**WEEK FOUR: DAY TWO**

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| **Big Book Handa’s Hen**  **(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**: tourist office, Kenya, tribe, black, hen, hunted, round, fluttery butterflies, peered, under, grain store, stripy, behind, clay pots, lizards, searched, beautiful, sunbirds, flowering, waving, jumpy, crickets, catch, water hole, bullfrogs, footprints, spoonbills, swallowed, lion, shiny, starlings, cheep, under, bush, peep, chicks, hurried, scurried, skipped  **Comprehension**: make predictions, ask and answer questions, make text to self connections,  Good Writers: Link the chart about what good writers do with the lesson.  **Before Reading Activities** The children can be asked to answer these questions individually, in pairs and/or in groups.  • Talk about the title, author, illustrator, dedication, publisher, blurb  • Examine the cover of the book. Can the children locate the title and the author’s name? Why is there no illustrator’s name? (author is also the illustrator) What can the children see on the front cover? Where do they think the story is set? Why?  • Title: examine the title. Note that it is in capitals. Which girl do you think is Handa? What are they looking at? What else can you see on the cover?  • Examine the inside of the cover and look at the different animals. Are there animals that the children haven’t heard of/seen before? Who is the dedication to? Why would the author thank people in Kenya? Show children where Ireland is on a map and where Kenya is. Does it seem far away? What might it be like in Kenya?  • Blurb: read the blurb. Ask the children to predict where Mondi has got to.  •Examine the back cover. What animals might Handa and Akeyo meet along the way? Are there any clues on the back cover?  **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.  •Ask the children to make predications based on the illustrations.  •Can the children remember from the blurb what other creatures might come next in the story?  •Pause on the page where the girls are searching in the long waving grass, what can they see in the background? Where might the girls search next?  Examine the footprints down by the water hole, do you think they might be Mondi’s footprints?  **After Reading Activities**  • Setting: Ask the children to discuss questions about the setting of the story. Do Handa and Akeyo live in a hot or cold country? How do you know? Does she live in the countryside or in a town? How do you know? Look at the page with the beautiful sunbirds and discuss how they are camouflaged in the flowering trees. Do you know anything about camouflage? What other animals use camouflage in their habitats?  Reflection Divide the children into groups to reflect on what they have learned about the story. |
| **Drama**  **20 Minutes** | **Based on the Big Book Handa’s Hen**  **Vocabulary:** nice, friendly, caring, kind, helpful, fun, happy, reporter,  **Comprehension**: text to text connections, text to self connections, recall characters and setting, ask and answer questions, respond to text through drama activities  **• Role on the Wall:** Handa. Divide the children into groups to discuss Handa. What adjectives could they use to describe her? What kind of person is she? What does she wear? How does she feel when Mondi is lost? Have the children report back to the group and record their ideas on the outline of Handa on the flipchart.  •**Good Friends**: Do you think Handa and Akeyo are good friends? Why did Akeyo do that shows she is a good friend to Handa? Would the children like to be their friend? Why/not? Describe the type of person Handa is, what are some of her qualities? Divide the children into groups to discuss what makes a good friend. Have the children report back to the whole class.  • **Brainstorm questions:** in groups, have the children brainstorm questions they would like to ask Handa.  **• Paired improvisation:** divide the children into pairs and have one child act as the reporter and one child act as Handa. The reporter should ask Handa at least four questions and be prepared to report back to the class on what they asked and what happened/found out. |

**WEEK FOUR: DAY THREE**

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| **Independent Writing**  **(20 mins)** | **Mini-Lesson**:  **Information or Story**  **Vocabulary**: fact, true, information, story, make believe, characters, learn, teach, topic, expert.  **Comprehension**: ask and answer questions, compare and contrast information and story books.  What do Good Writers do? Revise the chart in the introduction and reflect on the new mini lesson and add the new point on the chart during reflection.  **Introduction** Some children may already be writing fact/information books. Discuss with the children a previous story they have covered, eg “Our Cat Cuddles”. Is it a real story? Did it really happen? How do they know? Show the cover of an information book about cats. Do the children think that this is a real or make believe story? Why? Share the fact book with the children. How is it different to “Our Cat Cuddles”? What does it tell us in the book? Explain that this kind of book is a fact/information book that tells us facts about cats. Sometimes authors want to write about things that they know and teach the reader something about their topic that the reader might not know. When an author chooses to write a fact book they usually choose something that they are an expert on. Define expert. Is there something that you are an expert on? Brainstorm orally with the children and divide them into groups. For children who are struggling discuss possible topics – cartoons, book, game etc.  Refer to the Good Writer’s chart and explain to the children that this is fact writing. Encourage the children to think of a topic to write about different today.  **Writing** Conference with two or three children who may be struggling to write their facts. If needed, this writing session could be a shared writing activity rather than independent writing.  **Share Session** Gather the children and select two or three children to share their writing in the Author’s Chair. Highlight the children who demonstrated writing fact/information books. Refer to the “Good Writers Chart.”  Reflection Have the children reflect on writing information books and stories. Which would they prefer? Why? |

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| **Art**  **(20 Minutes)**  **Week 1, Day 3** | **Based on the Big Book Handa’s Hen**  **Vocabulary:** Mondi, Akeyo, Handa, fluttery butterflies, stripy, clay pots, lizards, searched, beautiful, sunbirds, flowering, waving, jumpy, crickets, water hole, bullfrogs, footprints, spoonbills, lion, shiny, starlings, cheep, under, bush, peep, chicks, hurried, scurried.  **Comprehension:** Recall characters and events from the story.  **Activity:** Children can create illustrations of Mondi and her chicks. Alternatively, they can choose their favourite animal from the story to illustrate. |

**WEEK FIVE: DAY TWO**

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| **Big Book Handa’s Hen**  **(20 minutes)** | **Second Reading**  **Vocabulary**: tourist office, Kenya, tribe, black, hen, hunted, round, fluttery butterflies, peered, under, grain store, stripy, behind, clay pots, lizards, searched, beautiful, sunbirds, flowering, waving, jumpy, crickets, catch, water hole, bullfrogs, footprints, spoonbills, swallowed, lion, shiny, starlings, cheep, under, bush, peep, chicks, hurried, scurried, skipped  **Comprehension**: recall character/setting/initiating event/end of the story, sequence events in correct order, retell the story in their own words, make text to self connections  Good Writers: Link the chart about what good writers do with the lesson.  **Before Reading Activities**  • Talk about the title, author, illustrator, dedication, publisher, blurb.  • Examine the front and back covers of the book.  • Examine the inside cover illustrations (animals). Can the children remember some of the names of the animals?  • Recall the main characters and events.  **During Reading Activities**  **The children can be asked to answer these questions individually, in pairs and/or in groups.**  •Capital letters: highlight the capital letters in the story. Where are they used? (Start of a sentence and for people’s names).  •Exclamation Marks: discuss the use of exclamation marks in the story.  •Handa and Akeyo: Where did Handa and Akeyo search for Mondi? What creatures/animals did they find along the way?  Can you name some of them? How are Handa and Akeyo feeling throughout the story? Why was Handa worried about Mondi? How did she feel at the end of the story?  •Setting: Can you name all the different places in the story that Handa and Akeyo searched for Mondi?  **After Reading Activities**  **The children can be asked to answer these questions individually, in pairs and/or in groups**.  • Animals: If the story happened in Ireland would the same animals be in the story? Why/not? What animals could be in the story? What if the story was on a farm – what animals could there be? (divide into groups to discuss) What if the story was at the zoo? (divide and discuss)  • Discuss the dedication. Do the children know what a tribe is? Discuss what it means to be part of a tribe. Discuss the name of the tribe and where they live.  Reflection Divide the children into groups to reflect on what they have learned about the story. |
| **Drama (20 mins)** | Based on the Big Book Handa’s Hen  **Vocabulary:** no idea, disappeared, explain, retell, story scroll, walk through, details.  **Comprehension**: recall events in correct sequence, retell story in own words, ask and answer questions, respond to the story through drama.  • **Hot Seat**: The facilitator acts as Handa in role. Handa has no idea where Mondi has disappeared to. The facilitator must ask the children a series of recall questions to learn how she and Akeyo found Mondi. The children should recount the events in order and use the names of the animals and settings if possible. |

**WEEK FIVE: DAY THREE**

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| **Art**  **(20 mins)** | **Based on Big Book Handa’s Hen**  **Vocabulary:** chicks, Mondi, shape, roll,, pinch, mould, Handa, Akeyo, cheep.  **Comprehension:** Recall events and characters from the story. Respond to the book through creative art.  **Playdough/Clay Models**: Children to use playdough or clay to create models of Mondi and her chicks. |

**WEEK SIX: DAY TWO**

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| **Big Book Handa’s Hen**  **(20 minutes)** | **Third Reading**  **Vocabulary**: tourist office, Kenya, tribe, black, hen, hunted, round, fluttery butterflies, peered, under, grain store, stripy, behind, clay pots, lizards, searched, beautiful, sunbirds, flowering, waving, jumpy, crickets, catch, water hole, bullfrogs, footprints, spoonbills, swallowed, lion, shiny, starlings, cheep, under, bush, peep, chicks, hurried, scurried, skipped  **Comprehension**: recall character/setting/initiating event/end of the story, sequence events in correct order, ask and answer questions, make text to self connections.  Good Writers: Link the chart about what good writers do with the lesson.  **Before Reading Activities**  Talk about the title, author, illustrator, dedication, publisher, blurb  • Examine the front and back covers and the inside cover illustrations  • Use the story scrolls the children made in last week’s drama to recall the events, characters and fruit in the story  **During Reading Activities**  **The children can be asked to answer these questions individually, in pairs and/or in groups.**  • Read the story asking recall questions.  **After Reading Activities**  **The children can be asked to answer these questions individually, in pairs and/or in groups.**  • Alternative Title: discuss the title of the story with the children. Did they think it was a good title? Why/not? Divide the children into groups to brainstorm alternative titles for the story. Share with the class and list the children’s suggestions on the flipchart.  •Recall the different animals/creatures/settings from the story. Recall the adjectives used to describe these. Which animal/creature was your favourite? Why? Children take turns to describe their favourite creature to the group. Encourage the children to use adjectives in their descriptions.  Reflection Divide the children into groups to reflect on what they have learned about the story. |
| **Drama**  **(20 mins)** | **Thought Tracking**: Using the creatures from the story, Ask the children to look closely at each of the animal illustrations and ask the children to think about what each animal might be thinking when they see Handa and her friend looking at them. Ask the children to suggest what each animal might say.  • **Group Thought Tracking**: divide the children into six or seven groups and give each group an animal from the story to brainstorm about. What do they think their animal is thinking when they see Handa and Akeyo? Have the children decide what they are going to say when their animal comes in the story.  • **Retell the story**: Arrange the groups of children in order of appearance in the story (butterflies/mice, etc.) The facilitator will narrate the story, while walking past the groups of children in role as animals. Each group should say what they think their animal is thinking at the appropriate illustration. Encourage children to explore different ways of moving to represent the different animals in the story. They could flap their arms slowly for a butterfly, run and scurry like little mice, jump like crickets/frogs or peck and move bent arms like Mondi and her chicks |

**WEEK SIX: DAY THREE**

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| **Shared Writing (20 mins)** | **Mini-Lesson:** The Repeating Line Vocabulary: repeat, repeated, repeating, same, different  **Comprehension**: ask and answer questions about writing, plan writing, respond orally to others stories  What do Good Writers do? Revise the chart in the introduction and reflect on the new mini lesson and add the new point on the chart during reflection.  **Introduction** Sometimes an author will take a sentence or word and use it more than once in their story. That is called repetition. The parts that get repeated stick in your mind. Choose one of the previous big books covered that has good examples of repetitive sentences throughout the story. Examine the book and identify the parts in the story that are repeated. Why might the author have done this? Repeated lines are something that you could try in your own writing.  **Writing** As you conference with the children, encourage them to think about using a repeated line if it suits their story.  **Share Session** Gather the children and share one or two stories that children are working on. Encourage positive responses from the children who are listening. Reflection Divide the children into groups and reflect on what they learned about good writers today. Add to the “Good Writers” chart. |

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| **Art (20 minutes)** | **Comprehension:** Response to big book through the use of creative art.  **Activity:** Children to paint/decorate their clay models if they did not complete them last week.  Alternatively they could use a range materials to create a collage of different textures and effects for the animals in the story, eg furry fabric for the mice, tissue paper for the butterflies and shiny paper for the lizards and frogs, ec. |