**WEEK FOUR: DAY TWO**

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| **Big Book**  **Funnybones**  **30 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:** begins, dark, hill, town, street, house, staircase, cellar, skeletons, skull, frighten, climbed, stepped, zoo, police station, park, scratched, tennis courts, swings, suddenly, chased, bumped, pile, bones, pieces, together, song, connected, tow, leg, hip, properly, trouble, everybody, animals, squeak, snort, oink, giraffe, fish, , parrot, elephant, crocodile, cheeky, corners, lamp posts, dustbins, around, past, up, down.  **Comprehension**: Make predictions, ask and answer questions, make inferences from illustrations and discussion, 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 and the illustrator. Why do you think they have the same family name? (They were a husband and wife team who co-wrote the book (and many others) and Janet Alberg created the illustrations.)  • Examine the cover of the book. What does the cover tell us about the story? Can you describe what you see? What characters do you think might be in the book? What do you think the characters are like? What do you think they will do in the story? What do you think this story is about? When do you think the story takes place?  **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 on the second page of the story, talk through each of the illustrations, eg, “dark, dark hill, street, house, staircase, cellar. Point to the purple door, encourage children to predict who might be inside. Do the skeletons look scary/friendly?  •Pause on the page where the skeletons are in bed, ask the children to think about where the skeletons might go for their walk and invite the children to predict what might happen.  •Pause at the page where the dog skeleton is chasing the stick. What do the children think will happen next?  **After Reading Activities**  **Use talk partners or small groups to encourage the children to contribute.**  •Who are the main characters in the story?  •Talk about the predictions the children had made.  •What do the skeletons enjoy doing?  •Why do you think the skeletons are the only ones out for a walk?  •What are the skeletons looking for?  •Can you remember some of the different places they saw during their walk? Can you remember any words that tell us about the different places they saw?  •Where in the house do the skeletons live? Which part of the house is the cellar in? Do you have a cellar where you live? Why not?/Where is it? (It’s mostly much older houses, eg Victorian houses that have cellars.) How can you tell that the skeleton’s cellar is in the basement/below the house?  •Do the skeletons like to go out during the day/night? Why do you think that is?  •Do you think this story is true? Why not?  •**There may be a need to reassure the children that this story is fantasy.**  Reflection Model how to reflect on the story with the whole group. What have we learned about the characters and the settings? Divide the children into groups to reflect on the characters and various settings from the story. |
| Drama  (20 minutes) | Based on the Big Book “Funnybones”  **Vocabulary:** character, hip, leg, knee, thigh, toe, bones, shake, wriggle.  **Comprehension:** perform part of the story in their own words, recall details about characters bones, respond to text through drama, song and movement.  **Brainstorm:** • Children work in pairs small groups to remind each other of the names of the various skeleton bones in the big book “Funnybones”. As the children name them, the facilitator draws (or use print outs) and labels each one on the flipchart. Explain to the group that they are going to use these in a song and dance performance.  **Role Play** : **:** <https://supersimple.com/song/skeleton-dance/>  • Divide the children into two groups. Facilitator works with each group as the get into skeleton characterisation and perform the song: “The skeleton dance song” (follow the link above). Alternatively use the version from the book and get the children to practice parts of the song and moving the corresponding parts of their body.  Each group then performs to each other.  Reflection Reflect on the drama activities. How did they help us learn about the characters? |

**WEEK 4: DAY 3**

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| **Shared Writing**  **25 minutes** | **Mini-Lesson:** Idea Generation  **Vocabulary**: first, next, bubbles  **Comprehension**: recall questions, predict what happens next.  **Topic:** What Happens Next?  **Introduction**: Examine the illustrations in the book Funnybones. (Brainstorm the children’s ideas using the bubbles.)  **Writing:** Choose one idea from the brainstorming session. Decide with the children which idea will be the focus of the writing session. The oral work surrounding the shared writing should focus on sequencing events and recalling details.  **Reflection:** Model how to reflect on the story with the whole group. Ask open ended questions about what the children learned. Organise the children to talk in partners. |
| **Art**  **20 Minutes**  **See the source image** | **Based on the Big Book Funnybones**  **Vocabulary:** skeleton, bones, crashed, connected, hip, thigh, leg, foot, arm, toe.  **Comprehension**: recall events from the story.  **Skeleton art**: Children to create characters from the story using white straws/cotton buds and black paper/card, felt tips and crayons. Children can add a caption to go with their picture using sticky white labels. |

**WEEK 5: DAY ONE**

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| **Shared Writing**  **25 minutes** | **Mini-Lesson:** Question Marks  **Vocabulary**: question, remember  **Comprehension:** recall events, ask and answer questions.  **Introduction** Examine the use of question marks in books. Ask the children if they can remember what they mean. Why do we use them? What do they tell us about the writing? The children should brainstorm questions that they would like to ask a character from the book (Remember back to the farmer in “Farmer Duck” – why were you so mean? Or “Funnybones”, “Why did you want to scare others?”  **Writing** The children should each have a turn saying their question and once the facilitator has written the question on the flip chart, the children can write in their question mark. All the questions should be read at the end of the lesson.  **Reflection**: Divide the children into groups. What did we learn today that we could use in our writing? |

**WEEK 5: DAY 2**

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| **Big Book**  **Funnybones**  **30 minutes** | **Second Reading:**.  **Vocabulary:** begins, dark, hill, town, street, house, staircase, cellar, skeletons, skull, frighten, climbed, stepped, zoo, police station, park, scratched, tennis courts, swings, suddenly, chased, bumped, pile, bones, pieces, together, song, connected, tow, leg, hip, properly, trouble, everybody, animals, squeak, snort, oink, giraffe, fish, , parrot, elephant, crocodile, cheeky, corners, lamp posts, dustbins, around, past, up, down.  **Comprehension**: Make inferences based on illustrations and discussion, recall characters and events, sequencing story events, ask and answer questions.  **Before Reading Activities**  •Talk about the title, author and illustrator? 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**  •As the story is being read encourage the children to sequence the events and say what happens at the beginning, middle and end of the story.  • Encourage the children to think about the problem in the story and how it is resolved.  **After Reading Activities**  •Why does the dog skeleton say “FOOW”. What about ,”OWOF”, “OOFW”, “WOFO”?  •What sort of things do the skeletons enjoy doing for fun?  •Why were the skeletons awake?  •What was it that helped put the dog skeleton back together?  •What skeleton animals can you see on page 19?  •What was the problem with the skeletons plan to go for a walk?  •Why does the big skeleton suggest that they stay away from the crocodile skeleton?  •Do you think these skeletons might be fun to play with? Would you like to go for a walk with them? What do you think would happen?  •True or False – Facilitator calls out a number of statements about the skeletons that are either true or false. EG The skeletons didn’t go to the zoo. There was a pond in the park. The big skeleton wanted to scare a nice little boy. The skeletons scared the policeman in the police station. Etc.  Reflection: Divide the children into groups to reflect on what they have learned about the story. |

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| **Drama**  **(20 minutes)** | **Freeze Frame:** Divide the children into 2 groups, each working with a facilitator. Explain to the children that instead of using pictures to show different parts of the story, they are going to use their bodies in a “freeze” position. Facilitators will need to demonstrate this for the group. Choose a few key elements from the story for each group to perform in sequence. Once the groups have practiced their “freeze frames” they then take turns to perform. Facilitator narrates the freeze frames.  Reflection Reflect on the drama activities. How did they help us retell the story. |

**WEEK 5: DAY 3**

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| **Shared Writing (25 mins)** | **Mini-Lesson**: Sequencing Events  **Vocabulary**: first, next, then, characters Comprehension: recall questions, summarise Topic: room Diary **Introduction** Retell the story of Funnybones and sequence the events of the story. As the children name the events, the facilitator should draw the event in a brainstorm bubble (alternatively a pre-copied picture can be used).  **Writing Group** diary is an excellent comprehension strategy to use following a big book. The children will summarise the story in a few sentences; explain who is in the story; what happened; where it was; and when it took place. The children will indicate the parts of the story that they liked/disliked (try and have the children explain why they did/not enjoy that particular part of the story). The chart can be kept and revisited to revise the story, sounds and words.  Reflection What did we learn about writing today? Split the children into groups and allow them to reflect on the lesson. |

**WEEK 6; DAY ONE**

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| **Shared Writing**  **25 minutes** | **Mini- Lesson**: Predictive Story (If I were a skeleton I would\_\_\_\_\_\_\_\_\_\_\_\_\_.)  **Vocabulary**: witch, broom, travel  **Comprehension:** discussion, recall events from the story.  **Introduction** Refer back to Funnybones. Examine the pictures of the skeletons. What would the children do if they were a skeleton? Where would they go? Who would they see? The facilitator can brainstorm group ideas on the chart paper or the children can individually brainstorm their ideas.  **Writing** The facilitator and children should write the predictive story together. The format could take “If I had a broom I would . (child’s name)” Once the story is complete, the children and facilitator can read the story together. The next shared writing session will involve the children copying their ideas onto A3 pages and illustrating their idea to include in a big book.  **Reflection:** What have the children learned about writing? |

**WEEK 6: DAY 2**

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| **Shared Writing**  **25 minutes** | **Mini- Lesson**: Predictive Story: (If I were a skeleton I would \_\_\_\_\_\_\_\_\_\_\_\_\_.)  **Vocabulary:** illustrations, missing, copy, detail.  **Comprehension**: discussion, questioning.  **Topic:** “If I were a skeleton…”  **Introduction**: Reread the chart from the previous day. Highlight the words “if” “I” “were” “a”. Words can be circled with different coloured crayons. The target word can be covered with a post it note and the facilitator should read the sentence, omitting the word. Ask the children for the word. The children can either write the word on top of the post it note or the note can be revealed to show the word. Refer to Room on the Broom and examine the illustrations. Question the children as to why the illustrations are so good (details etc.)  **Writing**: The children should copy their sentence on an A3 page and illustrate their sentence with a detailed drawing.  Reflection Divide the children into groups. What have we learned about illustrations? |