some plays have a narrator to help set the scene for the audience, but lots of plays don't.

Narrator: Alice found herself in a strange room, inside was a small table. On top of it, sat a small, peculiar-looking bottle with a label on.

(Alice looks around, confused, then goes over to the table and studies the bottle.)

Stage directions can be given to any character, not just the ones speaking. They are always written in **present** tense.



Can you find the play script features in the text here?

Scene
number
and title

Setting
description

Speaker's
name,
followed by
a colon (:)

Stage
directions in
brackets

Speech –
without
inverted
commas!

Present tense

Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Narrator: Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

(Alice enters the scene, stage left)

Mad Hatter: (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.

Dormouse: (exasperated) No it's not! Hare brought us the wrong Alice!

Hare: (gasps and throws his hands against his head) It's the wrong Alice!

Mad hatter: You're absolutely Alice, I'd know you anywhere.

(to the rest of the characters at the table)

I'd know him anywhere!

(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

Lesson 2 Slide 7

Can you find the play script features in the text here?

Scene
number
and title

Setting
description

Speaker's
name,
followed by
a colon (:)

Stage
directions in
brackets

Speech –
without
inverted
commas!

Present tense

Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Narrator: Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

(Alice enters the scene, stage left)

Mad Hatter: (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) **It's you.**

Dormouse: (exasperated) **No it's not! Hare brought us the wrong Alice!**

Hare: (gasps and throws his hands against his head) **It's the wrong Alice!**

Mad hatter: You're absolutely Alice, I'd know you anywhere.

(to the rest of the characters at the table)

I'd know him anywhere!

(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

Lesson 2

Activity

You can copy this table or simply write the headings in your book. Choose from the Clouds, Moons or Stars playscripts and write down one or two examples for each feature. A copy of this grid has been included in this week's pack.

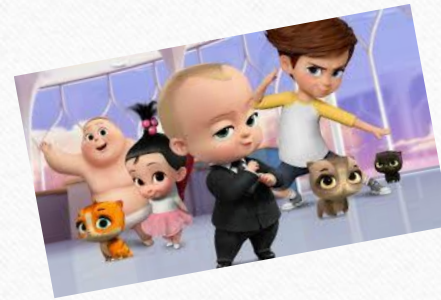
<u>Playscript Features</u>	
<u>Feature</u>	<u>Example</u>
Scene Number and Title	Scene 7- The Mad Tea Party
Setting Description	The Mad Hatter, Dormouse and Hare are sitting at a table having an afternoon tea party.
Speaker's name followed by colon (:)	
Stage Directions in Brackets ()	
Speech without Inverted Commas	
Present Tense	

Lesson 3 Wednesday 17th June 2020

Key Skills

I can write short character descriptions for my playscript.

Today you are going to start your own playscript. Firstly, think about your favourite children's programme, book or film. You will use the characters from these in your playscript. Below are some ideas:



You can write new scenes or adventures for your favourite children's characters or you can rewrite a short story as a playscript.

Lesson 3

For this example, I will use characters from The Gruffalo.

Remember, you need to add description of the characters' personality and appearance.

Character List

The mouse - A main character. This mouse is small and brown, with very long whiskers. He is imaginative and clever.

The Gruffalo - A main character. The Gruffalo has two curved tusks with teeth as sharp as knives. He has pointed, purple prickles all down his hairy back. The Gruffalo is a fearsome creature.

The Fox - The sly, hungry fox thinks he is cleverer than the mouse. He tries to trick the mouse.

adjectives

similes

alliteration

ENPs

ENPs

Lesson 3

Now you are ready to write your own character descriptions. Remember, these tell people what the characters are like before they start reading the play.

The characters' names are written on the left and the description is written on the right.

Character List

The mouse - A main character. This mouse is small and brown, with very long whiskers. He is imaginative and clever.

The Gruffalo - A main character. The Gruffalo has two curved tusks with teeth as sharp as knives. He has pointed, purple prickles all down his hairy back. The Gruffalo is a fearsome creature.

The Fox - The sly, hungry fox thinks he is cleverer than the mouse. He tries to trick the mouse.

Lesson 4 Thursday 18th June 2020

Key Skills

I can write a setting description for my playscript.

A setting description will tell people where the characters are, what the scenery should look like and what props the characters might be holding.

What is an Adverb?

An adverb is something that tells you where, why or how something is done. For example:



Camilla crossed the road **safely**.



Saffie's horse **bravely** jumped over the hurdle.

The Moroccan man rode his camel **everywhere**.

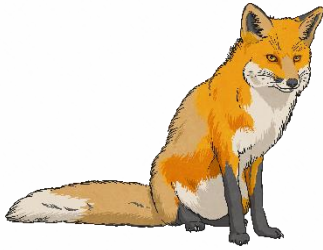


Many adverbs end in -ly but **not all of them**. Similarly, not all words which end in -ly are adverbs.

Add an Adverb

Read the sentences below and add an adverb to say how, why or where the action in the sentence was being done.

The fox ran _____ beneath the bushes.



Milly _____ did her work.



The police officer _____ gave evidence in court.



Keisha said thank you _____.

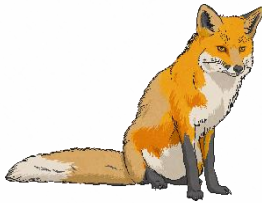


Add an Adverb

The great thing about using adverbs is that there are lots of different ways to describe actions to make your writing interesting.

Here are some suggestions:

The fox ran timidly beneath the bushes.



Milly carefully did her work.



The police officer confidently gave evidence in court.



Keisha said thank you reluctantly.

Which adverbs did you choose? Does selecting different adverbs change the whole meaning of a sentence?



Lesson 4

Scene Title

Scene 1 – The Mouse and Fox

Setting Description

The little, brown mouse is whistling as he strolls through the deep dark wood. The trees tower above him and reach up into the sky, and there are large, grey boulders scattered around the mossy forest floor.. Spotting the little, brown mouse, the sly fox slides sneakily out his dim, underground house.

Now you are ready to write your own setting description for the first scene. Remember, these tell people what the setting on stage should look like. Don't forget to include description features such as ENPs, alliteration and similes.

Lesson 5 Friday 19th June 2020

Key Skills

I can write dialogue and stage directions for my playscript.

are

is

has

have

Use the correct verb in each sentence below:

1. Benny and James _____ gone outside.
2. The dogs _____ sitting by the fire.
3. Sammy _____ remembered his homework.
4. My football coach _____ teaching me how to dribble.
5. Elephants _____ wonderful animals.
6. I love my bags. They _____ beautiful.
7. School uniform _____ better than fancy dress.
8. He _____ gone away on holiday.

are

is

Answers

has

have

Use the correct verb in each sentence below:

1. Benny and James **have** gone outside.
2. The dogs **are** sitting by the fire.
3. Sammy **has** remembered his homework.
4. My football coach **is** teaching me how to dribble.
5. Elephants **are** wonderful animals.
6. I love my bags. They **are** beautiful.
7. School uniform **is** better than fancy dress.
8. He **has** gone away on holiday.

Lesson 5

Character name followed by a colon (:).

Stage directions written in brackets.
Adverbs used to describe the characters' actions.

Narrator: (Curtains open and the narrator is sitting on a tree stump at the side of the stage)
A mouse took a stroll through the deep, dark wood.

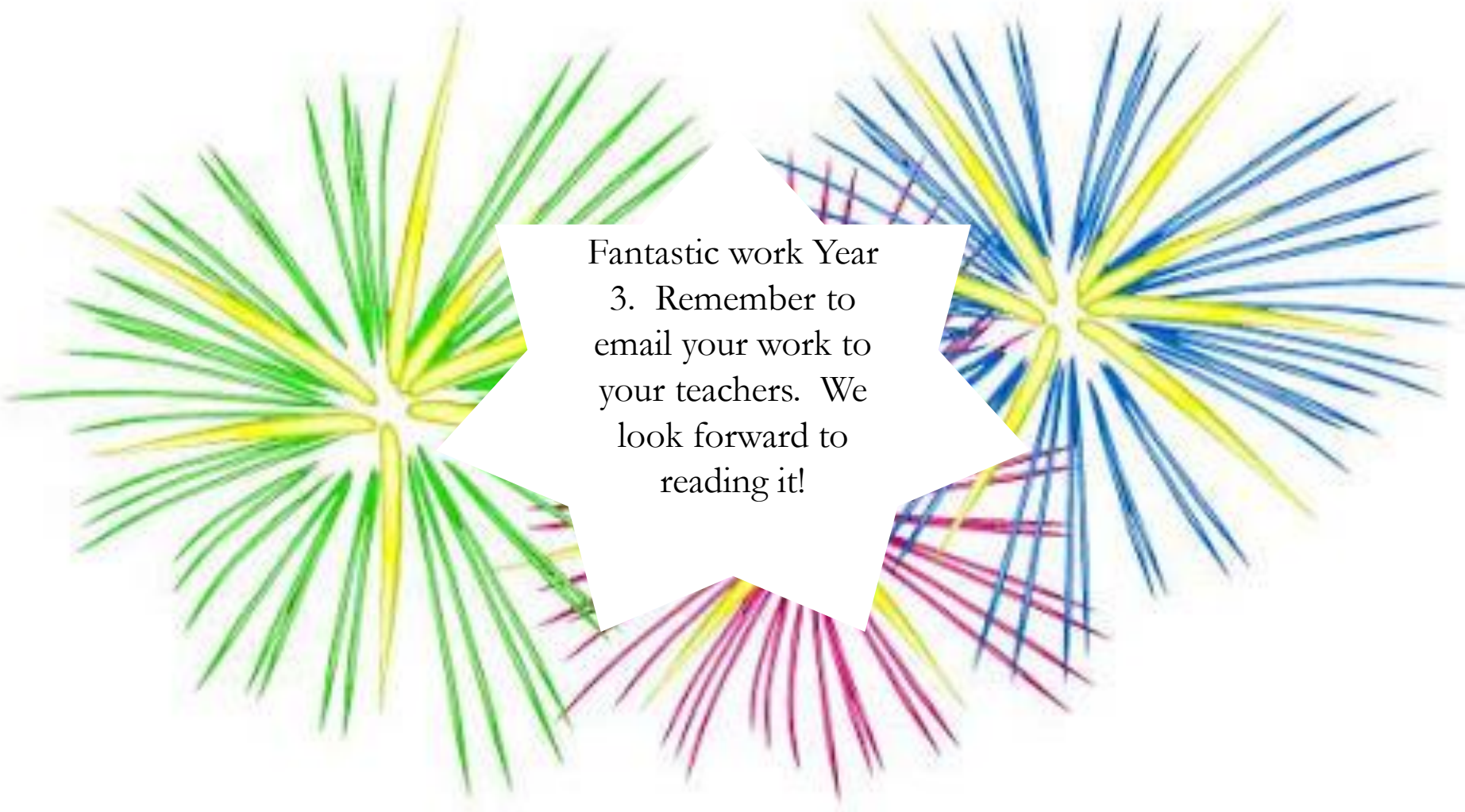
Mouse : (Strolls slowly on to the stage. Busily searches through leaves and rocks.) I am so hungry. I think it must be time for lunch! (He pats and rubs his stomach.)

Narrator: A fox saw the mouse and the mouse looked good.

Fox : (Creeps silently on to the stage and greedily sniffs the air. He speaks softly to the mouse.) Where are you going to, little brown mouse? Come and have lunch in my underground house.

Now it's your turn! Write your playscript using the characters you described in Lesson 3. You can even write more than one scene.

Dialogue (words spoken) without inverted commas.



Fantastic work Year
3. Remember to
email your work to
your teachers. We
look forward to
reading it!