|  |  |
| --- | --- |
| Year Group: 3 | Teacher: Mr Silver |
| **Unit: Stories in Familiar Settings** | **Week: 3 of 3** |
| * **Unit Outcomes:**  **Express ideas clearly as part of a group discussion** * **Form ideas about a story and use evidence from the story to explain their reasons** * **Understand the term ‘setting’** | |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Can I..?*** | *Lesson Plan* | | | ***Assessment & Next Steps*** |
| * Input * Activities | * Groupings * HA Question | * TA Support * Plenary |
| **Monday**  **30 Mins** | Discuss and predict the plot of *The Garden?* | **Intro**:  Look at the front cover of the *The Garden* by Dyan Sheldon. Slowly reveal it using the reveal tool on the IWB. Ask children to discuss together what they think the book will be about: character, setting etc. Children to work in pairs when discussing.  **Groups:** Children to discuss in mixed groups how the cover of The Garden makes them feel. Children should focus on illustrations. Draw on colour/ emotion etc.  Use Zone of Relevance cards. Ask the children: How do the girl’s feelings change?  Give the children a range of adjectives to position on their card. Play *The Garden* on PhotoStory (without reading) and pause at key points. How has the characters feelings changed? Discuss in groups and feed back.  **HA question:** How do the illustrations make the reader feel during the book? How do our feeling change?  **Plenary:** Ask the children to re watch The Garden on PhotoStory, however this time the children should enjoy it with the text read aloud. | | |  |
| **Tuesday** | Use appropriate sentence structure and language to describe a setting? | **Intro**:  Reread *The Garden* with the class. Recap: How are Jenny’s feelings changing? How do the illustrations help us feel this? How is Jenny’s mother feeling? Which parts are true and which are imagined?  Choose a part of the story to stop and consider what Jenny is thinking (perhaps when she imagines what was in her garden in the past). Focus in on one of the illustrations and model writing a descriptive sentence (1st person, from the POV of Jenny) verbalising thought process throughout. Refer to the characters during the description.  E.g: ‘I was in my garden camping and I seemed to doze off. I woke suddenly and stepped outside my tent, I could not believe what I saw...’  **Activity**:  Children to a write a description of an illustration in *The Garden*. They describe not just what is happening in it and where it is but also the colours used and how the picture makes the children feel.  **HA: To write a description of the garden from the point of Jenny.** To use interesting connectives during their descriptive writing. All punctuation should be correct. Some children ready to move on to pen?  **MA and LA tables:**  **To write a description of the garden from the point of Jenny.** Children to write a descriptive sentence using adjectives. TA to discuss possible opportunities for a simile. All punctuation should be correct.  **HA question**: Have you shown how Jenny’s feelings have changed in your description?  **Plenary**:  Children swap their work with a partner. Have they met the success criteria? | | |  |
| **Wednesday** | Discover the common features of a book review? | **Intro**:  Spend time looking at a range of book reviews. Discuss what is familiar in each (star rating/ positives and negatives/ synopsis etc.) Explain that the children will be creating their own book review of *The Garden.*  Discuss how we would write a book review. What would we say? Do we always have to be nice?  Show children a book review of The Garden. Give the children 10 mins with stick notes/highlighters to consider what has made the review effective. What are the key features?  **Activity:**  Children to draft a book review for *The Garden*, making sure that their sentences are accurately punctuated and make sense. Encourage children to group their ideas under headings if appropriate. Work to eventually be used for display.  **LA tables:** TA to work with children to develop ideas and help with scribing. Children to use imaginative adjectives and have a clear view on the book.  **MA and HA tables:**  Children must consider both the negative and positive points in their draft review.  **HA question:** Can you draft a book review that involves positive features and features that could be improved?  **Plenary:**  Show a few strong examples under the visualiser. Give the children time to discuss what has been done by the writer to meet the learning challenge. | | |  |
| **Thursday** | Write a book review of The Garden? | **Intro:**  Recap the main points to be included in book review. Ask some children to read out their drafts. Explain that children can still change/add ideas.  **Activity:**  Children to write their neat version of their book reviews. All children should display their neatest handwriting and include positives and negatives for the book.  **Independent work:** Children to neatly write their book reviews on a given pro forma.  **Plenary:** Some children to share their book review with the rest of the class. | | |  |
| **Homework Opportunities** |  | | | | |