

# Literacy Weekly Plan

Week beginning: Se Year: ¾ The Great Kapok Tree

	<u>Objectives</u> The essential knowledge, skills or understanding required for progress in the subject.	<u>Success Criteria/Assessment Bands</u> The essential knowledge, skills and understanding required for progress.	<u>Activities</u> That will help all pupils to make visible progress (Productive, Provocative and Engaging)	<u>Next Steps</u> What do children know now? What do they need to know next to make further visible progress?
1	<b>L.O:</b> <b>To immerse ourselves in the book Great Kapok Tree</b>	<b><u>Working wall:</u></b> Front cover of the book Letter from the author Map from the book Post it's <b><u>Class book:</u></b> Post it notes of predictions	<b><u>Starter:</u></b>  Children enter the classroom to a rainforest setting, background rainforest noises to be playing and image on the screen.	<b>Focus Children:</b>
			<b><u>Main:</u></b> Where do you think we are? What can you hear, see, how are you feeling? Post it note for the working wall.  Reveal that you're in the rainforest. Look at the map in the book to identify rainforests across the world, link to Geography( Year 4's will have some knowledge of biomes) .  Reveal the front cover page- cover up 'a tale of the amazon rainforest' . Make a prediction of what you think this story could be about. Have a front cover in the middle of sugar paper, children then put their predictions. Display onto the working wall to see if these predictions come true.	
			<b><u>Plenary:</u></b> Reveal the final letter from the author on the back page. Has this changed your prediction ?	

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<b>2</b>	<b>L.O: To create expanded noun phrases.</b>	<b>In books:</b> Sentences including their expanded noun phrases	<b><u>Starter:</u></b> Show children the front cover page and stick into books and explain what we are going to be doing by the end of the unit.	
			<b><u>Main:</u></b>  We are going to be stepping into the rainforest image today  Describing senses  Play the rainforest soundtrack with eyes shut. What can they hear? What is making the noise? How would you describe it? Initially write ideas on flipchart paper and share as a class. May need to spend some time discussing the different animals and their attributes. Give each group a part of the picture , have word mats available for children to use  Children to then write in own books their expanded noun phrases e.g Challenge year 4's to use prepositional phrases. Above the tree trunk slithered a twisting python.	Focus Children:
			<b><u>Plenary:</u></b> Share some under the visualiser with reminders for commas in lists of adjectives.	
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3	L.O: To use onomatopoeia for effect.		<p><b><u>Starter:</u></b> Introduce The Great Kapok Tree book. Recap the predictions we made in the first lesson.</p>		
			<p><b><u>Main:</u></b> Read the first two pages taking time to pick out the key vocabulary and features. -adverbial phrases-'moments before' - verbs -'squawking' and 'howling' -short sentences-'then he left' -onomatopoeia -'chop, whack'</p> <p>Gather vocabulary of the noises of the rainforest'onomatopoeia on page 2.</p> <p>Children then to write sentences based on nouns including onomatopoeia</p> <ul style="list-style-type: none"> <li>- snake</li> <li>axe</li> <li>jaguar</li> <li>parrot</li> </ul>	Focus Children:	
			<p><b><u>Extension:</u></b></p> <p><b><u>Plenary:</u></b></p>		
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4	L.O. To use adverbial phrases		<b><u>Starter:</u></b> Go through the vocabulary from yesterday		
			<b><u>Main:</u></b> Read the first page again 2 children become the men in the forest- children to line up as a conscience alley- what are the men saying to each other that they can hear. Use speech bubbles to write up what they can hear- magging their ideas. Could go in books  Read the second page. In mixed ability pairings- children to become the axeman and the narrator. The axeman chops down the tree, acting out wiping sweat, breathing heavily, short of breath, having a rest. Narrator narrates over the actions- then swap.  T to then display adverbial phrases to use- this time the narrator uses some of these phrases instead. E.g After a while, as he got hotter, as time went on, before he knew it , Soon after, Put these onto the working wall.  <b><u>Extension:</u></b>	Focus Children:	
			<b><u>Plenary:</u></b>		
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5	L.O: To use direct speech.		<b><u>Starter:</u></b> Brainstorm why we need rainforests? add to the working wall- bring out prev Geography learning		
			Read to the children the boa constrictor and monkey page - pull out the reasons that they gave for not cutting down the rainforest and add to the working wall. Discuss speech marks and the speech sandwich.		
			Children to act out as either the monkey or snake what would they say to the man asleep? Children to write on a whiteboard , then edit with their partner to put in speech punctuation.  Write out their sentences into books.		