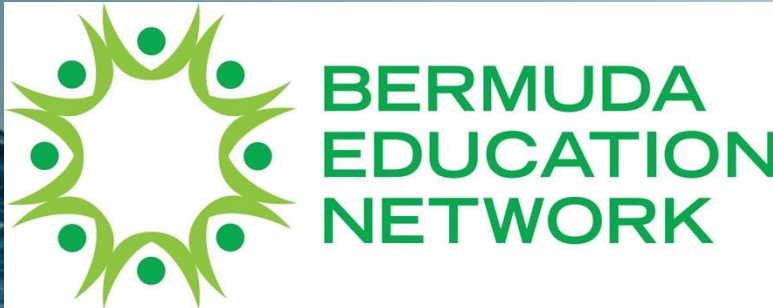


THEN AND NOW: A SAILOR'S DIARY FULL OF EXPERIENCES



HMS Pickle

Lesson 2

P5





Hi friends!!!
My name is
Fred

-
- I will pop up throughout our learning journey as we discover new things....
 - I have seen the word "Experiences" - can anyone share what this word means?
 - Let's add it to our physical Word Wall in the classroom so we can see our new vocabulary grow.
 - As we keep learning, we'll add words with definitions, pictures, or examples. Our Word Wall will be a space we can look back on to support our talking and writing.



THINK/PAIR AND SHARE

“All hope is not given up yet for saving the ship.”

1. Do you think life would be easy as a sailor or being part of the navy?
 2. What do you think sailors might have done each day on board the ship?
 3. How does this quote make you feel?
 4. What emotions do you think Hurley was feeling when he said the above quote about the “Endurance” ship, we read about in our last lesson?
 5. Do you think life on board a ship is challenging? How is it challenging if so?
-

TODAY WE ARE LEARNING...

WALT (We Are Learning To...)

- Use diary writing techniques to communicate contrasting experiences on the Endurance. (The beginning of the journey and life now that the ship is trapped in the ice).
- Recognise how adjectives make descriptive writing more vivid and engaging.

Success Criteria

- I can write in the first person (using *I*, *my*, *we*).
- I can describe both first-day feelings and current feelings.
- I can use at least three adjectives to describe the ship, crew, and emotions.
- I can organise my writing into clear sentences with capital letters and full stops.
- I can show how feelings have changed over time in my diary entry.

WALT

We are learning to...



SUCCESS
CRITERIA

FOR THIS LESSON WE NEED:

- Whiteboards and markers
- Pencils
- A ball
- A learning journal - a copy to keep all our wonderful writing in one place!





WARM-UP RECAP : HOT-SEATING 🎭 - A SAILOR



How it works:

- One (child) sailor sits in the **Hot Seat**.
- The teacher will throw a ball to choose the sailor.
- Class asks a question from the list.
- The sailor must answer in **first person (I, my, we)** and use **at least one adjective**.
- When finished, the sailor throws the ball to pick the next person for the Hot Seat.
- The teacher will make a **mind map of adjectives used** on the board.

Remember : An **adjective** is a **describing word**.

- It tells us **what something looks like, feels like, sounds like, or tastes like**.
- Adjectives make our writing more interesting and clearer.
- **Examples:**
 - The **cold** wind
 - A **proud** sailor



Questions to Ask the Sailor

- What is your daily job on the ship?
- How do you feel when you are on deck?
- What do you eat? What does it taste like?
- What do you hear at night when you try to sleep?
- What do you fear most about sailing?
- What is the best part of life at sea?



Sentence Starters

- I feel ____ when I ...
- The food is ____ and ____.
- The ship is ____ at night.
- Sometimes I hear ____ and it makes me feel ____.
- Life on the ship is ____ but also ____.



PAIRED TASK: SAILOR ROLE-PLAY – 6 MINS



In pairs: take 1 minute each to step into the role of sailors aboard the Endurance.

- One of you is a sailor on your **first day** aboard the *Endurance*.

How did you feel? (hopeful, excited, proud, brave). Tell your partner your exact experience of getting onto the ship, what you see, do, be imaginative!

- The other is a sailor writing **tonight**, after the ship has been trapped in the ice.

How do you feel now? (worried, afraid, cold, still hopeful). Tell your partner your exact experience of being aboard the ship for a long time, what you see, do, be imaginative!



Swap roles after 2-3 minutes.



Your Challenge:

- Use **at least one adjective** each time you speak.
- Adjectives = describing words (e.g. *strong, grand, frightened, frozen*).



Sentence Starters to use:

- On my first day, I felt ... because ..."
- "The ship looked ..."
- "But now I feel ... because ..."
- "The ship seems ..."
- "At the beginning, the crew were ... but now they are ..."
- "At first the sea was ... but tonight it is ..."
- "I thought the journey would be ... but instead it has become ..."

share



BEFORE WE WRITE OUR OWN DIARY ENTRY LETS LOOK AT THIS..



Group Reading Task: Diary Detective

1. Who wrote the diary and what kind of day did they have?
2. How do you know this is written in the **first person**? Find two examples.
3. Which **adjectives** are used to describe the day? Can you write them out on your group whiteboard?
4. How do you know what the writer was **feeling**? Find one sentence that shows emotion.
5. What is your favourite sentence or phrase? Why do you like it?
6. If you could give the writer one "wish" (something to improve), what would it be?

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognaise followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

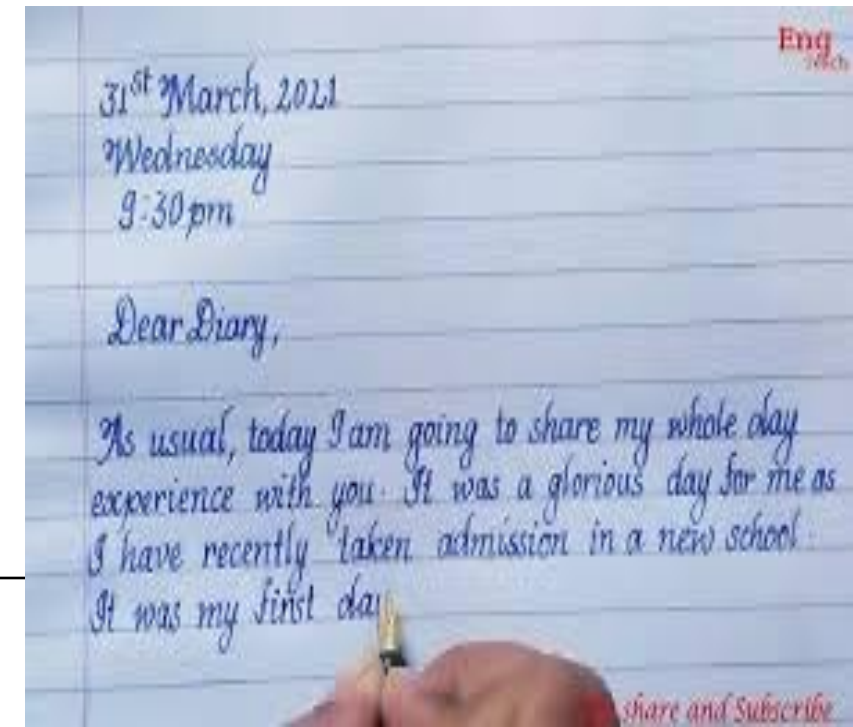
After school, I came home and was met with the most amazing surprise: my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Ahmed

TECHNIQUES ...HOW DO WE WRITE A DIARY ENTRY?

1. **Date and Greeting** - Start with the date and a greeting such as *Dear Diary*, at the top.
2. **First Person** - Write using *I, me, my* because it is your personal thoughts.
3. **Past Tense** - Diaries usually record something that has already happened.
4. **Feelings and Opinions** - Share your thoughts, emotions, and reactions, not just the events.
5. **Order and Detail** - Write events in the order they happened (chronological order) and add interesting details.
6. **Informal, Personal Style** - Use your own voice, as if you're talking to a friend.
7. **Descriptive Language** - Add adjectives to make it more engaging.
8. **Questions and Exclamations** - Use punctuation like ? and ! to show emotions and make it lively.
9. **Full Stops and Capital Letters** - Always begin sentences with a capital letter and end them with a full stop (or question mark/exclamation mark if needed).
10. **Closing Line** - Finish with a closing thought, such as *Goodnight Diary* or *Until tomorrow...*





INDEPENDENT WRITING: MY SAILOR'S DIARY

DEAR TIME (DROP EVERYTHING AND RECORD)

- Imagine you are a sailor writing in your diary tonight. Think back to your **first day** on the *Endurance* — what did you feel then? Now write about what has happened to the ship being trapped in the ice. Explain how your feelings have changed. Use at least **3 adjectives** to bring your writing to life.
- Remember — a diary is personal, so you should write in the **first person (I, my, we)**. You're going to write two parts:
 1. **First Day on the Endurance** → How did the ship look? How did you feel? What did you notice about the crew?
 2. **Now, trapped in the ice** → What has happened to the ship? How has your mood changed? How do you feel about the future? Include the quote : **“All hope is not given up yet for saving the ship.”**
- Use describing words (adjectives) to make it feel real. Imagine your reader knows nothing about the ship — your job is to paint the picture with words.



Juicy Sentence Starters

- “When I first stepped onto the *Endurance*, I felt ...”
- “The ship looked ... and the crew seemed ...”
- “But now, after the ice ...”
- “I feel ... because ...”
- “I never expected ...”
- “I hope ... even though ...”

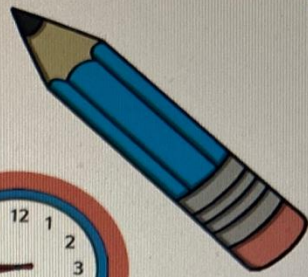


Checklist

- ☐ I used first person (I, my, we)
- ☐ I described first day feelings
- ☐ I described now feelings (ship trapped)
- ☐ I used at least 3 adjectives
- ☐ I used capital letters and full stops

Diary Writing Helpful Hints

Include the date and/or time.



Write in the past tense.

Use the words 'I', 'we', 'my' and 'our'.

I
we
my
our



Write about the most important events.



Tell the events in order.

Talk about where events happened.



Describe your feelings.



Use time words (first, next, before).

first
next
before



REMEMBER WHEN WRITING S DIARY TO INCLUDE THESE TECHNIQUES



Checklist

- ☐ I used first person (I, my, we)
- ☐ I described first day feelings
- ☐ I described how feelings (ship trapped)
- ☐ I used at least 3 adjectives
- ☐ I used capital letters and full stops



SPELLING STATION

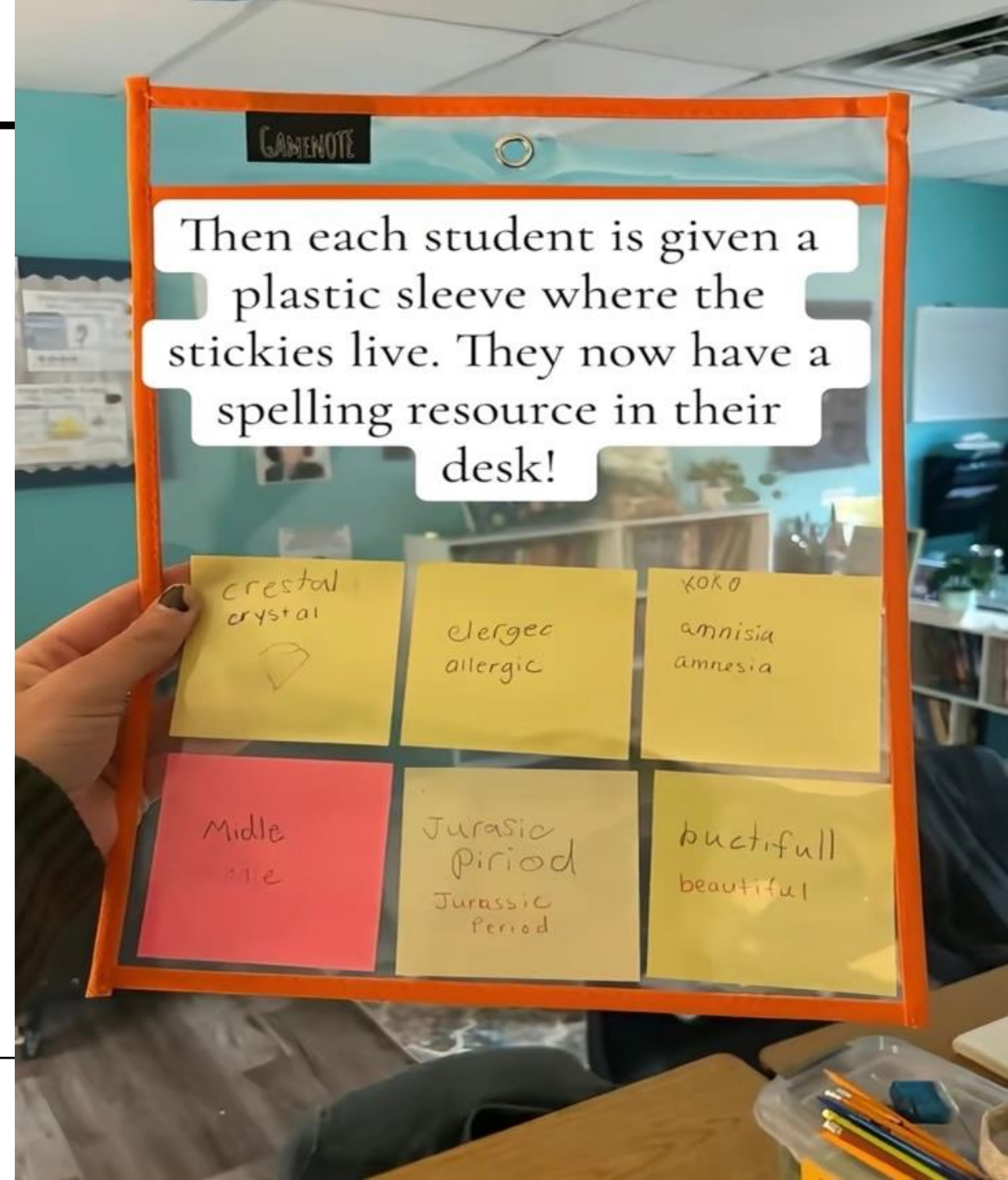
LOOK BACK AT YOUR WRITING...

💡 Get a sticky note - write one word you are unsure of how to spell it from your recount writing.

💬 Try and sound out the word as best as you can and write it down. Turn to your friend and ask them do they know how to spell it.

👩🏫 Teacher will come around and check the word and either it is right, or I will write the correct spelling on it for you.

📎 Add your new word to your personal spelling sleeve or to a page in your journal.



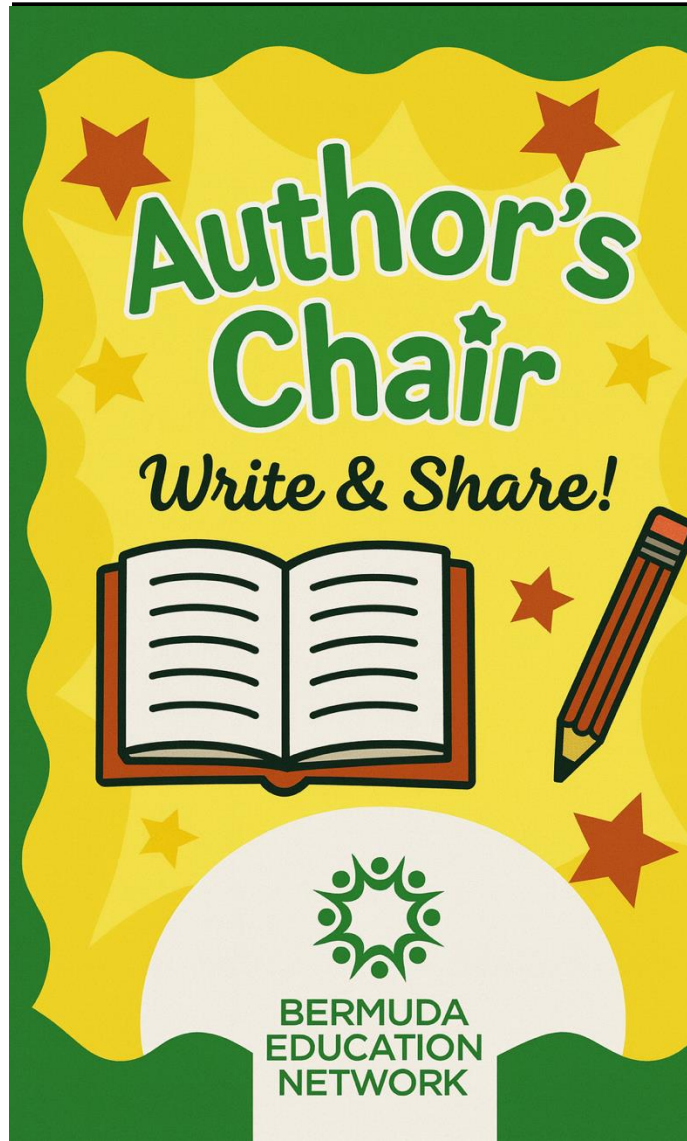


PEER READ

Did your partner include these things in their diary entry...

- ☐ used **first person** (I, my, we)
- ☐ described **first day feelings**
- ☐ described **now feelings** (ship trapped)
 - ☐ used at least **3 adjectives**
- ☐ used **capital letters and full stops**





AUTHOR'S CHAIR TIME TO SHARE

📖 Now a few of us will read our diary entries aloud.

💬 Peer feedback prompts:

2 stars - 2 things your friend did well

1 wish of what they could improve on

DID WE LEARN THESE THINGS?

THUMBS
UP/DOWN

- ✎ **Reflection - Did I...**
- Did I use diary writing techniques to communicate contrasting experiences on the *Endurance* (the beginning of the journey and life now that the ship is trapped in the ice)?
- Did I recognise how adjectives can make descriptive writing more vivid and engaging?
- ✨ **Success Criteria - Did I...**
- Did I write in the first person (using *I, my, we*)?
- Did I describe both first-day feelings and current feelings?
- Did I use at least three adjectives to describe the ship, crew, and emotions?
- Did I organise my writing into clear sentences with capital letters and full stops?
- Did I show how feelings have changed over time in my diary entry?





END OF LESSON ACTIONS

- Tidy up journals and return them to the basket
 - Push in your chair and get ready for the next activity
-



MOVEMENT BREAK: COPY AND PASTE THIS LINK INTO
YOUTUBE: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=7KNVSZBL-](https://www.youtube.com/watch?v=7KNVSZBLFK&list=RD7KNVSZBLFK&start_radio=1)
[FK&LIST=RD7KNVSZBLFK&START_RADIO=1](https://www.youtube.com/watch?v=7KNVSZBLFK&list=RD7KNVSZBLFK&start_radio=1)