

Overview of Lessons

Year: Literacy Topic: Kensuke's Kingdom

<p>Lesson 1/13 Learning Objective: Discussing issues arising from a text and presenting balanced arguments. Success Criteria: I can discuss the idea of “sailing around the world“with classmates and write a balanced argument about it. Activities: <u>Starter:</u> introduce novel / give lesson objective <u>Main:</u> Read first few pages to introduce idea of sailing around the world. - In pairs discuss idea of sailing around the world - Complete table using book to find reasons for arguments. - Collect ideas as class. - Class discussion on sentence starters for presenting arguments. - Write own argument for sailing around the world using template. - Swap work to check spelling, grammar and punctuation. If possible use red pen. (Some pupils can also suggest better words to be used.) <u>Plenary:</u> In pairs set targets to improve work. Differentiation: Outcome of written task. Resources: Copies of novel, PP slides 2,3 and 4</p>	<p>Lesson 2/13 Learning Objective: Identifying unfamiliar words and describing their meaning. Success Criteria: I can find words that I don't understand, find their meaning and write a sentence to show I understand them. Activities: <u>Starter:</u> short discussion on what has happened in novel – give lesson objective <u>Main:</u> Pupils take turns to read out the final part of chapter 1. - Short discussion to clarify understanding. - In pairs find eight words do not know meaning of. Timed activity of 2 minutes. - Discuss ways to find meaning of new words. - Have a go at looking up each of the words on the powerpoint. (Continue looking up own words they do not understand.) - Check work as class. <u>Plenary:</u> Pupil reads out sentence and leaves out looked up word. Others have to write on mini whiteboard which one is missing. This helps them to practise spelling of words. Differentiation: Confidence in using dictionary and understanding definitions. Resources: Copies of novel, PP slides 5 and 6, dictionaries, mini whiteboards</p>
<p>Lesson 3/13 Learning Objective: Reading texts carefully silently. Success Criteria: I can read and understand chapter 3 of Kensuke's Kingdom by myself. Activities: <u>Starter:</u> Discuss strategies to use when reading texts silently. Ways to concentrate ensure understanding. <u>Main:</u> Pupils are given chunks of chapter three to read by themselves and to then check understanding as class. Chunks increase as lesson progresses. - Write answers to the questions on slide 9. <u>Plenary:</u> In pairs mark answers to</p>	<p>Lesson 4/13 Learning Objective: To use evidence from the text effectively. Success Criteria: By finding and understanding specific detail in chapter 4, I can draw and label and detailed picture of the island. Activities: <u>Starter:</u> Describe the cover page of Kensuke's Kingdom. (Either as a class discussion or written individually.) Encourage pupils to be as precise as possible with description. <u>Main:</u> As a class read chapter four and answer questions. - Re-read description of island as a group and discuss what description is used.</p>

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<p>questions and suggest areas in chapter that should be re-read. Differentiation: Assist less able pupils with reading tasks. Resources: powerpoint slides 7-9</p>	<p>- Draw and label own description of island on A3 paper and colour in. <u>Plenary:</u> Gather group around one table and compare drawing to discuss interpretations anonymously. Encourage pupils to evaluate each picture. Differentiation: Participation during plenary and ability to critically assess pictures. Resources: A3 paper, colour pencils, powerpoint slides 10,11,12, copies of novel</p>
<p>Lesson 5/13 Learning Objective: Identify and use strategies to make writing more interesting. Success Criteria: I can recognise techniques that make writing descriptive and I can write a descriptive account of a scary situation. Activities: <u>Starter:</u> What ten things you would you take on a journey around the world and why? Pupils have five minutes to decide themselves and to then discuss with partner. It is important that they give reasons for their opinions. Give learning objective. <u>Main:</u> Hand out photocopies of descriptive pages from chapter four. In pairs pupils highlight descriptions used by author. - Class discussion about techniques and specific referral to adjectives / adverbs (adding of -ly) and similes (as ____ as; ____ like ____.) - Write own account of a scary situation using techniques discussed. - Swap work with classmate and correct spelling, grammar and suggest further possible areas for description. <u>Plenary:</u> Teacher reads out a description and pupils have to guess who wrote it. Differentiation: Outcome of written task. Resources: A3 photocopies of descriptive pages, powerpoint pages 13, 14, and 15</p>	<p>Lesson 6/13 Learning Objective: Rewriting texts from a different perspective. Success Criteria: Using imagination and description to re-write a part of the book from the perspective of an orang-utan. Activities: <u>Starter:</u> Present pupils with the two different texts and ask them to figure out what has happened. Ans: Both written from a different perspective. <u>Main:</u> In groups discuss how an orang – utan might perceive a human and report back to class. Make pupils aware that there are always different types of perspectives. - Present class with passage from p.88. Discuss language and description used to help the reader picture the scene. - Use similar techniques to write text from perspective of an orang-utan. (Draw a picture of scene from perspective of orang-utan.) <u>Plenary:</u> Ask some pupils to read out description. Differentiation: Outcome of written task. Resources: Powerpoint slides 16, 17, 18, 19</p>
<p>Lesson 7/13 Learning Objective: Communicating without words. Success Criteria: I can identify some of</p>	<p>Lesson 8/13 Learning Objective: Describing characters using evidence from the text. Success Criteria: I can describe a</p>

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<p>the emotions expressed in chapter five.</p> <p>Activities: <u>Starter:</u> Pupils are given a card with an emotion written on it (e.g frustration, anger, joy, despair). They then individually mime or prepare a freeze frame of a particular emotion, using facial expressions and body language. Pupils have to guess what is being portrayed. Alternatively one pupil leaves room and teacher show rest of group emotion. The group then have to mime – freeze frame the emotion. The individual then re-enters room and has to guess what is being portrayed.</p> <p><u>Main:</u> Class reads chapter five. Teacher stops to clarify understanding throughout. Answer key questions.</p> <ul style="list-style-type: none"> - In groups, pupils refer back to chapter and create a table of the emotions being described and what sort of words / phrases are used to describe each. (Write down additional emotions and suggest vocabulary to describe them. <p><u>Plenary:</u> Hang man on different types of emotions.</p> <p>Differentiation: Ability to describe additional emotions.</p> <p>Resources: Emotion cards, class set of novels, powerpoint slides 20,21, 22, 23</p>	<p>character from Kensuke’s Kingdom using evidence from the text.</p> <p>Activities: <u>Starter:</u> Pupils are put into pairs and shown a Japanese word. In pairs they must try to sound out word and use in a variety of scenarios (e.g. greeting, meal time, instruction or warning). Teacher then gives pupils the actual meaning of the word.</p> <p><u>Main:</u> Pupils read chapter six in small groups, taking it in turns to read and check understanding. Assess understanding by answering questions as a class.</p> <ul style="list-style-type: none"> - Discuss adjectives that could be used to describe Michael and write on board. - Show suggests and how to find evidence in the book. - Write six sentences about Michael (Kensuke) giving evidence to each opinion. - Read out sentences in group and check that meaning evidences matches adjective. <p><u>Plenary:</u> Give a sentence about somebody in group and others have to guess who is being described (e.g. This person is strong, because he/she plays rugby.). Alternatively famous people could be described.</p> <p>Differentiation: Ability to describe Kensuke as he is a more complex character.)</p> <p>Resources: Powerpoint slides 24 - 29</p>
<p>Lesson 9/13 – learning carousel in IT room</p> <p>Learning Objective: Using research skills to check for evidence.</p> <p>Success Criteria: I can research two articles on the internet, decide if they are true or false and note down key facts.</p> <p>Activities: <u>Starter:</u> Class discussion on how to find information on the internet.</p> <p><u>Main:</u> Class is split into two groups.</p> <p>Station A: Research articles on internet and note down key points. Decide if true or false.</p> <p>Station B: Read Chapter seven and draw cave based on description in book.</p> <p><u>Plenary:</u> Class summary of findings and presentations of pictures.</p> <p>Differentiation: Summarization of notes, detail when drawing cave. Assist some</p>	<p>Lesson 10/13</p> <p>Learning Objective: Asking precise questions.</p> <p>Success Criteria: Make a questionnaire about chapter eight for another team to answer.</p> <p>Activities: <u>Starter:</u> Class discussion on why precise questioning is so important. Revisit question words.</p> <p><u>Main:</u> Pupils are split into groups and read chapter 8. They then must form 20 precise questions about chapter. Questions are swapped and other teams have to answer questions. The winning team is the one who has most of their questions answered correctly. (Do not make pupils aware of the criteria for the winning team.)</p> <p><u>Plenary:</u> Detective Game: There has been</p>

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<p>pupils with reading task. Resources: 5 print outs of articles to be researched, colour pencils, powerpoint slides 30 – 32</p>	<p>a murder and two suspects say they were in a room at the same time and could therefore not have committed the crime. Two people are chosen as suspects and must leave the room to prepare their answers to questions about the room, situation etc. The rest of the class are investigators. They must prepare six questions to prove that the two people were not in the room together. Differentiation: Assist some pupils with reading part of lesson. Sort class into ability groups. Resources: powerpoint slide 33</p>
<p>Lesson 11/13 Learning Objective: Sorting information from a text. Success Criteria: Complete a timeline about Kensuke's life. Activities: <u>Starter:</u> Repeat detective game from plenary of lesson 10. <u>Main:</u> Recap chapter 8 using questions on powerpoint. - Create and illustrate a timeline of Kensuke's life from birth until he is in the boat with Michael telling his story. Plenary: Compare timeline with classmates to ensure nothing has been forgotten. Differentiation: Description on timeline. Write a timeline on the events for Michael so far. Resources: powerpoint slides 34 – 36, colour pencils</p>	<p>Lessons 12 - 13/13 Learning Objective: Finish reading novel and discuss certain aspects of the final two chapters. Success Criteria: I have read Michal Morpurgo's novel: Kensuke's Kingdom, am able to summarize it and discuss the main points. Activities*: Depending on class, finish reading the final two chapters of the novel and discuss the main points. Ask pupils to show their understanding by writing a short summary or by writing a book review on this novel. Differentiation: Choose activities for this lesson based on ability of class. Resources: powerpoint slides 37,38,39</p>

***Slides 40 – 48 on powerpoint show a variety of extra activities that can be used either as additional work or as starters for lessons 12 and 13.**