

STARTER

Look at the pictures showing children with significant adults. 'Who can you see in the photographs? How do you think these people feel when they are together, and why?'

FOCUS 1

Objectives

To explore the theme of a story (here – relationships of children with significant adults); to encourage empathy; to respond to a story.

ENHANCEMENT

Click on the enhancement icon to show the cover of Ben's favourite book, 'Fangaroony the Troll'. Discuss the title and cover picture.



QUESTIONS

- How do you think Ben feels when his mum reads to him? Why? (*screen 4*)
- How do you think Ben feels when his dad reads to him? Why? (*screen 8*)
- How do you think Ben feels when his gran reads to him? Why? (*screen 11*)
- How do you think Ben feels when his grandpa reads to him? Why? (*screen 14*)
- How do you think Ben feels when his mum isn't there? What makes you think this? (*screen 5*)
- How do you think Ben feels when his mum comes home with his sister Kate? What makes you think this? How would you feel if you were Ben? (*screen 15*)



GLOSSARY

silky streams of words – words which seem to flow together like water

snuggly – warm, safe, comfortable

blur of wool – wool moving very quickly

clicking needles – knitting needles making a sound as they touch each other

chortle – laugh, chuckle

milky bundle – baby

wailed – cried loudly

FOCUS HIGHLIGHT 1

mum, read, book, him, best, reader, names, when, bits, inside, held, out, will, too, fast, say, just, same, teatime, got, bedtime, put, came, next, day, back, with, her, can, see, new, sister, now, read (Note the difference in pronunciation between 'read' in the past tense and the present tense.)

Shared reading

- Look at the title page of the e-text. 'Close your eyes. What/Who do you think of when I read the title?'
- Click on the title to read the blurb and make predictions for the story.
- Read the story together or listen to the e-text. 'Did you enjoy the story? What happened?'
- Re-read the story, paying particular attention to Ben's feelings. Demonstrate other strategies for comprehension (e.g. reading on, checking for meaning and using context). Click on the question buttons and glossary where appropriate.
- Apply current phonics work in class to the text. Click on focus highlight button 1 to practise reading phonically regular words.

My go (demonstration activity)

- Read the questions asking how Ben would feel at various points in the story.
- Model how to choose the correct answer, and give reasons for your choices.

Your go (shared activity)

The children carry out the same activity with different examples.

Independent/group activities

- Ask the children in pairs/groups to discuss changes in their lives (e.g. a new sibling; starting school). 'How did you feel, and why?'
- Play How Might You Feel? In groups/pairs, distribute one statement from PCM 1 per pair and discuss.
Write up the children's responses where appropriate.
- Choose from the list of alternative activities at the beginning of the notes on this unit.

Plenary

Class discussion: 'Think about other characters you know in stories and films. What happens to them? How do you think they feel?'