1 Ordinary days

Unit overview

This is a four-week unit focusing on stories with familiar settings such as home, school and the countryside.

The unit is based around two picture books: *Once Upon an Ordinary School Day* by Colin McNaughton and *Amazing Grace* by Mary Hoffman.

Learners will develop a vocabulary to talk about settings and begin to understand how authors create settings through words. Although the unit focuses on short extracts from the books, learners will enjoy them more if you can share the entire story with them each time.

Aims and objectives

By the end of the unit, learners will be able to:
- identify characters and settings in real-life stories
- read aloud with increased confidence, fluency and expression, taking account of punctuation
- recognise nouns, verbs and adjectives used by writers to create settings and characters
- identify main ideas and themes of stories and sections of stories and use this for planning
- write a story with a familiar setting which shows a logical sequence of events.

Skills development

During the course of this unit, learners will:
- use a range of strategies to read and understand unfamiliar words
- learn to recognise verbs, nouns and adjectives and use the terms appropriately
- read aloud with increased fluency, using punctuation
- recognise different ways of showing dialogue and begin to use speech marks in their writing
- extend the range of sentence types used in their writing.

Prior learning

This unit assumes that learners can already:
- read and use common ways of representing all vowel and consonant phonemes
- read and spell over 200 high-frequency words
- read and understand shorter texts with increased independence
- write their own stories and include some sentence punctuation
- write with increasing legibility and fluency using correctly formed letters and largely joined-up writing.

Session 1: Setting the scene

Learner's Book pages: 6–7

Activity Book page: 4

Spelling link: compound words (e.g. *classroom*, *bedroom*).

Learning objectives

Learning intentions

- to understand the idea of setting
- to write a sentence describing a familiar setting
- to use and understand the words *noun* and *adjective*
- to use capital letters and full stops.

Learning outcomes

Learners can:

- show an understanding of the idea of a setting in their discussions and descriptions
- use appropriate adjectives and nouns in setting descriptions
- use some capital letters and full stops in their writing.

A ⌔ Talk about places

- Ask learners to look at the photos. Elicit the names of the places.

> **Answers:**
> a classroom; b bedroom; c shopping mall; d market;
> e beach; f woods/forest

- Ask them whether they have visited places like the ones in the photos or seen similar places on TV.
- **Pair work:** ask learners to talk in pairs about places they have visited. They should discuss the places they have visited using the questions as prompts.
- Ask individual learners to tell the class what their talk partner said about somewhere they visited.

> #### 🔤 Spelling link
> - Discuss compound words (e.g. *classroom*, *bedroom*). Do learners know any more?
> - There are further activities on compound words in the **Spelling** section on page 127 of the *Learner's Book*.

B 📝 Focus on nouns and adjectives

- Draw learners' attention to the **Language focus** box. Introduce the terms *noun* and *adjective* and read the explanation.
- Ask learners to name things they can see in the classroom (e.g. *teacher*, *table*, *chair*, *door*, *window*). Establish that these names are nouns.
- Ask learners to use some adjectives in front of the nouns (e.g. *nice teacher*, *wooden table*, *plastic chair*, *open door*, *high window*).
- **Differentiation:** ask less confident learners whether it is possible to draw the word. Explain that if a word can be drawn, it is probably a noun.

- Ask learners to think of nouns and adjectives for the six photos.
- Give learners a few minutes to write their sentences about the pictures. Remind them to use capital letters and full stops correctly and ensure they know that each sentence must have an adjective + noun.
- **Differentiation:** encourage more confident learners to explore noun + verb + adjective constructions (e.g. *The teacher is friendly; My bedroom was messy*).

> **Answers:**
> Possible answers:
> a It is a busy classroom.
> b I have a messy bedroom.
> c It is a large shopping mall.
> d It is an exciting market.
> e It is a beautiful beach.
> f It is a calm forest.

C ⌔ Use a setting for a story

- **Pair work:** ask learners to choose a setting from Activity B. Give them time to think of and discuss a story that could happen in their setting (e.g. losing and finding something, making friends, achieving something difficult, getting lost, having an adventure).

Assessment opportunities

- *Grammar:* note learners who make incorrect choices as you ask them to identify adjectives.

We have learned to:

- show an understanding of what the word *setting* means for a story. *Ask: does 'setting' describe the place? What other information is part of the setting?*
- use and understand the words *noun* and *adjective*. *Ask: what is the difference between a noun and an adjective?*
- use nouns and adjectives to describe a setting. *Ask: why do you think it is important to use good words when you describe a setting?*
- use some capital letters and full stops in writing. *Observe.*

Activity Book

A Learners underline nouns and using adjectives.

> **Answers:**
> Nouns: mountain; rabbit; butterfly; shirt; book; office; rain
> Adjectives: interesting; clever; sharp; beautiful; young; blue; happy

B Learners take a photo or draw a picture of a view and write at least six labels using adjective + noun.

> **Answers:**
> Learners' own answers.

Session 2: An ordinary school day

Learner's Book page: 8
Activity Book page: 5

Nice to have: *Once Upon an Ordinary School Day* by Colin McNaughton.

Spelling links: compound words (e.g. *breakfast*, *goodbye*); spelling strategies.

Learning objectives

Learning intentions
• to think about what they can learn from a story opening
• to read aloud with expression
• to know strategies for tackling unfamiliar words.

Learning outcomes
Learners can:
• discuss story openings
• explore and practise the idea of 'with expression'
• identify two familiar and one new strategy for tackling unfamiliar words.

Ⓐ 📖 ☆ Read the story opening

• Read aloud to the class the story opening of *Once Upon an Ordinary School Day*.
• Ask learners to read it quietly to themselves, in their heads.
• Point out that when you read it aloud you read fluently, not pausing to sound out each word. Point out too that you used the punctuation, including the commas, to help you to read with expression.
• **Pair work:** ask learners to take it in turns to read the story opening aloud, using your reading as a model.
• **Differentiation:** take the opportunity to practise reading with less confident readers. Give individual learners feedback on how to improve on reading with expression.

Ⓑ 📝 💬 Check understanding

• Ask learners to write the answers to the first lot of questions in their notebooks.

> **Answers:**
> The boy was dreaming.
> He had an ordinary wash.
> He set off for school.

• **Pair work:** first ask learners to talk about the second lot of questions in pairs.
• Open it out to a whole-class discussion to consider responses.

> **Answers:**
> The writer keeps using the word *ordinary*, so he wants us to know that this is not a special boy and that he follows a lot of routines.
> Kind of story/what might happen: learners' own answers.

• **Differentiation:** ask more confident learners to work out how many different ways there are of pronouncing **a** in the first sentence.
• If you have a copy, read aloud the picture book *Once Upon an Ordinary School Day* at the end of the session.

🔤 Spelling link

• Revisit the compound words from Session 1: *classroom* and *bedroom*. Can learners identify some compound words in the story (*breakfast*, *goodbye*)?

Assessment opportunities

• *Reading:* note which learners are able to use the strategies to read tricky words.

We have learned to:
• discuss a story opening. *Ask: why does the author use the word 'ordinary' so much in the story opening?*
• read aloud and explore the idea of 'with expression'. *Ask: what does 'with expression' mean?*
• identify strategies for tackling unfamiliar words. *Ask: which strategies do you use most often? Why?*

Activity Book

A Learners draw a picture of an extraordinary school day and label six extraordinary things.

> **Answers:**
> Learners' own answers.

B Learners re-read the opening sentence of the story and list the adjectives and nouns.

> **Answers:**
> Adjectives: ordinary; school*
> Nouns: school*; day; boy; dreams; bed; wash; clothes; breakfast
> *Accept *school* as adjective or noun.

Session 3: The power of words

Learner's Book pages: 9–10

Activity Book page: 3

You will need: dictionaries.

Nice to have: *Once Upon an Ordinary School Day* by Colin McNaughton.

Spelling link: alphabetical order.

Learning objectives

Learning intentions
• to think about why writers use descriptive words
• to have strategies for working out the meaning of unfamiliar words
• to use dictionaries to find the meaning of some unfamiliar words.

Learning outcomes

Learners can:
• recognise descriptive words and understand why they are used
• use context and related words to work out meaning
• use a dictionary to find the meaning of unfamiliar words.

A 📖📝 Read on

• Read the extract from *Once Upon an Ordinary School Day* together and invite discussion about it.
• Discuss what happened to the ordinary children when they heard the music.
• Ask learners to answer the questions in their notebooks.

Answers:
1 He was Mr Gee/the new teacher.
2 They had to close their eyes, open their ears and listen.
3 They listened to music while they were writing.

B 💬 Talk about the story

• Ask learners to look back at the work they did in the previous session, predicting what would happen.
• Discuss the questions as a class. Help learners to understand that the author's insistence that everything is ordinary at the beginning of the story establishes an expectation that it will soon become extraordinary.
• Draw learners' attention to the **Any volunteers?** speech bubble. Have any of them ever tried making pictures in their heads while listening to music? Invite them to share their experiences.

Answers:
1 Learners' own answers.
2 The music/Mr Gee helped the change happen.
3 He knows he can be extraordinary/life doesn't have to be ordinary.
4 Learners' own answers.

C 💬📝 Focus on adjectives

• Re-read the extract aloud to the class using a dull voice for the first sentence then gradually increasing the enthusiasm and expression with which you read. Make sure learners realise that your voice reflects the meaning of the story.
• Ask learners to point to the adjective *ordinary* in the first sentence. How many times is it repeated? (three)
• **Pair work:** challenge learners to read the story in the same way as you to their talk partner.
• Draw learners' attention to the **Language focus** box. Explain that adjectives can come after nouns as well as before them in noun + verb + adjective constructions. The verbs between a noun and adjective in this sort of sentence are often *is*, *was*, *are* or *were*.
• **Pair work:** ask learners to work together on the first two questions.
• **Differentiation:** suggest that less confident learners only look at adjectives that precede nouns. Remind them that you can usually draw a noun.

Answers:
1 12 adjectives apart from *ordinary*: new; first; clear; barmy; bonkers; nutty; rumbling; rolling; thunderous; stampeding; racing; wonderful.
2 The author uses interesting words after Mr Gee arrives to show the effect he has on the class.

• Look at question 3 together. Read the strategies in the **Tip** box for working out the meaning of unfamiliar words and discuss when they might be useful. Remind learners that in the previous session they considered how to pronounce unfamiliar words.
• Ask learners to look up the words in question 4 in dictionaries and write the definitions in their notebooks.
• **Differentiation:** ask more confident learners to investigate the idioms 'Nutty as a fruitcake' and 'What's he on about?'

Answers:
3 thunderous = very loud/sounding like thunder
4 Learners' own answers.

🔤 Spelling link

• Looking words up in a dictionary is a good way of reinforcing alphabetical order.
• There are further activities on alphabetical order in the **Spelling** section on page 128 of the *Learner's Book* and on page 00 of the *Activity Book*.

Assessment opportunities

• *Vocabulary:* note which learners are able to understand and suggest a wide range of appropriate adjectives as part of their vocabulary.

We have learned to:

• recognise some descriptive words and say why writers use them. *Ask: what difference do descriptive words make to the text? What kinds of words would you look for?*

- have strategies for working out the meaning of unfamiliar words. *Ask: which of the strategies do you think would be most useful? Why?*
- use dictionaries to find the meaning of some unfamiliar words. *Ask: what do you need to know in order to use a dictionary properly?*

Activity Book

A Learners complete the alphabet.

B Learners write words in alphabetical order, find them in a dictionary and write definitions.

> **Answers:**
> Possible answers:
>
> | Word | Meaning |
> | --- | --- |
> | crash | (verb) to make a sudden, loud noise |
> | extraordinary | very special, unusual or strange |
> | ordinary | not special, different or unusual in any way |
> | thunderous | extremely loud |
> | wonderful | very good; making you feel surprise or admiration |

Session 4: More about settings

Learner's Book pages: 11–12

Activity Book page: 7

You will need: dictionaries; thesauruses.

Spelling link: alphabetical order.

Learning objectives

Learning intentions

- to identify the main points in a setting
- to describe a setting using powerful words
- to know how the choice of words can heighten meaning.

Learning outcomes

Learners can:

- identify the main points in a setting
- describe new settings using powerful words, capturing the atmosphere of a place as well as its physical appearance
- appreciate the impact of good words in creating a setting.

A 🔍📝 Talk about two pictures

- Talk about the pictures together. Make two lists on the board to record the similarities and differences between the two pictures. For example:

Similarities	Differences
the place	the weather
both pictures have people in them	the mood of the people
	what the people are doing

- Explain that the place in the pictures is the same but the atmosphere is different, so we need different adjectives to describe it.
- **Pair work:** give learners time to work in pairs to identify which adjectives should be applied to which picture. Encourage them to use dictionaries to check the meaning of any words they are unsure of.

> **Answers:**
> A: cheerful, sunny, warm, bright, colourful, busy, smiley, lively, light, happy
> B: sad, dark, rainy, stormy, dull, empty, dangerous, thundery, gloomy, ugly

- Draw learners' attention to the **Language focus** box, reminding them where they can use adjectives in a sentence. Point out the verbs that often go before the adjective in noun + verb + adjective constructions.
- Ask learners to write three sentences to describe the setting in each of the pictures.
- **Differentiation:** encourage more confident learners to use a thesaurus to find different adjectives from the ones given in the *Learner's Book*.

> **Answers:**
> Learners' own answers.

🅰🅩 Spelling link

- Looking words up in a dictionary or a thesaurus is a good way of reinforcing alphabetical order.
- There are further activities on alphabetical order in the **Spelling** section on page 128 of the *Learner's Book*.

B 🔍📝 Create a setting for a story

- **Pair work:** ask learners to talk about the story told in the cartoon strip. The pictures contain very little information so learners will need to use their imagination to say what happens, and where and why it happens.
- Ask learners to think of a title for the story and write it in their notebooks.
- Ask them to describe the setting in three or four sentences. Tell them to use somewhere they have been to for their setting so that they can more easily use descriptive words for a place they know. Remind them of the work they did before when they looked at how adjectives can be used to create a setting.
- **Differentiation:** make thesauruses available to learners who finish quickly. Ask learners with a more limited vocabulary to use the adjectives in Activity A.

> **Answers:**
> Learners' own answers.

Assessment opportunities

- *Reading:* note which learners are able to identify settings and create their own.

We have learned to:

- to identify the main events in a setting. *Ask: what information did you get from the comic strip? What information did the reader need to add?*
- describe a setting using powerful words, capturing atmosphere as well as look. *Ask: which kind of words did you use in your setting?*
- be aware of the impact of good words in creating a setting. *Ask: how did the adjectives affect how you felt about the two pictures?*

Activity Book

A Learners complete two descriptions by writing adjectives in the gaps.

Answers:
Possible answers:
1 It is a beautiful day. The sky is bright so everyone feels happy. Some people are arriving. They are feeling excited as they walk towards the mall. Others have spent a long time in the shops. They look pleased as they walk back to their cars.
2 It is a gloomy day. There is a big storm. The sky is dark so everyone feels grumpy. The people who are arriving are feeling unhappy as they walk towards the mall. Other people are leaving. They look annoyed as they hurry back to their cars.

B Learners replace adjectives with more interesting adjectives to improve a description.

Answers:
Possible answers:
1 sunny; 2 excited; 3 beautiful; 4 relaxed; 5 refreshing;
6 delicious; 7 delighted; 8 wonderful

Session 5: Characters

Learner's Book pages: 12–13

Activity Book page: 8

You will need: dictionaries; thesauruses.

Spelling link: words beginning with **ch** pronounced /k/.

Learning objectives

Learning intentions
- to identify the main points about a character
- to answer questions about a character using inference as well as evidence
- to write a character portrait.

Learning outcomes
Learners can:
- identify the main points about a character
- answer questions using inference
- write a character portrait based on a model.

Ⓐ ✎ Describe a character

- Ask learners to look back at the cartoon strip from the previous session and to re-read the description they wrote of the setting.
- **Pair work:** challenge learners to use the cartoon strip to create an entire story. Give them time to think about the story for themselves – they can make notes if they wish to. Ask them to tell their talk partner a story based on the events in the cartoon strip. Tell them they should explain how the events are linked and use their imagination to describe the setting and the characters, so bringing the story to life.
- Ask learners to write a short description of the main character in their cartoon strip story. Make sure they understand that they should include information on what their character looks like, does, thinks or says, and how their character feels.

Answers:
Learners' own answers.

Ⓐ⒵ Spelling link

- Write the word *character* on the board. Talk about the spelling – point out that although it begins with **ch** the first sound is /k/. Ask learners to make a list of other words with the **ch** spelling that is pronounced /k/ (e.g. *choir*, *chorus*, *ache*, *stomach*, *school*, *technology*, *echo*, *orchid*, *anchor*).

Ⓑ ✎ Create another character

- Talk about the three pictures together. Discuss who the characters could be.
- Ask learners which character they would like to be friends with and to explain why. What do they think the characters would enjoy doing?
- Talk about the kinds of story the characters are likely to be in.
- Ask learners to write one adjective for each of the characters. Encourage them to think of the best, most powerful adjectives they know.
- **Differentiation:** show learners with a more limited vocabulary how to use a thesaurus and support them as they choose and write their adjectives.

Answers:
Learners' own answers.

- Discuss what clues in the pictures or other information the learners used to select their adjectives.
- Read the character portrait of Liang together. Check that learners are familiar with all of the vocabulary used, including connotations of words like *saunter*. Encourage the use of dictionaries if appropriate.
- Ask learners to answer question 3 in their notebooks, writing *True* or *False* in response to each of the statements. Make sure learners understand that none of the answers are given explicitly. For example, sometimes they have to use clues in the verbs used (Liang doesn't chat, he texts/uses SMS; he doesn't get

Session 5 Characters   17

excited about going to the shop, he saunters over); sometimes there are clues in the information about what the character does (he's interested in computers and looks at websites, so he probably knows about computers; he might play football but we don't know for sure).

> **Answers:**
> Liang and his friends have fun together – True.
> Liang talks a lot – False.
> Liang knows a lot about computers – True.
> Liang is excited about visiting the computer shop – False.
> Liang likes playing football – We don't know (accept *false* if inferred).

- Ask learners to write a short character portrait of one of the other two characters. To help them, suggest they think about the illustration and create the character in their own mind first.
- **Differentiation:** ask more confident learners to write a paragraph about each aspect of their chosen character: what they look like, what they do, what they think or say, and how they feel.
- As a class discuss with learners what information they used from the pictures to help them to write their character portrait.

> **Answers:**
> Learners' own answers.

Assessment opportunities

- *Reading:* note which learners are able to identify and infer characters traits.

We have learned to:
- identify the main points about a character. *Ask: what kind of information about your character did you write?*
- answer questions about a character using inference as well as evidence. *Ask: how did you work out the answers to the questions?*
- write a character portrait based on the given model. *Ask: what was the most difficult thing to record about your character?*

Activity Book

A Learners write a different character portrait of Liang.

> **Answers:**
> Learners' own answers.

B Learners match adjectives with near synonyms.

> **Answers:**
> friendly – welcoming; happy – delighted; kind – considerate; busy – occupied; interested – engrossed; excited – enthusiastic

Session 6: Verbs

Learner's Book pages: 14–15
Activity Book page: 9

Spelling link: verbs ending in **s** and **ed**.

Learning objectives

Learning intentions
- to know that a sentence must have a verb
- to identify verbs in sentences.

Learning outcomes
Learners can:
- understand that a sentence must contain a verb
- identify verbs in sentences.

A Focus on verbs

- Read the information about verbs at the start of the **Language focus** box together and go through the points one at a time.
- Call out a series of words (e.g. *eat, leg, write, sit, chair, mouse*) and ask learners to say whether each one is a verb. Ask them how they know. Explain that 'doing' or 'action' verbs are easy to identify because you can demonstrate them (e.g. ask learners to pretend to eat, write, sit). Establish that you can't *chair* or *mouse*.
- Now call out a series of words including verbs that can't be demonstrated and ask learners to identify the verbs (e.g. *know*, *think*, *happy*, *can*, *have*, *tired*, *is*). Again ask them how they know.
- Suggest that learners use the following test to identify verbs: if the word can follow *I* or *he* then it may be a verb (e.g. *I know*, *I think*, *I can*, *I have*, *he is*). If the word can follow *the* then it isn't a verb (e.g. *the happy child*, *the tired horse*).
- Introduce the concept of tense. Spend some time reinforcing it as this is a key grammar concept.
- Make links between verb forms ending in **s** in the present tense and **ed** in the past tense.
- Read the information about sentences in the second part of the **Language focus** box. Reinforce the fact that a sentence must have a verb. Discuss the other criteria for a sentence.
- **Pair work:** ask learners to work together to identify which of 1–6 are sentences.
- **Differentiation:** work with less confident learners to establish these key concepts.
- Tell learners to write the sentences, not the phrases, in their notebooks. Check that they have identified and underlined the verbs correctly.

> **Answers:**
> 2 She whispered to her friend.
> 3 I love chocolate.
> 4 I heard hundreds of elephants.
> 6 They walk to school together.

Spelling link

- Look at verbs ending in **s** and **ed** while discussing tense and focus on the different sounds of the verb inflections. For example, the **s** ending has a /s/ sound in *walks* but a /z/ sound in *waves*; the **ed** ending has a /t/ sound in *walked*, a /d/ sound in *waved* but an /id/ sound in *started*.

B ✍ Complete sentences with the correct form of *be*

- Draw learners' attention to the **Did you know**? box. Read it together and focus on the list of words that are part of the verb *be*.
- Warn learners that these little words can be hard to spot and explain that they can practise using them to complete sentences 1–5.
- **Differentiation:** challenge more advanced learners to find more forms of the verb *be* (e.g. present participle = *being*, past participle = *been*, future = *will be*, negatives = *isn't*, *aren't*, *wasn't*, *weren't*).

Answers:
1 When he <u>was</u> six, Liang could play the piano very well.
2 His fingers <u>were</u> very good at finding the notes.
3 Now that Liang <u>is</u> eight, he can mend computers.
4 Liang's teacher says that he <u>is</u> very clever.
5 "I <u>am</u> very interested in computers," said Liang.

C ✍ Focus on the verb *have*

- Read the **Tip** box. Give some examples (e.g. *say*, *says*, *said*; *look*, *looks*, *looked*). Acknowledge that *be* is a tricky verb because the forms of it (e.g. *am*, *is*, *were*) are very different from each other.
- Tell learners that for most verbs the different forms are similar, as with the verb *have*. Drill the present tense forms: *I have*, *you have*, *he has*, *she has*, *it has*, *we have*, *they have*.
- **Pair work:** ask learners to look at the sentences and agree which words are different forms of *have*. Ask them to write the sentences in their notebooks and to underline all the forms of the verb *have*.

Answers:
1 Sharks <u>have</u> sharp teeth.
2 I <u>had</u> a toy like that when I was little.
3 She <u>is having</u> a violin lesson at the moment.
4 She <u>has</u> no front teeth at the moment.

Assessment opportunities

- *Grammar:* note which learners struggle to change the verbs between tenses.

We have learned to:
- recognise that sentences must have verbs. *Ask: how would you know if a group of words was a sentence?*
- identify verbs in sentences. *Ask: which tip would you give a friend to help them to identify a verb?*

Activity Book

A Learners underline the verb in sentences and identify the tense by writing *past*, *present* or *future*.

Answers:
1 rings – present; 2 will be – future; 3 are – present; 4 learnt – past; 5 will be – future; 6 picked – past; 7 grows – present

B Learners identify forms of the verb *be* in groups of three words.

Answers:
am; are; be; was; were; was; is; are; was

Session 7: Amazing Grace

Learner's Book pages: 15–17
Activity Book pages: 10–11
You will need: thesauruses.
Nice to have: *PCM 1; Amazing Grace* by Mary Hoffman.
Spelling link: prefixes and suffixes.

Learning objectives

Learning intentions
- to make predictions about a story
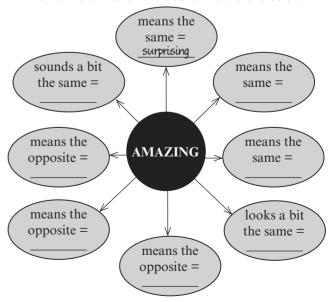- to find the setting, main character and theme of a story.

Learning outcomes
Learners can:
- answer questions and make predictions about the story
- identify the setting, character and main theme.

A 💬📖 Explore the word *amazing*

- Ask learners what they think *amazing* means. Can they illustrate what they think it means in a sentence?
- Draw a word web on the board like the one below.

- Encourage learners to use thesauruses to find synonyms (words that mean the same, e.g. *surprising*) and antonyms (words that mean the opposite, e.g. *boring*) as well as words that look a bit the same (e.g. *amusing*) and sound a bit the same (e.g. *amaze, amazed, amazement; maze*). Explain that drawing a word web can help them to understand and remember a word because it helps them link it to other words in their vocabulary.
- **Differentiation:** encourage more confident learners to make their own word webs exploring other words from the text (e.g. *auditions, remember, exciting, nothing*). Display these around the classroom.
- Read the story extract aloud to the class.

> **Answers:**
> Learners' own answers.

🔤 Spelling link

- When you complete the word web, draw learners' attention to the suffixes in words like *amazement, amaze, amazes, amazed* and *amazingly*. You can use other word webs to introduce other suffixes, such as **ness**, and prefixes such as **pre**, **un** and **im**.
- There are further activities on suffixes and prefixes in the **Spelling** section on pages 128–129 of the *Learner's Book*.

B 💬 📝 Explore the meaning of the story

- If you are using the PCMs, *PCM 1 Understanding stories* could be used as a listening comprehension activity. It should be completed before Pair work (below). Give learners the second half of the sheet, containing the questions and answer spaces. Note that the extract on the PCM contains an extra paragraph in section 1 of the story, but learners will still need to read sections 2 and 3 to answer question 3 in the *Learner's Book*.
- **Pair work:** ask learners to read the story extract aloud and with expression to their talk partner.
- **Differentiation:** take the opportunity to work with less confident readers to help them read and understand the text.
- Discuss the idiom 'if you put your mind to it'. Give learners a chance to think for themselves about what it might mean, then clarify its meaning with the class (if you really want to do something and try very hard to do it).
- Encourage learners to predict what Nana thinks about Grace playing Peter Pan, based on what she has said and done so far.
- Ask learners to look at the questions in question 2 and to write their answers in their notebooks.

> **Answers:**
> a Grace liked stories most.
> b They were going to put on a play about Peter Pan.
> c Grace wanted the part of Peter Pan.
> d She thought she couldn't be Peter Pan because she was a girl and she was black.

> **Answers:**
> *PCM 1*
> 1 Grace/a girl called Grace/Amazing Grace
> 2 Possible answers: read to her/told to her/made up in her own head/from books/from TV/from films/from videos/from Nana's long memory (any three)
> 3 act out the story
> 4 elephants/100 elephants
> 5 c

- **Group work:** put learners in small groups to talk about the questions in question 3. They should be able to use the skills they have already learned to comment on the characters and setting, as well as to make predictions about how the story ends.

> **Answers:**
> Possible answers:
> 3 a Grace likes stories and acting, and she wants to be Peter Pan. Ma got angry when Grace told her what the other children said. Nana is calm and encouraging.
> b The first setting is at home, while Grace is acting; the second is in school; the third is back at home again.
> c Grace will probably be Peter Pan in the play.
> 4 Main theme: C If you put you mind to it, you can be anything you want to be.

- Introduce the idea that stories have themes – the main idea that runs through the whole story.
- **Pair work:** ask learners to discuss the sentences in the speech bubbles in question 4. Ensure they understand that all the statements are true about the story, but only one sums up the theme ('If you put your mind to it, you can be anything you want to be').
- If possible, read the whole book to the class for learners to hear how the story ends, or tell them the ending. (Grace auditions for the part of Peter Pan, all the children vote for the best actor and Grace is chosen to play Peter Pan. Natalie tells Grace, "You were great." Ma and Nana are proud of her, and Nana says, "If Grace puts her mind to it she can do anything she wants.")

Assessment opportunities

- *Reading:* note which learners are able to identify and infer the theme of the story.
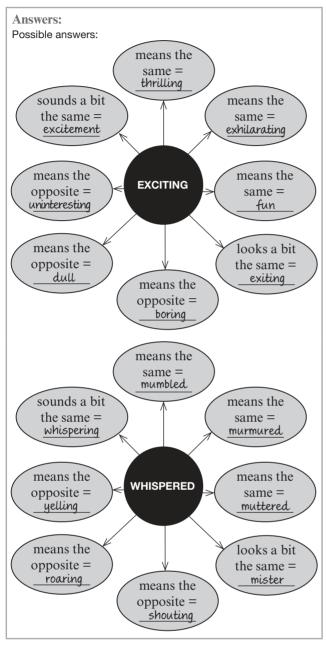
We have learned to:

- make predictions about a story. *Ask: what information helps you guess what is going to happen?*
- identify the setting, main character and theme of a story. *Ask: what do the words 'setting', 'main character' and 'theme' mean?*

Activity Book

A Learners complete word webs for *exciting* and *whispered*.

Answers:
Possible answers:

B Learners write the end of a story.

Answers:
Learners' own answers.

Session 8: Dialogue

Learner's Book page: 17

Activity Book page: 12

You will need: thesauruses.

Nice to have: *PCM 2*; coloured pencils.

Spelling link: alphabetical order.

Learning objectives

Learning intentions

- to recognise speech punctuation
- to find verbs that go with speech
- to read with expression.

Learning outcomes

Learners can:

- recognise speech marks
- identify and use common verbs with speech
- reproduce the way people speak when they read aloud with expression.

Ⓐ 🗨 Focus on dialogue in stories

- Introduce the term *dialogue* and explain its meaning (conversation in a story).
- Draw learners' attention to the **Tip** box. Demonstrate or find examples of the 'six'/'sixty-six' "and 'nine'/'ninety-nine'" shapes of the speech marks at the beginning and end of speech.
- Point out that the speech marks go round the words the characters actually say. The phrases like *said Grace* are not inside the speech marks.
- Ask learners to re-read part 2 of the text extract. (They should start reading at *One day at school* and stop at *We'll choose the parts next Monday*.)
- Discuss questions 1–4 together.

Answers:
1 3
2 Raj, Natalie, the teacher
3 "You can't be Peter Pan. He wasn't black."
4 The words are in speech marks.

Ⓑ 📖 ☆ Explore words with a similar meaning to *said*

- Suggest learners make and keep a 'Dialogue thesaurus' in the backs of their notebooks which they can add to throughout the year.
- **Pair work:** ask learners to re-read the story and to look for speech words which are used instead of *said* (*whispered* and *asked*).
- Ask them to find and count the number of times the word *said* is used (it is used six times). Tell them that each time they see it they should think of another word the writer could have used instead. Encourage them to use thesauruses to find synonyms.
- **Differentiation:** encourage more confident learners to find an additional close synonym for each of the verbs they identify.

Answers:
Learners' own answers.

- Point out the way dialogue is laid out on a page: when a different character speaks, the writing starts on a new line. It looks like a new paragraph, but it isn't.
- If you are using the PCMs, *PCM 2 Dialogue in stories* includes more work on recognising dialogue and verbs to use instead of *said*. Use it to reinforce these important ideas.

Session 8 Dialogue   21