

1 Playing with friends

Unit overview

In this four-week unit, learners are introduced to the theme of *Playing with friends* using three simple texts featuring three friends; Hedgehog, Bear and Dragon.

Learners explore and revisit the stories in a variety of ways: discussing the storyline orally, reading in pairs as independent readers, via oral and written comprehension, extending one aspect of the story orally and in writing ('innovating on the text'), recalling the story and actions, and giving personal responses.

Character, dialogue and setting are each given separate focus through role play, sequencing activities and paired and/or individual reading. Capital letters, full stops, prepositions, instructional sequences (*first, then, next, etc.*), phonic skills and high-frequency words are all practised.

The sequence of preparing the concepts and vocabulary of a text, enjoying/sharing a text, retelling it orally/role play, revisiting it (or aspects of it) in pairs/independently and then in writing is important to this unit.

Aims and objectives

By the end of this unit, learners will be able to:

- use action words
- join in with reading a simple story
- understand the story and talk about events and characters in it
- retell a simple story
- join in with discussions and say what they think
- demonstrate their own ideas
- remember who says what in a story
- remember the story sequence and act it out.

Skills development

During the course of this unit, learners will:

- develop an awareness of analogy as a useful strategy for reading and writing
- develop an understanding that in English, print is read from left to right and top to bottom
- develop the skill of reading common words on sight e.g. *to, the, no, go, I*
- recognise common word endings such as **ing**
- learn that a capital letter is used for names and for the start of a sentence.

Prior learning

This unit assumes that learners can already:

- follow instruction and simple classroom language in English
- use 'book talk' such as *book, cover, beginning, end, blurb, page, line, word, letter, sentence*
- recognise and use (for reading and writing) all the basic letter-sound correspondences for letters of the alphabet including double letters (**ff, ll, ss, zz**) and **ck**.

Session 1: The Bike Race

Learner's Book pages: 6–9

Activity Book page: 4

Nice to have: pictures/video of learners racing and/or performing sports or actions to support vocabulary; plastic/magnetic letters for word building.

Phonics link: letter–sound correspondences.

Learning objectives

Learning intentions

- to understand the concept of games and racing
- to listen to the reading of a simple story
- to talk about events and characters in the story.

Learning outcomes

Learners can:

- use vocabulary about games and racing correctly and confidently
- show good listening skills during class reading
- talk about the story confidently.

A Talk about racing

- Ask the learners if they know what a *race* is.
- Draw on their experiences and use the pictures in the *Learner's Book* as prompts. If you have collected pictures of people racing in different events then use these too. Have the learners been in a running race? A swimming race? A bike race? Do they like to race with their friends outside in the playground? Who has a bike? What do you get if you win a race?
- Does anyone know about silly races, such as an egg and spoon race, jumping in a sack race, balancing a beanbag on your head race, etc.? Can the learners think of their own silly race ideas?
- Encourage the learners to share their ideas and record these ideas on the board if useful, either in words or pictures.

Answers:

Learners' own answers.

B The Bike Race

- Together, talk about the cover image of the book. Ask the learners to work in pairs to decide together what they think this book is about:
 - three animals
 - bikes
 - playing outside
 - a race?
- Take their ideas and establish that the book is about three little animals who are probably friends. They are riding their bikes.
- Introduce the characters, Hedgehog, Bear and Dragon.
 - Write the words on the board and show the learners how to read and write them even though

some of these phonemes may not yet have been formally taught.

H-e-dge-h-o-g B-ear D-r-a-g-(o)n

- Get the learners to say each name, and then to clap the syllables.
- Note the capital letters for these character names.
- **Phonics link:** these are difficult words to read so if you want to make a phonic link then focus on the initial letter sounds of each. Further activities on letter sounds appear in the *Phonics Workbooks A* and *B*.
- **Differentiation:** for learners who find this difficult, provide phoneme/grapheme cards so that they can be sequenced to build the word, e.g. **h-e-dge-h-o-g**. Also allow those who find this difficult to work with more able students.
- Together, read the story *The Bike Race*.

Assessment opportunities

- *Speaking and listening:* make notes about learners' confidence in joining in with discussions and ability to use correct language.
- *Reading:* comment on learners' ability to read and say words with 1:1 correspondence. Check their ability to clap syllables.

We have learned to:

- use vocabulary about games and racing correctly and confidently. *Ask: what sort of races do you like?*
- show good listening skills during class reading. *Observe.*
- talk about the story confidently. *Ask: who are the characters in the story? Where are the characters in the story racing?*

Activity Book

- A Learners join the pictures of the actions to the words.
- B Learners write each character's name.

Session 2: Check the story

Learner's Book pages: 9–10

Activity Book page: 5

You will need: a space for playing an acting game.

Learning objectives

Learning intentions

- to listen to, respond to and read a story
- to talk about verbs and use them accurately.

Learning outcomes

Learners can:

- answer questions about the story to show understanding
- use verbs correctly and confidently.

A Check the story

- Together, re-read or talk about *The Bike Race* from pages 7 to 9 of the *Learner's Book*.
- **Differentiation:** Ask more confident learners to retell the story from memory for the whole class.
- Remind the learners that this is a story about three friends who are riding their bikes in a race.
- Check they can remember the characters' names.
- Can they remember how to write the names *Hedgehog*, *Bear* and *Dragon*? Invite learners to do this on the board or model the writing of the names again for them.
- **Pair work:** give the learners a few minutes to read and prepare their answers to the three comprehension questions, to check their understanding of the storyline.
- Invite the learners to compare responses with the class. Encourage learners to participate and share their answers.
- Ask the learners to write their answers in their notebooks.

Answers:

- 1 Bear
- 2 Yes, they go very fast.
- 3 Up to the big tree.

- As you move around the classroom, check that learners are holding their pencils and forming letters correctly.
- **Differentiation:** invite those who are able to formulate a question for others to answer.

B What are they doing?

- Talk to the learners about different actions (verbs).
- Show learners how they can use the **ing** form of the verb. Encourage the learners to use a wide variety of action words.
- **Pair work:** get them to say the verbs that best describe the pictures in the *Learner's Book*. As you walk round the class, listen out for their responses.
- You could begin a class 'word wall' of **ing** forms of verbs so that you can add to it over time.

C Act out the action

- Invite learners to perform some of the action words they have discussed. Can the others guess the word? Play this like the game Charades. Play several rounds to really embed the new vocabulary and verb form.
- You could also introduce the phrases *I like ...* and *I don't like ...* by inviting the learners to share their ideas about what they like to do with their friends. Play a 'round the class' game again by stating: *I like swimming. Do you?* Point to a learner to invite him/her to respond, to make a new statement and to choose the next person to respond, e.g. *No, I don't like swimming. I like racing. Do you?* If the learners struggle, have visual prompts of different activities ready for them to use so that there is a good variety of responses.
- **Differentiation:** For extension, encourage learners to think more widely about what they like and don't like as hobbies by asking them or providing a selection of pictures to work from to further extend their vocabulary, e.g. *I like dancing/singing/playing with my football/flying my kite*, etc.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* note which learners are confident to join in with discussions and acting the verbs.
- *Writing:* check on correct pencil grip and letter formation. Note which learners are able to record their answers to the comprehension questions without support and using phonic strategies to spell some words.

We have learned to:

- answer questions about the story to show understanding. *Ask: who wins the race?*
- use verbs correctly and confidently. *Ask as you perform different actions: what am I doing?*

Activity Book

A Learners join the speaker to the words.

B Learners suggest what Bear is saying.

Answers:

A
Hedgehog: Get set ... GO!
Dragon with Bear: Let's have a race.
Dragon: I am winning!
B Learners' own answers.

Session 3 Retell the story

Learner's Book page: 11

Activity Book page: 6

You will need: a space for role play.

Nice to have: *PCM 3*; character badges or hats for role play, a camera or video-recording facility.

Phonics link: using phonic skills to blend for reading.

Learning objectives

Learning intentions

- to retell the story
- to remember who says what in a story; character dialogue
- to engage in imaginative play, enacting simple characters or situations
- to work collaboratively in groups.

Learning outcomes

Learners can:

- retell the story with confidence
- use the dialogue from the story when retelling or in role play
- demonstrate confidence in role play
- demonstrate good listening and speaking skills in their group work.

A Retell the story

- **Pair work:** ask the learners to re-read the story (pages 7–9) to each other. Sample their reading as you move around the classroom.
- **Phonics link:** encourage the learners to use their phonic knowledge for words they are less familiar with or feel less confident about reading aloud. Further activities on reading simple decodable and common tricky words appear in the *Phonics Workbooks A* and *B*.
- Note any words that more than a few learners are stumbling over and revisit these with the whole class to model how to tackle these.
- Ask learners to look at the story pictures on page 11. They are going to try to retell the story. Use the picture prompts to encourage the right language.
- Check learners are saying *Let's ride ...* and *Let's have a race*.
- Check that they understand that 'Let's' means 'Let us ...'.
- Check that they are clear about who is saying what.
- Ask a pair, or a confident individual, to retell it. Allow several retellings if time allows.
- If you are using the PCMs, use *PCM 3 The Bike Race* here to help learners with the sequence. They cut out and stick the pictures in the correct order.
- **Differentiation:** learners may use the story text in their *Learner's Book* if they still need help with this sequencing.

B Act out the story

- Find a large space and choose three learners to act out this story together.
- Choose one learner for each of the characters, Bear, Dragon and Hedgehog. You may wish to make, or get the learners to make, badges or hats for each character to wear.
- Invite the rest of the class to prompt the performers with key phrases to support the sequence: *Let's ride to the big tree, Let's have a race, Get set ... GO!, We are going very fast, Wait for me, I am winning, I am rolling, I am the winner*.
- Repeat the activity a few times, choosing different learners to be the characters.
- Talk to the learners about the first sentence of the story, "*Let's ride to the big tree*." Show the learners how it is possible to innovate on this sentence by changing the verb, for example "*Let's jump to the big tree*", *skip/swim*, etc.
- Give the learners a few minutes to think of some alternative verbs/actions before asking them to share their ideas orally.
- Record alternative verbs/action words on the board for those who need to refer to them.
- **Group work:** organise the class into groups of three and give learners time to revisit retellings of the story, their new action words, and props or name badges as required.

- **Differentiation:** allow pairs to act together as one character if a learner lacks confidence to speak out alone.
- After ten minutes invite groups to perform. If possible, capture some of the performances in pictures or videos to enjoy later, and share with others in the school and parents.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* make notes about learners' confidence in the role play and ability to use appropriate language.
- Use the pictures/video as assessment evidence.

We have learned to:

- retell the story with confidence. *Listen and observe*.
- use the dialogue from the story when retelling or in role play. Show *Learners' Book* page 7. *Ask: what does Hedgehog say here?*
- demonstrate confidence in role play. *Observe*.
- demonstrate good listening and speaking skills in their group work. *Listen and observe. Ask: who do you think helped your group with the role play ideas. How?*

Activity Book

A Learners answer the comprehension questions about the story.

B They then write a question for a friend.

Answers:

- A
- 1 Dragon.
 - 2 Get set ... GO!
 - 3 He rolls.

Session 4: Playing games

Learner's Book page: 12

Activity Book pages: 7–8

Nice to have: a selection of games, or pictures/video links of games being played.

Learning objectives

Learning intentions

- to talk about games using correct vocabulary
- to make links to personal experiences
- to write sentences with correct punctuation.

Learning outcomes

Learners can:

- use vocabulary about games correctly and confidently
- share their ideas and experiences
- write about games they enjoy using correct punctuation.

A ☆ Games

- Ask the learners what sort of games they like to play with their friends. What games do they know? Remind them that they know about races (from earlier lessons). Draw on their experiences, and get them started by using any pictures or videos that you may have sourced.
- **Why not?** set up a table-top of games and even organise a games afternoon so that everyone has first-hand experiences to draw on.
- Play a chain reaction game:
 - Set up a chain reaction around the class:
 - A *What is your favourite game?*
 - B *My favourite game is ...*
What is your favourite game? [to C]
 - C *My favourite ...*, etc.
 - Continue until everyone has responded.
 - Or if your situation allows, play a simple game of Hide and Seek. Choose six learners; three to hide and one each to find each hider, whilst the rest of the class must keep quiet as they will know where the hidings are. When the seekers begin, encourage them to say: *Here we come!*, *Where are you?*, etc., and encourage the hidings to say, *You found me!* as they are discovered.
- Talk about games you play on your own (maybe on the computer, or a jigsaw puzzle); games you play in pairs (Snap), or in small groups or teams (football). Encourage the learners to think about how many people you need to play a game – can you play Hide and Seek on your own?

Answers:

Learners' own answers.

B 🗣️ Do you play these games?

- Use the pictures in the *Learners' Book* to focus on some specific game examples and the language used in the playing of games.
- Ask the learners what they say when they play Hide and Seek, Tug of War, Pin it On (Pin the Tail on the Donkey), computer games, etc. Establish the principle of taking turns as often being important in games – we say, *It's your turn* or *My turn now*.
- **Differentiation:** encourage more confident learners to record in writing which of the games they play and why.

Answers:

Learners' own answers.

C 📝 Your favourite game

- **Group work:** encourage the learners to share their ideas about favourite games they like to play. Give them just three minutes to discuss the games before reporting back their ideas to the class.
- Now encourage learners to work independently and support them to record information about their favourite game, either by writing or drawing in their

notebooks. Remind learners to use capital letters at the beginning of sentences and full stops (or question marks or exclamation marks) at the end.

- **Differentiation:** allow some learners to work in pairs for support or provide them with letters to build words, or words to build sentences. More able learners may record more than one type of game.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* make notes about learners' confidence to speak out clearly in the chain reaction game.
- *Writing:* note which learners can begin to write ideas of their own with a degree of confidence using phonic skills where they need to. Note which learners need additional support for ideas and then writing those ideas.

We have learned to:

- use vocabulary about games correctly and confidently. *Ask: which games have we talked about?*
- share their ideas and experiences. *Ask: which is your favourite game? Why?*
- write about games they enjoy using correct punctuation. *Observe their writing. Check for capital letters, full stops and correct letter formation.*

Activity Book

- A Learners look at the pictures then choose and write the **ing** form of the verb to describe each action.
- B Learners then write responses about their own likes and dislikes, using either of the following two responses: *no. I don't like ...* or *Yes. I like ...* with the **ing** form of the verb.

Answers:

A running, skipping, jumping, riding a bike, riding a horse, sitting, rolling, swimming, splashing
B Learner's own answers.

Session 5: Hide and Seek

Learner's Book pages: 13–15

Activity Book page: 9

Phonics link: revisiting letter–sound correspondence.

Learning objectives

Learning intentions

- to demonstrate good listening skills
- to join in with reading a simple story.

Learning outcomes

Learners can:

- show good listening skills in their behaviour and in their comprehension
- join in with class or paired reading.

A **Hide and Seek**

- Using the pictures in the *Learner's Book* introduce the story *Hide and Seek*.
- Do the learners recognise the characters from the previous story (Hedgehog and Dragon)?
- Establish the game that Hedgehog and Dragon play in this book.
- **Differentiation:** invite a confident learner to explain how to play Hide and Seek.
- **Phonics link:** re-establish that Hedgehog begins with /h/ and Dragon begins with /d/ and both names have two syllables; clap them. Take the opportunity to reinforce some basic phonic and spelling skills here. Further activities on letter-sound correspondence appear in the *Phonics Workbooks A* and *B*.
- Read the story to the class asking them to follow in their *Learner's Books*.
- Talk about the story and what happens. Do they find it funny? Why?
- Re-read the story with the learners joining in this time. They will particularly enjoy making the sneeze!
- Notice that at the end of the story Dragon says, *My turn now*. Check that the learners understand the implications of this; that the friends are going to play again.
- If time allows, invite learners to try to read the story on their own. Give them time and move round the classroom supporting those that need it.

Answers:

Learners' own answers.

Assessment opportunities

- **Reading:** note which learners are confident to join in.
- **Reading:** if you allow independent reading time then take the opportunity to target specific learners and note how they are coping with tackling unknown words.

We have learned to:

- show good listening skills in their behaviour and in their comprehension. *Observe concentration. Ask: who hides first?*
- join in with class or paired reading. *Observe and ask: what does Hedgehog do say while he's hiding?*

Activity Book

- A Learners write the name of each game under each picture.
- B They then number the pictures to sequence the story correctly.

Answers:

A Hide and Seek, Tug of War, Pin it On

Session 6: Check the story

Learner's Book page: 16

Activity Book page: 10

Nice to have: picture cards and word cards to exemplify prepositions.

Phonics link: reading common words.

Learning objectives

Learning intentions

- to answer and ask questions orally and in writing to demonstrate understanding of a story
- to use prepositions correctly.

Learning outcomes

Learners can:

- answer and ask questions about the story either orally and/or in writing
- use *in, on, up*, etc. correctly.

A **Check the story**

- If necessary, recap the story *Hide and Seek* from the last session just to remind learners of the storyline and characters.
- Use the three comprehension questions in the *Learner's Book* to check the learners' understanding.
- **Pair work:** you may wish to give the learners a few minutes to prepare their answers and then invite them to feedback and compare responses as a class.
- Model how to write the answer to each question and then ask learners to write the answers in their notebooks.
- **Differentiation:** allow learners who are more confident about recording to work with those who will benefit from the support; invite those who can to formulate a question for others to answer.

Answers:

A 1 Dragon 2 no 3 Hedgehog is on the box.
B Learners' own answers.

B **Where are they?**

- Formally introduce the prepositions *in, on* and *under*. Ask the learners where Dragon looks for Hedgehog.

Answers:

in the boxes and *under* the boxes

- Ask the learners to look at Activity B. Get them to practise each response orally as you work through each question: *where is Dragon? – Dragon is under the cone; Where is Hedgehog? – He is on top of the box.; Where is Dragon? – He is on the ball.*
- Check that the learners are confident with the prepositions *in, on* and *under*.
- **Phonics link:** check that learners can read and write these words and model how to use their phonics. Further activities on reading common words appear in the *Phonics Workbooks A* and *B*.

- **Pair work:** ask the learners to repeat the activity, asking the questions to each other.
- **Differentiation:** ask less confident/able learners to choose the correct word, *in*, *on*, or *under* and match it to the picture; those more confident or able may be able to record the word or sentence in their notebook. For extension, get learners to write other prepositions they may know such as *next to*, *behind*, *above*, *in front of*.
- **Why not?** if you have physical education equipment then encourage learners to play on a slide, in a tunnel, up and down a (small ladder), in a cone, box and with a large ball.

Assessment opportunities

- *Speaking and listening:* note which learners can remember and recall the story from the last session.
- *Writing:* as you move around the classroom, check that learners are holding their pencils and forming letters correctly. Check they have remembered to write a capital letter for Dragon as it is his name.

We have learned to:

- answer and ask questions about the story either orally and/or in writing. *Ask: what game are they playing? For written responses: observe and check correct answers as well as correct punctuation and letter formation.*
- use *in*, *on*, *up*, etc. correctly. *Ask: where is the ... ? as you place it either in, on or under various items in the classroom.*

Activity Book

A Learners answer the comprehension questions about the story.

B They then write a question for a friend.

Answers:

A

- 1 Dragon/It is Dragon.
 - 2 No, Hedgehog hides./No, he counts.
 - 3 Hedgehog is at the top of the ladder/above Dragon/on top of the box/in the blue box.
- B Learners' own answers.

Session 7: Retell the story

Learner's Book page: 17

Activity Book page: 11

Nice to have: space for role play; any props from previous sessions (badges, hats, etc.).

Learning objectives

Learning intentions

- to retell a story
- to engage in imaginative play, enacting simple characters or situations.

Learning outcomes

Learners can:

- retell the story using the pictures and demonstrating correct and confident vocabulary and sentence structures
- act out the story in groups working together and reflecting the story accurately.

A Retell the story

- **Pair work:** ask learners to retell the story to each other, using the picture prompts for the seven story sections in the *Learner's Book*.
- Encourage the correct language. Check learners are saying *Let's play hide and seek*, *Dragon looks ...*, etc.
- Check that they understand that *Let's* means *Let us* as in the previous story.
- Check that they are clear about who is saying what, including the narrator.

Answers:

Learners' own answers.

B Act it out

- In a large space, choose three learners to act out *Hide and Seek* together – one learner for each of the characters, Dragon and Hedgehog, and one narrator. Reuse any badges or hats you made for the previous story.
- Invite the rest of the class to prompt the performers with key phrases to support the sequence, such as *Let's play Hide and Seek*, *Dragon counts*, *Hedgehog hides*, *Here I come!*, *Where are you?*, *Dragon looks*, *Dragon sneezes*, *There you are*, *My turn now!*
- Repeat a few times choosing different learners to be the characters.

Assessment opportunities

- *Speaking and listening:* note who participates really well in the role play; note which learners can interact and collaborate well in the group work.

We have learned to:

- retell the story using the pictures and demonstrating correct and confident vocabulary and sentence structures. *Ask: what's happening in this picture?*
- act out the story in groups, working together and reflecting the story accurately. *Observe group interaction and collaboration as well as the final performance.*

Activity Book

A Learners read a simple sentence about where Hedgehog is hiding and in each case draw him in the correct place.

Session 8: What Can We Make?

Learner's Book pages: 18–20

Activity Book page: 12

Nice to have: pictures or video links of people making things, or some real examples (perhaps from other classes) of models learners have made; a large sheet of paper and felt tip.

Phonics link: reading common decodable and tricky words.

Learning objectives

Learning intentions

- to talk about making things
- to predict what a story might be about or what might happen
- to join in with reading a story.

Learning outcomes

Learners can:

- join in with discussions and use words about making things
- give credible ideas about what might happen in a story
- join in with class or paired reading.

A Making things

- Talk about any 'made things' you have in the class. Do the learners have experience of making things? What sort of things do they like to make?
- Look at the pictures in the *Learner's Book* to further stimulate the discussion about what you can make.
- Ensure the learners understand the vocabulary *hat, game, model* and *den* (which may be inside or outside).
- Draw learners' attention to the **Tip** box to talk specifically about the notion of a sentence and sentence structure if appropriate. Encourage those who can to both say and write the sentence and then to write their own.

B The book cover

- **Group work:** ask the learners to look at the book cover of the next 'friends' story, *What Can We Make?* Ask them to make predictions about this story:
 - *Who is this story about?* (Hedgehog and Bear)
 - *What are they making in this story?* (a robot)
 - *What body parts do they make?* (body, head, arms, mouth)
 - *What do they use to make their robot?* (boxes, paint, sticky tape)

- Invite each group to nominate a speaker to feed back their ideas. Some groups may need help with this feedback.

Answers:

Learners' own answers.

C What Can We Make?

- Together, read the story. Talk about the story and what happens.
- Do the learners find it funny? Why?
- Just as in *The Bike Race* and *Hide and Seek* it is Hedgehog playing a trick on his friends. Can the learners remember what he did in each previous story?

Answers:

The Bike Race: he rolls to win.

Hide and Seek: he hides from everybody.

This time he hides inside the robot or pretends to be the robot!

- **Pair work:** ask the learners to re-read the story to each other. Ask them to take it in turns to read the text for alternate pictures – one learner reading whilst the other points with a finger or stick to each word.
- **Phonics link:** encourage the learners to use their phonic knowledge for words they are less familiar with or feel less confident about reading aloud;
 - Tricky common words include *what, we, says, the, me, some*.
 - Words with tricky phonic elements include *make(s), body, head, arms, paint, robot, mouth*.
- Note any words that more than a few learners are stumbling over and revisit them with the whole class to model how to tackle them. Further activities on reading common decodable and tricky words appear in the *Phonics Workbooks A* and *B*.

Assessment opportunities

- *Speaking and listening:* note which learners are able to make predictions about the story.
- *Reading:* as learners read in pairs, move around the classroom and sample their reading.

We have learned to:

- join in with discussions and use words about making things. *Ask: what would you like to make? Have you made anything like the robot?*
- give credible ideas about what might happen in a story. *Show a book cover and ask: what do you think this story is about?*
- join in with class or paired reading. *Observe and invite individuals or pairs to join in so that you can hear their contribution.*

Activity Book

- A Learners think about what you need to make the items in the central column and then join the pictures to each other and then to the correct word.

Answers:

boxes – robot – a robot
 tissue roll holder – animal model – animal model
 sock – sock puppet – sock puppet
 branches – den – camp
 cardboard strip – hat – hat
 paper plate – mask – mask

Session 9: Check your understanding

Learner's Book page: 21

Activity Book page: 13

Nice to have: *PCM 4*.

Learning objectives*Learning intentions*

- to understand a story and answer or write answers to questions
- to read in a small group taking character parts
- to recognise story elements beginning, middle and end
- to use story language; sequencing words.

Learning outcomes

Learners can:

- answer questions about the story to show understanding
- demonstrate reading behaviours (answers, responses, reading aloud, making use of punctuation) that show understanding
- talk about the beginning, middle and end of the story
- use words such as *first*, *then*, *next* when talking about the story.

A  **Check the story**

- Read each of the three comprehension questions to check the learners' understanding of the storyline.
- **Pair work:** give the learners a few minutes to prepare their answers and then invite them to compare responses as a class.
- Invite those who are able to formulate a question for others to answer.
- Model how to write the answer to each question then ask the learners to work in a writing book to practise the skills they have just worked on with you.
- As you move around the classroom, check that learners are holding their pencils and forming letters correctly.

Answers:

- 1 It is the robot/The robot.
- 2 Bear is making the robot's head/Making the head.
- 3 Hedgehog is in the box/in the robot's body/behind the robot.

B  **What happens?**

- **Group work:** ask the learners to form groups of threes and re-read the story, *What can we make?* Get them to each take a part: the narrator, Hedgehog and Bear. Encourage the learners to notice the sequence of events in the story:
 - ensure that each reader is following his/her part
 - invite one group to share their reading to the others.
- Talk to the learners about the sequence of events when the animals make the robot; the beginning, the middle and the end. Ask:
 - *What do they make first?* (the body)
 - *Then what do they do?* (the head)
 - *What do they do next?* (the arms)
 - *What do they do at the end?* (paint the mouth)
- **Group work:** use the *Learner's Book* as a stimulus for the learners to practise the language of sequencing.
- If you are using the PCMs, use *PCM 4 Playing with friends* to allow learners to practise the language of sequencing.
- **Differentiation:** ask confident learners to find other examples of texts that use this language. Can they give different examples of a sequence using this vocabulary? E.g. *First I get up, then I go to the bathroom, then I wash and brush my teeth and finally I go down for my breakfast.* Show the learners that this is a simple four-step sequence. They may be able to create their own four-step sequences and record them in a variety of ways: draw, paint, orally record, sing, act, write, etc.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* sample their discussions about sequencing as learners work in their small groups.
- *Reading:* while learners work in small groups reading parts, move around the classroom to sample their reading.

We have learned to:

- answer questions about the story to show understanding. *Ask any question about the text or a specific question such as: how did Bear make the robot's mouth?*
- demonstrate reading behaviours (answers, responses, reading aloud, making use of punctuation) that show understanding. *Observe and listen to the group reading.*
- talk about the beginning, middle and end of the story. *Ask: what happens at the end of the story?*
- use words such as *first*, *then*, *next* when talking about the story. *Ask: what happens first? What happens next? etc.*

Activity Book

A Learners choose a word to fill the gap to complete each sentence.

Answers:

- 1 Robot
- 2 Robot's
- 3 makes
- 4 arms
- 5 paints
- 6 "Hello!"

Session 10: A robot

Learner's Book page: 22

Activity Book page: 20

Nice to have: large boxes or furniture to make a robot model; labels, *PCM 5*.

Learning objectives

Learning intentions

- to talk about significant aspects of a story's language
- to read and write labels and captions using relevant vocabulary
- to read and talk about their own writing.

Learning outcomes

Learners can:

- use the correct names for parts of the body
- write labels with neat and correctly formed letters
- talk about their writing confidently.

A ☆ Dragon says: *point to your ...*

- Ask the learners if they are able to identify their body parts: head, eyes, arms, legs, mouth, body, feet, hands, etc.
- Introduce the game Hedgehog/Bear/Dragon Says (based on the rules for Simon Says).
- Take the lead by saying, for example, *Hedgehog says touch your eye*, so the learners must touch an eye. Then, for example, *Touch your leg*. In this case they should **not** touch their leg as the instruction did not come from Hedgehog/Bear/Dragon. If they do so they are out of the game.
- The game continues until there is an outright winner.
- Play the game several times allowing different learners to be the lead.
- Check that all learners are familiar with the relevant body vocabulary.

B 🗨️ The robot body parts

- **Pair work:** ask learners to point and say each word before matching the label to the right part of the robot's body.
- **Differentiation:** can some learners suggest additional labels, for example ears, hands, feet?

Answers:

Learners' own answers.

C 📝 Your robot

- In their notebooks, ask the learners to draw and label a robot. To help them, they can use the words for body parts in the *Learner's Book*.
- **Differentiation:** if some learners struggle with their writing, allow them to work in pairs to create a 'robot poster' with labelled body parts which may give them additional space to both draw/paint the robot and then label it in writing or orally. Alternatively, if you are using the PCMs, use *PCM 5 Make a robot*, which invites learners to cut out shapes to create their own robot.
- **Why not?** have a robot challenge afternoon. Challenge learners to think about how they could make a robot with the items in your classroom. Encourage creative and imaginative contributions and, if your space allows, build a robot with your class:
 - You could use a chair for the legs, a lidded plastic storage box for its body, and a smaller box or stack of books for its head.
 - How can you add facial features?
 - How can you add arms?
 - How can you make the robot 'speak'?
- Invite learners to be the robot and to answer questions that the rest of the class ask: *what is your name? Who is your best friend? Where are you from? Where do you live?*, etc. The 'robot' must answer.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* note who can recall the correct vocabulary for the body parts.
- *Writing:* note which learners are confident in their writing of labels for their robot. Check on pencil grip as well as letter formation.

We have learned to:

- use the correct names for parts of the body. *Ask (pointing to body parts): what is this?*
- write labels with neat and correctly formed letters. *Observe.*
- talk about their writing confidently. *Ask (looking at their drawing and writing): tell me what you have done here.*

Activity Book

A Learners draw their own idea of a robot.

Session 11: Making a dragon

Learner's Book page: 23

Activity Book page: 14

Nice to have: junk modelling material (boxes, cartons, etc.); audio-recording technology.

Learning objectives

Learning intentions

- to extend a concept
- to write for a purpose (instructions)
- to write using relevant vocabulary
- to write a sequence of sentences retelling a procedure.

Learning outcomes

Learners can:

- talk about making a different kind of model
- talk and write about what they need and what they do
- use correct vocabulary confidently and write it
- say and write the correct sequence for what they are making.

A Making a dragon

- If you talked about models in general at the beginning of this unit, remind the learners what you looked at. If you didn't, invite ideas about the sort of models they can make. Ask the learners what sort of model they would like to make (and ensure that wherever possible in art/craft time, they have time to develop some of these ideas).
- **Pair/Group work:** invite the learners to share their ideas about making a model like the robot, first in pairs/groups, and then with the whole class.
- Record the ideas on the board, then select one idea with the class and talk about what materials you need and what you need to do.
- Now, formally introduce the notion of writing instructions for someone else.
- Show the learners the template headings and write them on the board:
 - *Let's make a ...*
 - *What do we need?*
 - *What do we do?*
- Discuss and share ideas showing the learners how you write lists under each heading. Talk about how to make everything very clear for someone who wants to follow these instructions (further work on instructions will follow in Unit 2).
- **Pair/Group work:** allow learners to try to write their own lists.
- **Differentiation:** some learners will be able to have a go at this on their own whilst you may wish to sit with those who need more support.
- Ask learners to look at the *Learners' Book* and ask what the picture is to ensure that they all have the vocabulary, *dragon*.
- Ask them to say what you need to make a dragon: *boxes, egg boxes, paint, glue, shapes, sticky tape, scissors*, etc. Ensure learners are using correct language: *I need ... to make the dragon*.

Answers:

Learners' own answers.

B What do you do?

- Talk through the example of how to make a dragon.
- Ask learners to say what you do: *First I make a body, then I make a head. Next I stick on some legs and the face. At the end I paint it.* (or similar).
- **Group work:** you may want to allow time for the learners to practise their oral responses to this challenge. Where appropriate or possible, provide audio-recording facilities for the learners to record their ideas and play these back to the class later to share. Some groups may prefer to perform their instructions to others.
- **Differentiation:** more confident learners may be able to share their ideas for making something different – a badge, a puppet, etc. or talk about something they have previously made.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* note those who can share their creative ideas and use correct vocabulary.
- *Writing:* take the opportunity to sit with your least confident group to gather evidence about their writing of instructions.

We have learned to:

- talk about making a different kind of model. *Ask: what else could we make?*
- talk and write about what we need and what we do. *Ask: what do you think you might need to make ... ? What would you need to do?*
- use correct vocabulary confidently and write it. *Ask: how would you make wings for a model?*
- say and write the correct sequence for what they are making. *Ask: what would you make first?*

Activity Book

A Learners label the dragon picture using the words provided to help them.

Session 12: Thinking about Bear, Hedgehog and Dragon stories

Learner's Book page: 24

Activity Book page: 15

Nice to have: pictures or video links of learners playing in different settings.

Learning objectives

Learning intentions

- to express personal response and make links to own experiences
- to speak clearly and choose words carefully to express feelings and ideas
- to write a simple sentence with a capital letter and a full stop.

Learning outcomes

Learners can:

- share their experiences and opinions
- use well-chosen and appropriate vocabulary
- write a simple sentence correctly.

A Where do Bear, Hedgehog and Dragon like to play?

- Review the adventures of Bear, Hedgehog and Dragon.
- Ask the learners if they think the animals are friends.
- Do they like to play together? What sort of play do the characters like?
- Using the *Learner's Book* for stimulus, ask learners where the story characters like to play. Where do they make the robot? It may be at home or it may be at school.

B Where do you like to play?

- Where do the learners like to play best, inside or outside?
 - If they like to play outside where do they play? e.g. the park, the garden, the beach.
 - If they like to play inside where do they play? e.g. school, in the house, in a friend's house, in their bedroom.
- Take a vote on whether most learners prefer to play inside or outside. If you have the space, ask learners to stand in different places to indicate their preference. Or ask them to stand if they prefer to play outside. Those sitting prefer to play inside. Count and decide on your result.
- Show the learners how you can record your findings on a chart:
 - Prepare a Venn diagram – one circle represents 'Prefer to play inside' and the other represents 'Prefer to play outside'. The overlap of the circles in the middle represents 'Don't mind' or 'Like both'.
 - Give each learner a sticky note and ask them to write their name on it. Ask each learner to stick their name on the Venn diagram in the section that applies to them.
 - When each learner has made a vote and stuck their name on the diagram, look at it again together. Ask: *how many of us like to play inside/outside/don't mind?*
- Leave this as a wall display and return to it at another time to consolidate this way of recording information.
- Ask the learners to work in their notebooks to record where they like to play in a sentence and extending the notion of inside/outside to more specific settings.
- **Differentiation:** let learners work with others who find reading and recording easier. Or work with those who need most help so you can offer focused support and ensure progress.

Answers:

Learners' own answers.

Assessment opportunities

- *Speaking and listening:* note which learners are confident to offer their views and share their experiences about play.
- *Writing:* note who copes with the recording of information in chart form. Also check pencil grip and letter formation during writing activities.

We have learned to:

- share their experiences and opinions. Ask: *what do you like to play with your friends?* Use well-chosen and appropriate vocabulary. Ask: *what are your favourite games/places to play?*
- write a simple sentence correctly. Observe, read and check for correct pencil grip, letter formation and punctuation.

Activity Book

A Learners ask family and friends where they like to play in order to complete the chart.

B They then look at their data to see which the most popular place is.

Unit review

Learner's Book page: 25

Activity Book page: 16

Nice to have: previous unit work that features the characters (badges, hats, paintings, etc.); *PCM 1*.

Phonics link: reading and writing common words.

Learning objectives

Learning intentions

- to revisit and review reading experiences
- to express personal opinions and discuss preferences
- to develop a sense of becoming a reader
- to read and write common/high-frequency words using phonics and sight vocabulary.

Learning outcomes

Learners can:

- recognise the links between the Bear, Hedgehog and Dragon stories.
- share opinions and preferences about the stories
- share ideas and experiences to show understanding of each story
- read and write common words.

A Talk about Bear, Hedgehog and Dragon

- Talk about friends – best friends, groups of friends, friends at school and friends at home. Be sensitive in this discussion if there are learners in the class who find it difficult to make friends – be inclusive.
- If space allows, get the learners to sit in a circle. They are going to each say something positive about

another person in the class. To ensure no-one is left out, put names in a box and ask learners to pick one out. Make sure they can each read the name they choose. Give them a few minutes quiet time to think about why they like that person or what they like about the person. Begin by offering a model:

- *I like (x) because he/she is kind/smiles/is happy/tries hard, etc.*
- *I like (x's) red jumper/school bag/big brother, etc.*
- Ask the learners about the three characters they have been reading about over the course of this unit. If you made Hedgehog, Bear and Dragon badges or hats, retrieve them and use them as stimulus for the discussion.
- Invite the learners to make up descriptions of their favourite character so others can guess. Let them take turns to speak and then listen to others. For example:
 - *My favourite character is green with a tail and big ears.*
 - *My favourite character is brown with lots of spikes.*
 - *My favourite character is yellow with little ears and a brown nose.*
- Why do they like each character – is it how they look, or what they do?
 - Remind the learners that Hedgehog tricks Bear and Dragon. He has good ideas. He is funny.
 - What do they know about Bear and Dragon? e.g. Dragon makes fire (when he sneezes). Bear is helpful (he gets the paint).
 - Take ideas from the learners and refer back to the pictures in the *Learner's Book* if this helps.
- Talk about which of the three stories, about Bear, Hedgehog and Dragon, the learners like best.
 - Remind them about each story: *The Bike Race*, *Hide and Seek* and *What Can We Make?*
 - Take ideas from the learners and refer back to the pictures in the *Learner's Book* if this helps, but encourage them to give their own ideas.
- Ensure that they can use the structure – *I like ... best because ...*. Model how to write it, then get learners to write their view in their notebook using this structure.

Answers:

Learners' own answers.

B  **Common words**

- Remind the learners that there are some words that we see a lot in books and it's good to practise these because we can't always use phonics for them so easily.
- **Phonics link:** practise using phonics strategies where possible to read these words. Further activities on reading common and tricky words appear in the *Phonics Workbooks A* and *B*.
- Some of the words that learners have read and written a lot in this unit include: *the, let's, saying, what, to, get, some, where, are, you, come, here, I, playing, yes, no, go, into, down, am.*

- Write these words on the board or make word cards.
 - If you have word cards, hand them out randomly. As you say the words the learner holding the matching word card must jump up and read it out loud.
 - If the words are on the board, choose a learner to come up to the board, choose a word to read and cross it out. That learner then chooses the next learner, and so on, until all the words have been read.

C  **Add capital letters, full stops or question marks**

- Check that learners are familiar with capital letters, full stops and question marks. Explain to learners that the sentences in the *Learner's Book* are missing these features.
- Work through the first two as a class and then ask learners to copy them into their notebooks.
- Check for correct responses but also for comfortable pencil grips and accurate scribing of the punctuation marks.

Answers:

- 1 Can I play with you?
- 2 Let's get into the box.
- 3 I am playing with you.
- 4 Are you in here?
- 5 What are you playing?

Assessment opportunities

- *Speaking and listening:* note who is able to play the games with confidence and ease of vocabulary.
- *Writing:* note those who are not yet confident with punctuation and plan for some revision activities.
- *Self-assessment:* if you are using the PCMs, use *PCM 1 Check your learning* here to encourage the learners to reflect on their learning.

We have learned to:

- recognise the links between the Bear, Hedgehog and Dragon stories. *Ask: what is the same in each of these stories?*
- share ideas and experiences to show understanding of each story. *Ask: would you like to be friends with Bear, Hedgehog and Dragon? Why?*
- talk about the stories. *Ask: what was your favourite story?*
- read and write common words. *Listen and observe.*

Activity Book

- A Learners read the common words, then cover them and try to write them.
- B Learners then use the numbers 1 to 7 to sequence the words into a question.

Answers:

What are you playing in the park?