

Session 3: *Tuesday*, Year 3

P 3.7.1

Ideas and outline plan to promote learning defined in P 3.3

Note: Although the published text of Tuesday does not have page numbers, for ease of reference this document assumes the pages to be numbered starting with the very first page (trptych of frog rising on lily pad) as 1, so that the credit page is 2, the title page 3, etc.

Background

Prior to starting the unit, read and discuss a range of stories with a clear beginning, middle and end. Explore what techniques the writers' use to entertain and engage their readers.

Initial stimulus

Create a number of large (wet?) lily pads cut from vinyl, sheet rubber, card, etc. (or use real ones if you can get them) and, before the children arrive for the day/lesson, drape the lily pads around the classroom or other suitable area of the school as if they had fallen there overnight.

Allow the children to enter, discover and explore these, then start a discussion about what they are and where they might have come from.

Creative thinking/talk

Get the children to speculate very imaginatively about the lily pads, generating and discussing ideas/stories about how they might have got there (much in the manner of the 'crossing the river' game – see *Talk for Writing*).

Collect and record ideas and vocabulary for possible later use.

Introduce text

Building on this, introduce and read *Tuesday*. Allow the children to read/explore/discuss it independently (possibly in pairs).

'Book-talk'

Spend significant time exploring the text together through 'book-talk' at paired, group and whole-class level. You could use the approach explained in A recommended approach to 'book-talk' (P 1.2), or an adaptation of this. (Note: Perhaps more than one session will be needed.)

Sorting the story into sections

Give the children cards with brief descriptions/pictures of the different book pages, and ask them, without reference back to the actual book at this stage, to work in pairs/groups to sort them into what happens at the beginning/middle/end of the story. Discuss as you go along. At some point, move the thinking along by introducing as the main 'sections':

It all began when... (Tuesday evening, from about 8:00pm)

Later... (Tuesday evening from about 11:00pm)

It all ended when... (Tuesday/Wednesday night from about 4:30am).

Discuss the way the book ends and, to cope with this, add:

At least you may think that's the end **but**... (next Tuesday evening from about 8:00pm).

Finish the sorting against these headings and discuss. Compare with the actual book and adjust as necessary. Record outcomes to support the next activity.

Mapping the story

Again in pairs or groups, get the children to create a story map for *Tuesday* (drawings, symbols/words, whatever) organising this in the main sections you have just established.

Feed back, discuss and create a communal version of the story map to support the later storytelling sessions.

Generating language/vocabulary

Use some of the pictures/spreads from the book as a basis for detailed examination/discussion/vocabulary generation, for example:

- characters' experiences/feelings (and words to describe these) using pages 6–7, 18–19 and/or 26–27
- flight/movement words using pages 8–9, 21–23
- 'powerful' verbs using pages 14–15, 24–25
- 'technical' vocabulary using pages 28–29

Play word-association and/or 'tell me more about...' games to develop and extend this (see *Talk for Writing*).

Record words and phrases for possible later inclusion in storytelling.

(Perhaps more than one session will be needed.)

Modelling storytelling

Prompted by the first part of the story map developed earlier, and drawing upon some of the language/vocabulary generated, model the oral telling of the 'beginning' section of the story.

Communal storytelling

With the whole class, develop and rehearse a communal telling of the story, again using the story map to prompt and actions, and so on, to support.

Possibly develop this into group and then paired telling of this rehearsed section of the story.

Practising storytelling

Model the telling of the middle of the story, then get the children to further develop/practise this independently in pairs.

Get them to extend this into the independent development and practise the end of the story. (You can encourage further creativity by suggesting they find an alternative of their own to the pigs for 'The next Tuesday'.)

Use the story map and language/vocabulary banks to support.

Develop this into independent paired telling of the whole story, in clear sections.

(Perhaps more than one session will be needed.)

Exploring minor characters through drama

To further extend engagement with the characters, use hot-seating or other drama techniques (see *Talk for Writing*) to explore the attitudes and involvement of some of the story's minor characters. Strong contenders would be:

- turtle on page 5
- man in dressing gown on page 13
- dog on pages 21–23
- detective and/or reporters on pages 28–29.

(Imagine some of these characters giving 'Creature Comforts'-style monologues!)

Build up vocabulary and ideas to add to subsequent retelling of story.

'Emotions graph' of a frog's feelings

Through discussion and group activity, create an 'emotions graph' for the feelings of one of the frogs through the development of the story. Discuss and act this out using appropriate sounds and gestures to represent the varying emotions and their intensities. (See examples in *Talk for Writing*, Year 4 classroom practice.) Add vocabulary to try to catch the emotions, and record to draw on in further development of re-telling of the story.

Development and extension of oral telling of full story

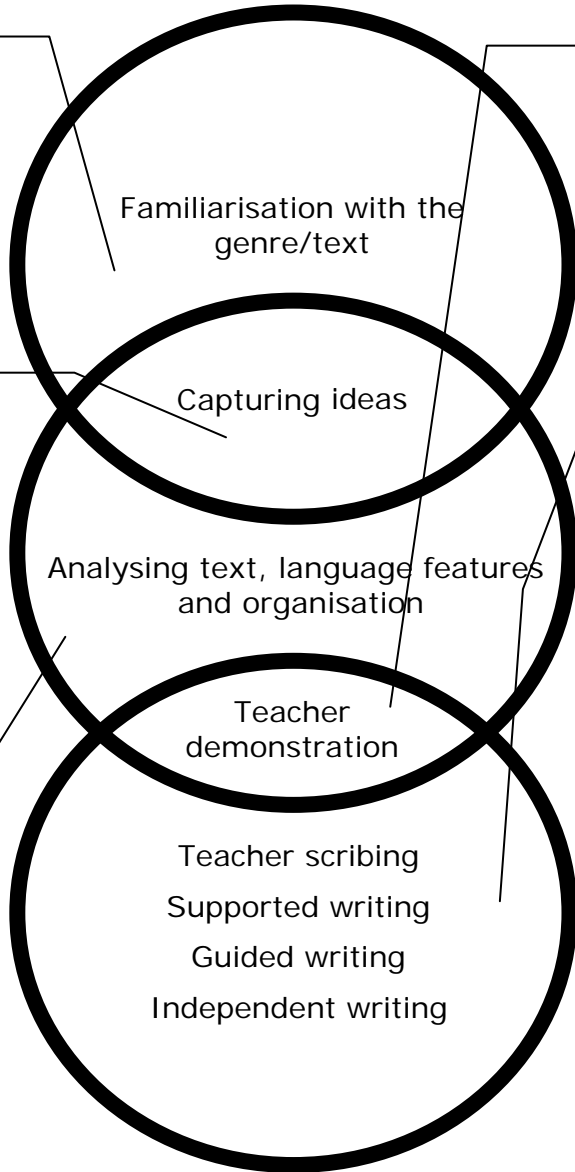
Drawing fully on these extension activities, as well as returning securely to the story map, develop and rehearse further the oral re-telling of the full story, as a class, in groups and ultimately in independent pairs. Focus on telling the story dramatically and effectively, using appropriate and interesting vocabulary, while clarifying the sections of the story as agreed/modelled earlier: beginning/middle/end (plus 'coda').

Note: This clearly builds into the modelling, scaffolding and writing of a story in three clear sections, and using interesting, appropriate vocabulary. However, the second half of the outline teaching sequence for the unit is still to be planned.

Initial stimulus (discovering lily pads in classroom)
Creative talk games
Introduce/read text
'Book-talk' around text

Generating language/vocabulary (activities and games)
Modelling storytelling
Communal storytelling
Practising telling the story orally
Develop and extend oral telling of story

Sorting story into sections (activity and plenary)
Mapping the story
Exploring minor characters through drama
Create 'emotions graph' of frog's feelings



Note: The modelling, scaffolding and writing of a story in three clear sections, and using interesting, appropriate vocabulary, is still to be planned.

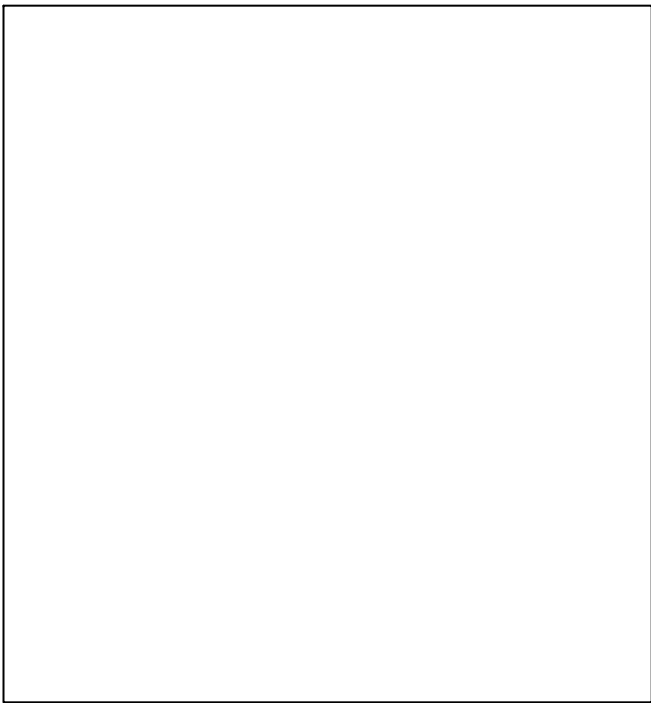


Diagram adapted from fig. 2.1 on p.7 of Raising Boys' Achievements in Writing (2004), ULKA & Primary National Strategy.