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| **Stimulate & Generate** | | | |
| **Learning Objective:** | **Teaching Input:** | **Task Variation:** | **Plenary:** |
| **Monday**  **LO:** I can make predictions using evidence from the text. | **Reading as a Reader: Tiny Text**  A4 piece of paper -Snippets of texts from the text, don’t give much away, use some picture clues.  Children to answer ‘tell me’ questions.  About the characters? (Who)  About what happens? (what)  About where the story is taking place? (Where)  About what’s interesting or curious?  About what puzzles you?  About what this reminds you of…? | ***Core:*** Read snippets and answer tell me questions. | Read whole story at the end.  Act out the story. |
| ***Enrich:*** Discuss answers with a reading buddy. |
| **Tuesday**  LO: I understand the meaning of new words. | **Vocabulary:** Begin lesson with best of 3 activity for page 1 (the crooked cottage and overgrown garden).  Follow on lesson with completing a wallow on the word activity. Words could be beautiful, nice, pretty | ***Core:*** Complete worksheet. |  |
| ***Enrich:*** Can you write a sentence to describe the picture using one of the new words that you have learned today? |
| **Wednesday**  LO: I can make appropriate vocabulary choices. | **Spoken Language:** Show picture of all characters trying to pull up turnip. Freeze frame this in small groups. How are you feeling?  **How about a game of tug of war? Pulling, heaving, tugging? Practice using that language.**  Create a zone of relevance (worksheet) to describe how they were feeling at this point in the story i.e. most relevant – determined. Irrelevant – bored.  Create a word bank to support Eg determined, frustrated, exhausted, demotivated, uplifted, overjoyed, exhilarated | ***Core:*** Zone of relevance worksheet. |  |
| ***Enrich:*** Challenge pupils to add additional descriptors to the zone of relevance. |
| **Site of Application Write:**  **Thursday**  **LO:** Expanded noun phrases to describe a character.  **Site of Application Write:** Write aCharacter description for the little old man. What does he look like? What is his personality like? | | | |
| **Capture, Sift & Sort** | | | |
| **Learning Objective:** | **Teaching Input:** | **Task Variation:** | **Plenary:** |
| **Friday**  **LO: I understand and can use contractions.** | **Explain, Change, Create Activity**  **Explain**: Recap how to use apostrophes for the contracted form. Shared read an extract (teachers to create based on text). Model how to explain the choice of words focusing on contractions i.e. *don’t is a contraction because you take the O out and replace it with an apostrophe.*  **Change:** Shared read new extract (teachers to create based on text). Children to identify and correct where apostrophes are needed for the contracted form. | ***Core:*** Children explain what the contractions mean and why they were placed in the text. |  |
| ***Enrich:*** Is there another contraction that you could use in place of the contraction already used? |