**WEEK FOUR: DAY TWO**

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| **Big Book**  **Snail and the Whale**  **20 minutes** | **Based on big book: The Snail and the Whale**  **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:** snail, big, tiny, whale, humpback, tail, tale, itchy, slithered, arched, smooth, wriggle, silvery, immensely, shimmering, shooting, enormous, starlit, towering, fiery, golden, stripy, feathery, hideous, crashed, foamed, frolicked, ear-splitting, helpless, gazed, sniffed, sighed, upsetting, amazed, splashing, sail, zooming, wriggle, trail, lightening, zigzag, frightening, mountains, volcano, icebergs, sea, beached, sands, bay, coral caves, sky, stars, sunny, thunderstorm.  **Comprehension**: Make predictions, ask and answer questions, connections, 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.  • 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? Does the cover tell us anything about the setting of the story? What do you think this story is about?  **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.  •Emphasise the many adjectivities that describe the setting and characters.  •Pause on the page where the whale says “come sail with me”, invite the children to predict what will happen.  •Pause on the page when the whale is beached, invite the children to predict what will happen. What could the snail do to help?  **After Reading Activities**  **Use talk partners or small groups to encourage the children to contribute.**  •Talk about the predictions the children had made.  •Characters: Who are the main characters? Who are some of the other characters?  •Do you think the snail should have gone with the whale?  •What do you think the other snails would have said to him?  •Would you go if you were him?  •Why was he so determined to help?  •Can you remember some of the different places they saw on their journey? Can you remember any words that tell us about the different places they visited and the things they saw?  •How would you describe the whale? Was he friendly/kind/helpful?  •What words in the story tell us what the whale is like/what type of whale is he?  • Setting: Where does the story take place/where is the story set? Can you remember some of the different settings in the story? Discuss the contrast of some of the settings. Can you remember any words that describe the settings?  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 “The Snail and the Whale”**  **Vocabulary**: snail, big, tiny, whale, humpback, tail, tale, itchy, slithered, arched, smooth, wriggle, silvery, immensely, shimmering, shooting, enormous, starlit, towering, fiery, golden, stripy, feathery, hideous, crashed, foamed, frolicked, ear-splitting, helpless, gazed, sniffed, sighed, upsetting, amazed, splashing, sail, zooming, wriggle, trail, lightening, zigzag, frightening, mountains, volcano, icebergs, sea, beached, sands, bay, coral caves, sky, stars, sunny, thunderstorm.  **Comprehension:** retell the story in their own words, recall details about characters, respond to text through drama activities  **Role Play** : Split the children into two groups:  One group performing the first few pages that introduce the snail: *This is the snail…*  And the other group performing the pages that introduce the whale: *This is the whale…*with individuals taking the part of the snail and the whale. Continue with role playing the story in next Drama session.  •**Through the Magic Mirror**: Inform the children that they are going to imagine that they are all going on the journey on the whale’s tale. 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 their imaginary journey. (This can be done individually or in pairs.) Children are invited to take turns and choose a scene from the story. Once the children are in the chosen scene, they should take a deep breath – what can you sea/smell/hear/feel? Look left, what can you see? Look right, what can you see? Look up, look down. EG “I can see the sky the sea and the land, the waves and the caves and the golden sand”. “I can smell the sea, hear the waves crash, feel the sun on my skin, the breeze on my cheeks”, etc. Child then has to choose something to bring back from his/her journey and cannot say what it is. Children have to guess.  • Describing the object – Once the children are safely back from their trip, it is time to show/describe to the group what they brought back. As the objects are imaginary, the children will need to use lots of “describing” words.  The facilitator should model the activity first (I found it on the beach, it’s hard and smooth and once something once lived inside it. You can find lots of them washed up on the beach. They come in different sizes and shapes. (It starts with the sound “sh”.)  If there is time the children could be encouraged to draw their object.  Reflection Reflect on the drama activities. How did they help us picture the setting and characters? |

**WEEK FOUR: DAY THREE**

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| **Art**  **20 Minutes** | **Based on the Big Book**  **Discussion:** Ask the children to think about their favourite part of the story and discuss it with their partner/in a small group. Share ideas with the group before starting the activity.  **Activity:** Children to illustrate or create a collage of their favourite part of the story. (College materials: tin foil/bubble wrap/coloured acetate paper, primary coloured paint/markers/card/paper, glue). This activity can be done individually or in small groups. |

**WEEK FIVE: DAY ONE**

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| **Independent Writing**  **20 Minutes** | **Mini-Lesson**: Adjectives/Adding details using words  **Vocabulary**: detail, adjective, illustration, drawing, describe, examples, description, (adjectives)  **Comprehension**: recall descriptions from stories, ask and answer questions, provide examples 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** Revise the mini-lesson of adding details to drawing. Why do we need to do this? (To help the reader get a good picture in their mind). It is also important to add details to our writing. Examine The Snail and the Whale. Look at the many examples where the author has used adjectives to describe the settings and characters.  E.G. “towing icebergs and far off lands, fiery mountains and golden sands”, and “shimmering ice and coral caves and shootings stars and enormous waves” and her description of the whale,“a great big grey blue humpback whale.  Why did Julia Donaldson use so many details in her descriptions? It is important to use lots of details, just like Julia Donaldson. What would the story be like if she had not used these descriptions? Let’s see if we can find some more examples of details she uses in her writing. Examine the book with the children for details. If we were writing some details about the snail or the whale, what could we say? Together with the children write a description of the whale, humpback whale with an enormous tail, immensely long, and very strong. (The process can be repeated with the snail and some of the settings they visited.  If we were writing about a butterfly, what details could we write? (it has colourful wings, purple eyes, sparkly spots etc.) Encourage the children to try and use details in their writing. Writing Conference with two or three children and encourage them to use details in their 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 using strategies or skills introduced during mini-lessons. Refer to the “Good Writers Chart.”  Reflection Ask the children to examine their piece of writing and choose one thing from their writing that shows they are a good writer (use spaces, detailed drawing etc.). Share this with a partner. |

**WEEK FIVE: DAY TWO**

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| **Big Book**  **The Snail and the Whale**  **20 minutes** | **Second Reading:**.  **Vocabulary:** snail, big, tiny, whale, humpback, tail, tale, itchy, slithered, arched, smooth, wriggle, silvery, immensely, shimmering, shooting, enormous, starlit, towering, fiery, golden, stripy, feathery, hideous, crashed, foamed, frolicked, ear-splitting, helpless, gazed, sniffed, sighed, upsetting, amazed, splashing, sail, zooming, wriggle, trail, lightening, zigzag, frightening, mountains, volcano, icebergs, sea, beached, sands, bay, coral caves, sky, stars, sunny, thunderstorm.  **Comprehension**: Make inferences based on illustrations and discussion, visualisation, rhyming words, 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**  (Visualisation)  Reread the story until the point when the whale appears.  Ask the children to close their eyes and visualise the scene the whale describes: ‘*This is the whale who came one night**When the tide was high and the stars were bright* *A humpback whale, immensely long* *Who sang to the whale a wonderful song*  *Of shimmering ice and coral caves* *And shooting stars and enormous waves’* Repeat with other chosen sections of the story.  •Can the children identify any of the numerous rhyming words?  •Problem: Why did the speedboat’s ear-splitting roar upset the whale? How did the whale come to be beached? Why is this dangerous for the whale? What decision did the snail make to help rescue the whale? Who else helped to rescue the whale? What did the snail and others do to help save the whale?  **After Reading Activities**  Choose 2 or 3 settings from the story to look at. Can the children use some of the words from the story to describe the images, such as shimmering ice, towering icebergs, coral caves, coral glimmered, shooting stars, the enormous blue wave crashed. Write their contributions on post it notes and label the scenes.  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)** | **Role Play**: Continue on from where the children left off last week (where the whale and the snail set off on their travels. Divide the children into groups and give each one a section of the remaining story to cover. Provide copies of the book to support the groups. Groups then perform for each other. • Role on the Wall: As a group, do this activity for both the whale and the snail. Draw an outline of each on flipchart paper. On the inside of the outline, the children to contribute ideas describing the feelings of each character. On the outside of the outline, include the physical features or other information about them. The children should be asked to explain their reasons for choosing a word/description and can use the book as proof. After completing the activity, talk to the children about how the whale and the snail feel at the end of the story.SAVE THIS ACTIVITY TO REFER BACK TO DURING THIRD READING NEXT WEEK. Reflection Reflect on the drama activities. How did they help us retell the story. |

**WEEK FIVE: DAY THREE**

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| **Art**  **20 Minutes** | **Based on the big book.**  **Comprehension:** Responding to big book story through creative art,.  **Discussion:** Look at a detailed image of the whale and the snail, discuss their size and shape and explain that they are going to create their own using clay.  **Activity:** Children to create 3D clay model of whale and snail. |

**WEEK SIX: DAY ONE**

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| **Independent Writing**  **20 minutes** | **Mini-Lesson**:  Question Marks Vocabulary: question marks, example, full stop, punctuation, correct, right, conference, check. **Comprehension:** recall information, ask and answer questions about and through writing 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** Talk about question marks. What do they should us? What story did we see a lot of question marks in? Why would you use question marks? Examine one of the previous big books and find examples of question marks. Write several sentences on the flipchart that have no full stops or question marks at the end. Read the sentence (I have a cat) – do we need a full stop or a question mark? Is it a question? Read the next sentence (Can you run) – do we need a full stop or a question mark? Is it a question? Continue until all the sentences have got the correct punctuation mark at the end. Writing Conference with two or three children. Examine the children’s writing for full stops and question marks.  **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 using strategies or skills introduced during mini-lessons. Refer to the “Good Writers Chart.” Reflection Ask the children to examine their piece of writing and choose one thing from their writing that shows they are a good writer (use spaces, detailed drawing etc.). Share this with a partner. |

**WEEK SIX: DAY TWO**

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| **Big Book**  **The Snail and the Whale**  **20 minutes** | **Based on the Big Book: Snail and the Whale**  **Third Reading:**  **Vocabulary:** snail, big, tiny, whale, humpback, tail, tale, itchy, slithered, arched, smooth, wriggle, silvery, immensely, shimmering, shooting, enormous, starlit, towering, fiery, golden, stripy, feathery, hideous, crashed, foamed, frolicked, ear-splitting, helpless, gazed, sniffed, sighed, upsetting, amazed, splashing, sail, zooming, wriggle, trail, lightening, zigzag, frightening, mountains, volcano, icebergs, sea, beached, sands, bay, coral caves, sky, stars, sunny, thunderstorm.  **Comprehension**: Make inferences based on illustrations and discussion, visualisation, rhyming words, making connections, recall characters and events, sequencing story events, 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**  • Use the **Roll on the Wall** outlines from last week and recap on how the mouse felt during the various parts of the story. Can the children describe how the mouse felt during different parts of his journey? What about when he had to quickly decide how best to help the whale when he was beached? How did he feel then? What was it like seeing all your snail friends upon his return and then sailing away again with them on the whale’s tale?  Repeat similar questions for the whale. |
| **Drama:**  **(20 minutes)** | Comprehension: ask and answer questions in and out of role, make inferences based on illustrations and conversations•Role Play – Considering viewpoints, should the snail stay or go? If possible have a wall frieze or A3 picture of the sea with the rock, the snail and the whale. Split the class into 2 groups, a whale groups and a snail group. Children work in pairs within the groups.  The whale group: persuade the snail to go with all the wonderful things he will see.  The snail group try to persuade the snail to stay and give reasons why it’s too dangerous.  •**Hot Seat**  Develop a list of questions for the children to ask the snail and the whale about their travels. 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. |

**WEEK SIX: DAY THREE**

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| **Art**  **20 minutes** | **Based on the big book.**  **Discussion:** Explain to the children that this is another way of illustrating the story.  **Activity:** Snail and the Whale Story Wheel: Materials: paper plates, card, paper, coloured markers/pencils, butterfly pins. Draw different scenes from the story around the plate. Using a separate piece of card draw a picture of the whale and the snail on his tail. Cut around the shape of the whale. Attach the whale to the centre of the place so it rotates around the plate. **Facilitator** will help to position the butterfly clip pin through the whale into the centre of the plate. |