**WEEK ONE: DAY TWO**

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| **Big Book**  **Elmer 20 minutes –** | **First Reading:** On the first reading, the focus should be on enjoying the book and not focusing specifically on sight word recognition or phonics instruction.  **Vocabulary:** **herd**, elephants, young, old, tall, thin, different, same, colour, except, patchwork, happy, joked, thinking, tired, laugh, awake, unnoticed, quietly, jungle, bush, berries, shook, ground, rolled, bunches, juice set off, recognised, re-joined, worked, middle, sky, raincloud, still, serious, silent, standing, finally, trunk, helpless, burst, gasped, celebrate, parade, decorate, exactly.  **Comprehension**: Make predictions, ask and answer questions, connections, recall characters and events.  **Good Writers**: Link the chart about what good writers do with the lesson. Did the author follow the list? (illustrations match text etc.)  **Before Reading Activities** • Talk about the title, author. Why is there only one name on the cover? This means that the author is also the illustrator • Examine the cover of the book. If there is a blurb, read it. What character(s) do you think might be in the book? What is unique about Elmer? Where might he/they live? What sort of elephant do you think Elmer is?/What sort of character do you think Elmer is? Look at his expression, can you tell how he might be feeling? What do you think is going to happen in the story?  **During Reading Activities** Read the story and focus the children’s attention on each new illustration and ask predictive questions. The flow of the story should not be interrupted. Pause at the page where Elmer gets to the berry tree, ask the children to predict what happens next. Can the children spot (the disguised) Elmer when he re-joins the herd?  **After Reading Activities**  **Use talk partners or small groups to encourage the children to contribute.**   * Talk about the predictions that the children made. * Look at the first illustration. Can you describe how the elephants are similar / different? * Describe how Elmer looks. * How does Elmer make the other animals happy? * Why did Elmer have trouble sleeping? How is Elmer feeling? * When the elephants hear the big BOOM, why do they elephants say “Elmer, it must be Elmer”?   •An older elephant says to Elmer "It didn't take you long to show your true colours." Discuss what this expression means.  •Characters: Who is the main character? Name some of the other animal characters.  • Setting: Where does the story take place/where is the story set? What country/continent do you think the jungle might be in?  **Reflection** Model how to reflect on the story with the whole group. What have we learned about the characters? Divide the children into groups to reflect on the characters from the story |
| **Drama**  **(20 minutes)** | **Based on the Big Book “Elmer”**  **Vocabulary**: **herd**, elephants, young, old, tall, thin, different, same, colour, except, patchwork, happy, joked, thinking, tired, laugh, awake, unnoticed, quietly, jungle, bush, berries, shook, ground, rolled, bunches, juice set off, recognised, re-joined, worked, middle, sky, raincloud, still, serious, silent, standing, finally, trunk, helpless, burst, gasped, celebrate, parade, decorate, exactly.  **Comprehension**: retell the story in their own words, recall details about characters, respond to text through drama activities   * **Thought/Speech Bubbles:** Look at the illustrations in the book and think of speech / thought bubbles for the elephants and other animals. * **Role Play**: The children can work in small groups. Give each group a copy of the book (or a coloured image of all the elephants on Elmer’s Day). Look at the decorated elephants on Elmer Day. Which is your favourite? Can you explain why? Take turns in your group describe your favourite one. I’m thinking of an elephant that has multicoloured stars all over my body”/”spots”/ yellow and green curved shapes”, etc. Children try to identify which one you are thinking of. * **Brainstorming**: Enourage the children to use words to describe the kind of elephant Elmer is. Try some role play activities from Elmer's point of view... How does he feel about being different? Why did he decide to paint himself grey with berry juice? * **Hot Seat**: Develop a list of questions the children could ask Elmer. The facilitator should ask one question to the whole group and ask them to think like character and how do they think the character might answer? Facilitator can model being in character while children ask their questions. The children could then be invited to act in role on the hot seat.   Reflection: Model how to reflect on the story with the whole group. What the children have learnt about the story/characters. |

**WEEK ONE: DAY THREE**

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| **ART**  **20 Minutes** | **Discussion**: Look at and discuss the range of elephant patterns from Elmer’s parade. Which is your favourite?  **Activity:** Children to create their own colourful elephant pictures on A4 card. Keep these for week 3 Elmer Parade. Either punch two holes in the pictures to add string/wool so children can wear them for the parade, or in addition, the children could also make a headband and stick picture to the headband to be worn as a headdress for the parade. |

**WEEK TWO: DAY TWO**

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| **Big Book-Elmer**  **20 minutes** | **Second Reading:**.  **Vocabulary:** elephants, young, old, tall, thin, different, same, colour, except, patchwork, happy, joked, thinking, tired, laugh, awake, unnoticed, quietly, jungle, bush, berries, shook, ground, rolled, bunches, juice set off, recognised, re-joined, worked, middle, sky, raincloud, still, serious, silent, standing, finally, trunk, helpless, burst, gasped, celebrate, parade, decorate, exactly.  **Comprehension**: Make inferences based on illustrations and discussion, making connections, recall characters and events, sequencing story events, ask and answer questions.  **Before Reading Activities**  •Talk about the title, author. Do the children remember who illustrated the story? If there is a dedication and a blurb, discuss.  •Recall the main characters and events from the story. Encourage the children sequence the events in the story in their own words.  **During Reading Activities**  Draw the children attention to Elmer’s feeling about being different from the others and how the other animals feel about Elmer. When Elmer was walking back to the herd, why didn’t the other animals recognise him? How do you think this made Elmer feel? Why were the other elephants standing there so “silent and serious” ?  **After Reading Activities**  The children can discuss some or all of these questions individually, in pairs and/or small groups.  Discuss why Elmer didn't want to be different. Why is Elmer unhappy, even though all the other animals love him? Why does he hide his colours? Why is it OK to be different from others? ... How do the other animals feel about Elmer? What do the other animals like about Elmer, how the other elephants miss him when he disguises himself/how do they feel when he turns himself grey? Elmer is always making everyone feel good. What do they decide to do to make Elmer feel more included? Why/how do they decide how to celebrate Elmer’s colourful patchwork. Good opportunity to discuss the importance of feeling part of a group/family/class/school/community, differences and similarities, the languages we speak/family connections around the world, etc.  Discuss favourite part of the story and why.  Reflection: Divide the children into groups to reflect on what they have learned about the story. |

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| **Drama**  **(20 minutes)** | •**Hot Seat** Facilitator to role model the elephants' point of view... How do they feel about Elmer? What they like about Elmer, how they miss him when he disguises himself. How do they decide how to decorate themselves on Elmer Day?  •**Through the Magic Mirror**: Inform the children that they are going to imagine that they are all going into the jungle. To do this, they will need to step through the ‘magic mirror’. The facilitator should model standing up, tracing a rectangular shaped mirror in the air. Wink an eye and step through. Tell the children that this is how they are going to go to the imaginary farm. Once the children are in the jungle they should take a deep breath – what can they smell? Look left, what can you see? Look right, what can you see? Look high up towards the canopy, what can you see. Children have to bring back an animal they saw while in the jungle, they cannot say the name of the animal. They cannot tell us the name of the animal.  • **Describing the animal** – Once the children are safely back from the jungle, it is time to show the group what animal they brought back. As the animals are imaginary, the children will need to use lots of “describing” words.  . The facilitator should model the activity first (My animal has spots and it is the fastest animal in the world/my animal has a long tail, likes eating fruits, is a little bit naughty and sometimes uses its tail to hang from trees.  If there is time the children could be encouraged to draw their animal.  Reflection Reflect on the drama activities. How did they help us picture the farm |

**WEEK TWO: DAY THREE**

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| **Art**  **20 Minutes** | **Based on the big book.**  **Comprehension**: Responding to the big book through 3D modelling.  **Activity:** Children to create their own clay elephant. Paint and decorate them in the next art session. |

**WEEK THREE: DAY ONE**

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| **Shared Writing/PE**  **Elmer’s Parade Day**  **(30 minutes)**  **(You will need the children’s elephant pictures from week 1 for this activity)** | **Based on the Big Book Elmer**  **Vocabulary**: celebrate, perform, narrate, parade, decorate, colourful, patchwork, patterns,  **Comprehension**: recall events/setting/characters, respond to text through movement, respond to text through writing, discuss the text, ask and answer questions.  **Writing Activity**: Tell the children that they are going to create a poster to tell other animals about the Elephant Parade. Discuss what (will happen at the parade) what to include in the poster. (All the elephants will dress up/paint themselves, play games and have a marching parade and join in with an elephant stomp dance.) Decide with the children what needs to be included on the poster. Encourage the children to use their phonemic knowledge and sight vocabulary to help with the shared writing. Children can then create their Elmer Parade Poster.  **Parade** : Organise the children for the parade, each wearing their elephant picture If possible do outdoors/PE hall. Create a stomping dance with the children. Play Sticky Elephants, two children are “it”, they chase the rest of the group. When they catch someone, that “elephant” is stuck and has to do a silly dance until someone free’s them by touching them. |

**WEEK THREE: DAY TWO**

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| **Big Book – Elmer**  **20 minutes** | **Third Reading:**  **Vocabulary:** elephants, young, old, tall, thin, different, same, colour, except, patchwork, happy, joked, thinking, tired, laugh, awake, unnoticed, quietly, jungle, bush, berries, shook, ground, rolled, bunches, juice set off, recognised, re-joined, worked, middle, sky, raincloud, still, serious, silent, standing, finally, trunk, helpless, burst, gasped, celebrate, parade, decorate, exactly.  **Comprehension**: Make predictions, connections, ask and answer questions  **Before Reading Activities**  • Talk about the title, author, illustrator, (dedication, blurb if they are included.)  •Recall the main characters and events from the story. What was the main problem in the story? How did it get resolved?  **During Reading:**  Encourage the children to contribute which part of the story is their favourite part and why.  **After Reading Activities**  What is the Elmer Day Parade? Why do you think they had a special Elmer Day Parade? Do you think that Elmer learned that being different is OK? Was Elmer’s difference valuable to the other elephants? Why? How do you think Elmer feels about being different now? What makes you different? Would you like to be in an Elmer’s Day Parade? |
| **Drama:**  **(20 minutes)** | **Role Play:** Acting out “Elmer”. Divide the children into two groups, a facilitator working with each group helping to assign roles for the children to act out the story as a group. Each group performs for each other. Alternatively, groups can take on a particular aspect of the story to ack out.  **Circle Game-Complements:** Children sit in a circle and work in pairs. Child A tells Child B (and vice versa), something they admire about them/something they are good at. (Emphasis should be on something the child can do rather than on appearance, eg being helpful, kind, friendly, good at drawing/running, etc). Start by giving the group a few minutes to practice complementing each other. **Facilitator will need to model this.** |

**WEEK THREE: DAY THREE**

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| **Art**  **20 minutes** | **Based on the Big Book**  **Comprehension**: Responding to the big book through 3D modelling.  **Activity:** Children paint and decorate clay elephants the children made last week. |