**Week One: Day Two**

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| **Big Book**  **The Pig in the Pond**  **20 minutes** | **Based on the big book Pig in the Pond**  **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:** author, illustrator, hot, dry, shone, because, quack, oink, gulped, gasped, rose, stamping, trotters, twirling, splash(ed), above, beyond, field, cart, joined.  **Comprehension**: Make predictions, ask and answer questions, recall characters and events.  **Before Reading Activities**  • Look at the front cover of the book. Introduce the title of the book to the children. Locate the author’s name. Discuss what the author does. Why are there two names on the front of the book? Who could the second person be? (illustrator) Talk about the illustrator. What is their job? Why is this important?  • Examine the front cover, what can the children see/what is happening? What might the story be about? What other characters might be in the story? Where do you think this story takes place? Read the blurb on the back cover. What have the children found out from the blurb?  **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. Page 1, who else (besides the pig) can you see? Stop at the point when Neligan returns and all the animals are gathered around him. Ask the children to predict what happens next.  **After the Reading Activities**  **Use talk partners or small groups to encourage the children to contribute.**  •Characters:  Who are the main characters? Can you name some of the other characters? Do you think the pig looks happy/unhappy/comfortable/uncomfortable? Encourage the children to give reasons for their answers. What do you think the pig is thinking when she is sitting by the pond? Why does the pig keep sitting by the pond? Why doesn’t she jump straight into the pond? What about the ducks and the geese, how do you think they are feeling? Encourage the children to give reasons for their answers. Examine the pig’s expression and body language as the story progresses. How might she be feeling? How do you know? What happened to the geese and ducks when the pig dived into the pond? What do you think all the animals are saying to Neligan when he returns from town? Can you remember who else jumped in the pond?  • Setting:  Where does the story take place/where is the story set? Who does the farm belong to? Do you know any other stories that take place on a farm? How do we know the weather was sunny/What words/illustrations tell us it was a sunny day?  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 “The Pig in the Pond”**  **Vocabulary**: hot, dry, shone, because, quack, oink, gulped, gasped, rose, stamping, trotters, twirling, splash(ed), above, beyond, field, cart, joined.  **Comprehension**: retell the story in their own words, recall details about characters, respond to text through drama activities   * **Role Play**: Children work in pairs/small groups and take turns to act out the different positions of the pig before she jumps in the pond. * **Brainstorming**: Examine the illustrations of the pig and discuss how she might be feeling. Could do this as a whole class or in small groups. If children work in groups, provide a small copy of the book to refer to. * **Hot Seat**: Develop a list of questions the children could ask the pig. 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 (as the pig) or another one of the characters.   Reflection: Model how to reflect on the story with the whole group. What the children have learnt about the story/characters. |

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| **Big Book**  **Pig in the Pond**  **20 minutes** | **Second Reading:**  **Vocabulary:** hot, dry, shone, because, quack, oink, gulped, gasped, rose, stamping, trotters, twirling, splash(ed), above, beyond, field, cart, joined.  **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, illustrator, blurb. If there is a dedication, discuss.  •Recall the main characters and events from the story.  **During Reading Activities**  What time of year does the story take place? What clues are there? Is the story set a long time ago or now? Why? How did Neligan travel to town? Do you think this is a true story?  **After Reading Activities**  The children can discuss some or all of these questions individually, in pairs and/or small groups.  What is the main problem in the story? What caused the problem? What was the solution in the story? What did the other animals think when the pig jumped into the pond? Does Neligan have any other pigs? Where do you think they were during the story? Why do you think the pig gulped and gasped? How do pigs usually cool down/ keep cool in the summer?  Discuss favourite part of the story and why.  Reflection: Divide the children into groups to reflect on what they have learned about the story. |

**Week Two: Day Two**

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| **Drama**  **(20 minutes)** | •**Role Play:** Divide the children into small groups. Each group takes on the role of the other animals in the story. They discuss what they think about the pig jumping into the pond. What will say to Neligan when he returns from town. Do they agree that the pig should be allowed in the pond? If not, why?  •**Through the Magic Mirror**: Inform the children that they are going to imagine that they are all going to Neligan’s farm. 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 at the ‘farm’ they should take a deep breath – what can they smell? Look left, what can you see? Look right, what can you see? Ask the children to go and collect three imaginary items that they can bring back from their trip.  • Describing the objects – Once the children are safely back from the farm, it is time to show the group what they brought back from the farm. As the objects are imaginary, the children are going to have to describe their objects. The facilitator should model the activity first (My object is made of metal, you put water in it, it has a handle – bucket). The children could be encouraged to draw their item.  Reflection Reflect on the drama activities. How did they help us picture the farm. |
| **Week Two: Day Three** | |
| **Art**  **20 Minutes** | **Based on the Big Book Pig in the Pond**  **Vocabulary:**  hot, dry, shone, because, quack, oink, gulped, gasped, rose, stamping, trotters, twirling, splash(ed), above, beyond, field, cart, joined. Additional vocabulary from children.  **Comprehension:** Sequencing story events and responding to reading through creative art.  **Activit**y: Explain to the children that they are going to make their own class version of the story. To do this they must work together. Each group will be given a scene to illustrate. Children work in pairs/small groups and collaborate on illustrating images. Before starting, go through the main events of the story to get the children thinking about their illustrations. Have copies of the story available for reference. |

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| **Big Book**  **Pig in the Pond**  **20 minutes** | **Third Reading:**  **Vocabulary**, hot, dry, shone, because, quack, oink, gulped, gasped, rose, stamping, trotters, twirling, splash(ed), above, beyond, field, cart, joined. (Scorching, sizzling, sweltering, blistering, blazing.)  **Comprehension**: Make predictions, connections, ask and answer questions  **Before Reading Activities**  • Talk about the title, author, illustrator. If the author has included a dedication and a blurb, discuss these.  •Recall the main characters and events from the story.  **During Reading:**  The children will know the story well enough to join in with the reading, particularly onomatopoeia text and the repetitive sentences. Examine the illustrations of the other animals and create speech/thought bubbles for some or all of the characters. What might they be thinking/saying about the pig being in the pond? Save these for role play activity.  **After Reading Activities**  The children can discuss some or all these questions individually, in pairs and/or small groups.  Recap on the main problem and how it was resolved. Ask the children to think of a time when they felt very hot. What did they do to cool down? (Cold drink, change clothes, cool shower, rest, ice-cream, ice lolly, water gun, water fight, fan themselves, paddling pool, sunhat) Together with the children, make a list of words that mean very hot, (scorching, sizzling, sweltering, blistering, blazing, etc) How else could the pig cool down/keep cool? |

**Week Three: Day Two**

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| **Drama**  **(20 minutes)** | * **Hot Spot:** Children to work in pairs and talk about a time when they have felt very hot, for 30 seconds. The children should be told to brainstorm how it feels when you are very hot, and different ways they have cooled down. Divide the children into pairs to talk about the topic. Stress that when Child A is speaking, Child B should listen and vice versa. Allow each child to talk for thirty seconds to their partner. Have children report back to the group about what their partner was talking about. |

**Week Three: Day Three**

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| **Art**  **20 Minutes** | **Based on Pig in the Pond**  **Vocabulary:** splash, pond, farm animals, oink, quack, moo, baa.  **Comprehension:** making connections, inference, story recall  **Collage Activity**: Children to create their own “Splash” picture using a range of materials, coloured paper/card, bubble wrap, blue and white glitter, felt tips, paint, etc. This can be an idea taken from the Big Book or a picture of their own creation, the pig, the other animals, Neligan, themselves. |