

# English – The girl in the clocktower

This week we will use a video stimulus to spark the children's imagination and curiosity. We may all be feeling some cabin fever – but at least we aren't this poor girl in the clock tower! Let's be thankful!

Gather as much junk modelling things as you can for the end of the week! Cardboard, egg boxes, toilet rolls etc.

## Teach

### Day One

Follow this link to a video that the children should watch and talk about with you.

<https://www.youtube.com/watch?v=ui93y-7Bxm8>

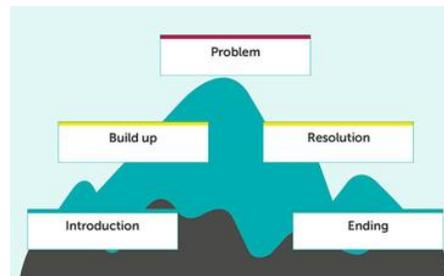
To sum up the video....

*A beautiful dancer spends all of her life stuck at the top of the clock tower. She spins on her toes continuously in order for the clock to work.*

*One day she becomes curious about the world outside, especially the balloons that float past her window.*

*As she steps into the outside world something has changed. All the colour has gone from the world and everything is frozen in time.*

*The only thing that can bring it to life is our beautiful dancer, powering the clock again.*



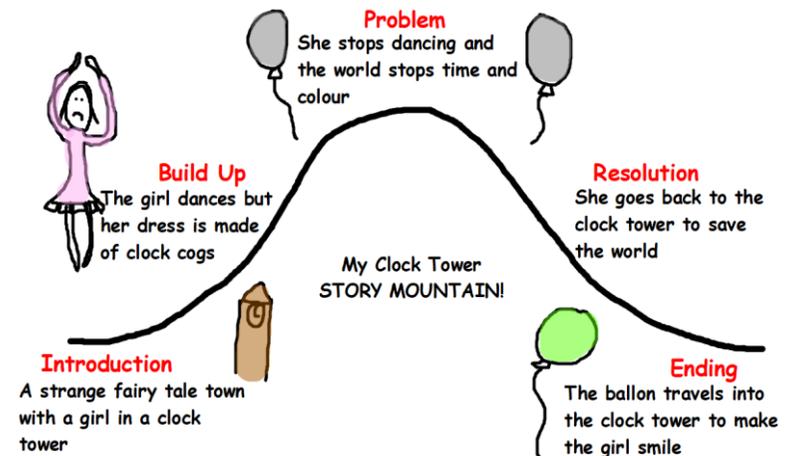
## Activities

Remind children of story mountains:-  
(problems, events happen and are resolved)

Children are to use the film clip to spot briefly what happens at the start, the problems, and how it is resolved by the girl in the clocktower.

They can draw their own mountains and draw pictures and note down their thoughts.

EG:



<p><b>Day Two</b></p>	<p>Show the film clip to the children again today.  <a href="https://www.youtube.com/watch?v=ui93y-7BXm8">https://www.youtube.com/watch?v=ui93y-7BXm8</a></p> <p>Today the children will answer some questions, sharing their thoughts on the film in a comprehension styled manner.</p> <p>Have lots of discussions around the video, use the questions the children should respond to, to prompt discussion, share your opinions too!</p>	<p>Talk with the children and encourage them to make a detailed response. They can be as imaginative as they want, because it is entirely their opinion on what has happened to the girl in the clock tower.</p> <p>When and where does the story take place?</p> <p>What do you notice about the main character? (personality/appearance)</p> <p>Why is there a girl in the clocktower?</p> <p>How is the character feeling?</p> <p>What do you think will happen next? Will she be saved? If so, how?</p> <p>Where is everybody else in the town below the clock tower?</p> <p>Where do you think the balloons have come from?</p>
<p><b>Day Three</b></p>	<p>Setting comparisons!</p> <p>Using the film clip we will be comparing life when the girl is stuck inside the tower, to life when she runs outside.</p> <p>Use the two pictures below or download from the school website to show the children, (or pause the film clip at the two separate parts.)</p> <p>Once you have a clear visual, discuss with the children what the differences and similarities are. This could be adjectives (describing words), phrases, thoughts, ideas, emotions the images provoke.</p>	<p>Give the children some sentence starters:</p> <ul style="list-style-type: none"> <li>- When the girl is trapped....</li> <li>- After she has escaped the tower...</li> <li>- They are similar because....</li> <li>- I think...</li> <li>- In my opinion they are...</li> </ul> <p>The children will be able to use your discussion on the pictures, and any notes you made about the pictures, to help them write a detailed comparison of the two settings.</p>



**Day Four**

Today the children will be designing a new building for the city. Hopefully you will have saved some junk modelling materials to allow your children to build their creation in tomorrow's session!

Look at the video again (sorry- I know you're bored of it by now!) Take note of the bendy, twisted towers and houses. Have you spotted the cogs of the clock hidden around the town?

Discuss all of this with your children, and then give them their activity.

Design a building for "clocktower land" (I'm sure the children can think of a better name for the town).

Once they have drawn out their design, get them to label their creation with adjectives for the features of the house/building.

EG:



**Day Five**

Get the designs out and get messy!

Take a few photos of your children's masterpieces and send them in to the school email addresses for your children to see!