



# *The Viewer* by Gary Crew & Shaun Tan

Fiction

Theme: Civilisation

Tier 2 words: recognise, occur, conscious (Y5/6 spelling list)

Key vocabulary: intrigue, magnify, appeal, inquisitive

## The Viewer

SC:

Build suspense through description  
- expanded noun phrases.

Develop character through  
description and speech

GD challenge:

Passive to show fear and create  
suspense

Variety of sentence types

1. To explore the themes and the language of a text
2. To develop characters
3. To plan a narrative

4, 5 & 6. To write a  
narrative

1. To use an informal tone
2. To use a formal tone
3. To plan a diary entry

Write a diary entry

Build fear and tension through  
description - expanded noun  
phrases.

GD challenge: Passive to show fear  
and create suspense

1. Themes lesson & key vocab. Theme: Civilisation. Consensus circles. Looking at shared definition. Thinking about: For civilisation to progress, someone or something will suffer... Second part of the lesson: Choose at least 4 images from the text which are inside the viewer. On the spiralled piece of paper write down a description of what you can see in each image. Tier 2 words: recognise, occur, conscious (Y5/6 spelling list). Key vocabulary: intrigue, magnify, appeal, inquisitive
2. Explain they will be writing an innovated version of the Viewer with two characters. Share examples of characters being introduced and how the description makes suggestions about their future adventure. Learners pick two characters – one character who is curious and one who is disinterested. Model that this rarely involves age, appearance, and more is about behaviour.
3. Provide planning format – learners plan
4. Write narrative in 3<sup>rd</sup> person. Focus on first two paragraphs – developing character. How are the characters different and similar. How can we use show don't tell to reveal this when they find the viewer. How could we reveal this through speech? Describe the scene. Show not tell for one character's excitement and the other's disinterest. Recap correct modelling of speech punctuation.
5. Write narrative in 3<sup>rd</sup> person. Paragraph 3 & 4. Focus on part of the narrative where the character looks into the box and gets sucked into it.
6. Share some examples of effective endings. Write narrative in 3<sup>rd</sup> person. Focus on the ending of the narrative with cliff-hanger or where suspense built.

1. Explain they will be writing a diary entry. Be explicit about move to 1<sup>st</sup> person. Now pretending to be the character from your narrative. Model how to turn sentences from narrative into first person diary and add in inner thoughts. Learners practise.
2. Share modelled write and focus on final paragraph. How does the tone change? How is the journal of a professional different to a child's diary? Practise using formal tone.
3. Plan diary entries
- 4 & 5. Write diary entries - 1 from character finding the box, 1 from character inside the box, 1 from a new character.

### **Planning format – Circle 1**

1. Describe the two characters hinting to reader at how they will react differently to viewer.
2. 2 people (your choice) find the viewer - where do they find the viewer? How are they intrigued? How are their reactions different? Include speech
3. They disagree about what to do and one character leaves. The other takes it home.
4. One character looks into the viewer - describe at least 3 images
5. What happens next? Does the character get sucked in like Tristan? Does the friend come back and smash the viewer to save the friend? Does Tristan, who is inside the viewer, warn the other character to put it down?

### **Planning format – Circle 1 - LAPs**

1. Describe the two characters in the setting and then they find the viewer.
2. They disagree about what to do and one character leaves. Include speech.
3. One character looks into the viewer - describe at least 3 images
4. Character gets sucked into the viewer.

### Live modelling – sharing thought process for word selection. Cover when learners writing

SC:

Build suspense through description  
- expanded noun phrases.

Develop character through  
description and speech

GD challenge:

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suspense

Variety of sentence types

From an early age, Kyle was intrigued by everything. As he looked around at different things, he would have a look of deep concentration on his face. He would have a furrowed brow and would stare, unblinking. Strangely, his best friend at school, Millie, was his complete opposite. She would regularly lose concentration when she was distracted by all manner of things around her: strangely shaped clouds, wind rustling the leaves in a tree or the sound of dogs barking in the park. Often, she would be found by her teacher, who was frustrated with her lack of focus in class, staring out of the window at something that had caught her attention.

One day, on the way home from school, Kyle and Millie were taking their usual shortcut through the woods when Kyle noticed something partially covered by a pile of leaves. He moved closer and brushed it off. It was a wooden box, covered in intricate engravings. He inspected it carefully, his eyes filling with wonder. Millie wandered up behind him, yawning, and scratching the nail varnish off her fingers in boredom.

"Look at this. We've got to take it," exclaimed Kyle.

"It's a pile of junk," Millie muttered under her breath, already beginning to walk away.

"It's valuable for sure," Kyle replied tucking it under his arm. "I'm taking it."

As soon as they got back to Kyle's house, he couldn't wait to examine the box further. Millie rolled her eyes, saying "I think I'll head home then." Kyle ignored her and knelt down on the carpet with the box in front of him. Annoyed that he didn't even seem to care she was leaving, Millie slammed the door behind her. Kyle lifted his eyes to the box and looked inside, unconscious that she had even left. Inside was a viewer. He held it up to his eye carefully.

Immediately, Kyle was engulfed in darkness and then the images flashed to life. A man was standing on top of an unfamiliar tower surrounded by smoke. The flames seemed to sweep around him, but he was unburnt. Click. The next image was of a girl staring into space, who was surrounded by walls of barbed wire that coiled towards her eyes. Click. The next image was of death with thousands of bodies sprawled out across the landscape - apart from one figure still standing. Click. The next image: a dark, brooding forest. The trees were bare and looked like they had been that way forever. Surrounded by the looming trees, a gaunt and tattered figure stared at nothing, transfixed by fear.

Kyle squinted in an effort to see more. The closer he looked the more he could see. There were a pair of eyes and as he looked at those eyes, the eyes stared back. Kyle tried to pull back now, but it was hopeless. He had been seen; he had been claimed. There was now no escape.

**Planning format – Circle 2**

<p><u>Diary entry 1</u></p> <p><u>Tristan finds the box</u></p> <p>Describe the box Describe how Tristan feels. What does he do?</p> <p>engravings strange amazed eye wide</p>	
<p><u>Diary entry 2</u></p> <p>Tristan gets sucked into the box. What does he do? How does he feel?</p> <p>sucked spinning screamed trapped tight cold</p>	
<p><u>Diary entry 3</u></p> <p>New person finds the box. How do they react? What happens to them? What do they do with the box?</p> <p>unusual strange noise</p>	

### Live modelling – sharing thought process for word selection. Cover when learners writing

Build fear and tension through description - expanded noun phrases.

GD challenge: **Passive to show fear and create suspense**

#### Diary Entry 1

Today's been insane. As usual, Millie and I headed straight through the forest after school. She had been annoyed at me all day because I did better than her in the spelling test (no surprise there!). Then, suddenly, I came across **a new treasure, hidden under some leaves: a wooden box decorated with a metal lid**. Although Millie thought it was junk, I was convinced there something special about it so I grabbed it and took it home. Millie stopped off, because she wasn't getting enough attention (again, no surprises there!).

My head was whirling as I ran up to my room. With my heart racing, I eventually managed to dislodge the lid. Treasure! Well, treasure to me. The box **had been stuffed** with **all kinds of objects** but one item instantly caught my eye: a strange kind of viewer. I put it up to my eyes and the blackness immediately intrigued me. What on Earth could this be?

Then, **weird images, like stuff you couldn't even imagine**, began to appear; these were really dark scenes – chaos, death, disaster. Had these ever been seen before? Realising that I could be in grave danger – that the viewer might take me to some terrible world- I slammed the lid shut, collapsed into bed and prayed for sleep.

#### Diary Entry 2

I couldn't sleep, of course. I felt like I need to look in that awful machine again, so when the house was quiet and I was sure Mum must be asleep, I took a deep breath and had another look; I needed to see the pictures again to check I hadn't been imagining it all.

As soon as the viewer touched my face, it clamped on to me, pulling at my eyes and skin. I yelled out for mum to help and tried to yank it off but it didn't work. I felt so sick and was in agony. Then, the room began to spin; it was as if I was on a roundabout and couldn't get off. **The merging colours of the room** became black, everything was black and spinning and I felt **a deep cold** descend over my entire body. It crept down my throat - into my bones and heart - and then I heard the screaming. "Kyle! Kyle!" An evil, grating voice was calling my name and **I was being sucked further into the mechanism**. Everything became tight and constricted; it was as if 10,000 rubber tyres were pressing down on me. I thought my eyeballs were going to explode, my ears drums burst, my heart stop but then, as quickly as it all began, everything stopped. The room stopped spinning, the rushing ended and I realised I was somewhere completely different, completely unfamiliar. I can't believe I'm actually still alive.

I'm still here now, cowering in the darkness. I won't be able to write for much longer..

#### Diary Entry 3 – Professional archaeologist

I was given **a most peculiar item** this morning, discovered among **some detritus at a local tip**. It was passed onto my department because of **the unusual engravings which appear to date back to Mayan civilisation**. I inspected it with my magnifying glass and could identify some images of Mayan rituals. Once the proper investigations have been carried out, I plan to have a thorough look inside it this evening. I cannot believe my luck – this could be the making of my career.

## The Viewer

Structure  
Direct and reported speech

1. To identify features of a newspaper report
2. To plan a news report

3 & 4. To write a news report

1. Look at examples – practise writing as unbiased reporter
2. Provide planning structure: Introductory sentence, Last sighting, Strange behaviour, What Mother said, What police are now doing

**Live modelling – sharing thought process for word selection. Cover when learners writing**

Boy Mysteriously Disappears

Tristan Chambers, an 11 year old boy from Sandy Cove, mysteriously disappeared yesterday leaving no clue as to his whereabouts.

He **was last seen** at 4.10pm on Thursday afternoon by his mother, who spoke to him briefly as he hurried to his bedroom after returning from school. He appeared to be well and said he was going upstairs to complete his homework before dinner. Noone has seen him since.

It is alleged that Tristan had been acting strangely for several days. Often referred to as 'quiet' and 'solitary' by his peers, Tristan **is known to be** unlike other boys his age. He does not share popular interests and rarely participates in playground games, preferring to spend time alone. His favourite haunt is the City Dump, where he is often found scavenging through the rubbish: an unusual past-time for a child his age.

His mother, Mrs Sonya Chambers, reports that he had become secretive and preoccupied since his most recent visit to the dump. It is thought that the inquisitive boy may have stumbled upon a particularly rare object that is somehow responsible for his disappearance, although experts are currently in disagreement about what this could be.

Police say the next few days will be crucial if Tristan **is to be found** alive. They have appealed to all member of the Sandy Cove community to stay alert and to contact the authorities immediately with any information.

Do you add in direct speech?

Passive