

## Session 3: *Tuesday*, Year 4

P 3.7.2

### Ideas and outline plan to promote learning defined in P 3.4

*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 strong setting.

In some of them, explore and analyse the paragraph structure and the way connectives are used to create cohesion.

#### 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.

Introduced a 'visitor' (teacher or TA in role), a neighbour of the school (the equivalent of the man in the dressing gown from page 13 of the text) who has come to explain what happened at 11:00pm last night, and find out whether the school knows any more about the strange events. Get the children to interview/question/discuss with him/her what might have happened, how the frogs were seen flying past the window, getting tangled with the washing, disappearing down another neighbour's chimney, and so on. What can the children contribute to the story from what they have found this morning?

#### 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 the main events/happening in the story. Discuss as you go along. Get the children to invent a 'title' for each stage of the story (for example, 'Lift Off', 'Up, Up and Away', etc.). 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**

In pairs or groups, get the children to create a story map for *Tuesday* (drawings, symbols/words, whatever) organising this under the title just invented. Feed back, discuss and create a communal version of the story map to support the later storytelling sessions.

## **Exploring connectives**

Use a range of narrative texts and/or extracts to identify and analyse connectives and the way they are used to link paragraphs. Build up an appropriate word bank; discuss, group and classify, and so on.

Play the 'connectives game' (see *Talk for Writing*, classroom practice examples for Year 4).

## **Modelling storytelling**

Prompted by the first part of the story map developed earlier, model the oral telling of the 'beginning' section of the story, putting particular emphasis on 'sectioning' the story (oral 'paragraphs') and using connectives to link.

## **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.

Continue to focus on sections/'paragraphs' and appropriate connectives. (Again see *Talk for Writing* Year 4 classroom practice for examples.)

Use the story map and connectives word bank to support.

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

(Perhaps more than one session will be needed.)

## **Exploring settings based on school/immediate area**

Now return to the initial stimulus and set the task of developing the children's own version(s) of the story, using their own school/town/local environment as the setting (as if it had happened on Tuesday night **here**, not in the USA).

In order to build up vocabulary, descriptions and ideas to add to subsequent re-working of story, visit a range of possible locations (for example, the playground, a wildlife area/pond, gardens of local houses – with permission of course!). Make sketches, take photos, jot down vocabulary, discuss.

Play word-association and/or 'paint me a picture' games to develop and extend this (see *Talk for Writing*).

Record words and phrases for possible later inclusion in storytelling.

(Probably more than one session will be needed.)

### **Explore some of the events/locations through drama**

Use drama approaches to explore some scenes/characters from the story in the settings you are adopting, for example set up a scenario in the playground (or whatever local setting you choose) to echo the happening of pages 28–29 of original text. (For ideas for suitable drama activities, see *Talk for Writing*.)

### **A flying-frog's-eye view**

Model and then practise a frog's-eye view of some of the settings you have selected. Or give the frog's 'running commentary' as it flies over/through them.

### **Development and extension of oral telling of full story**

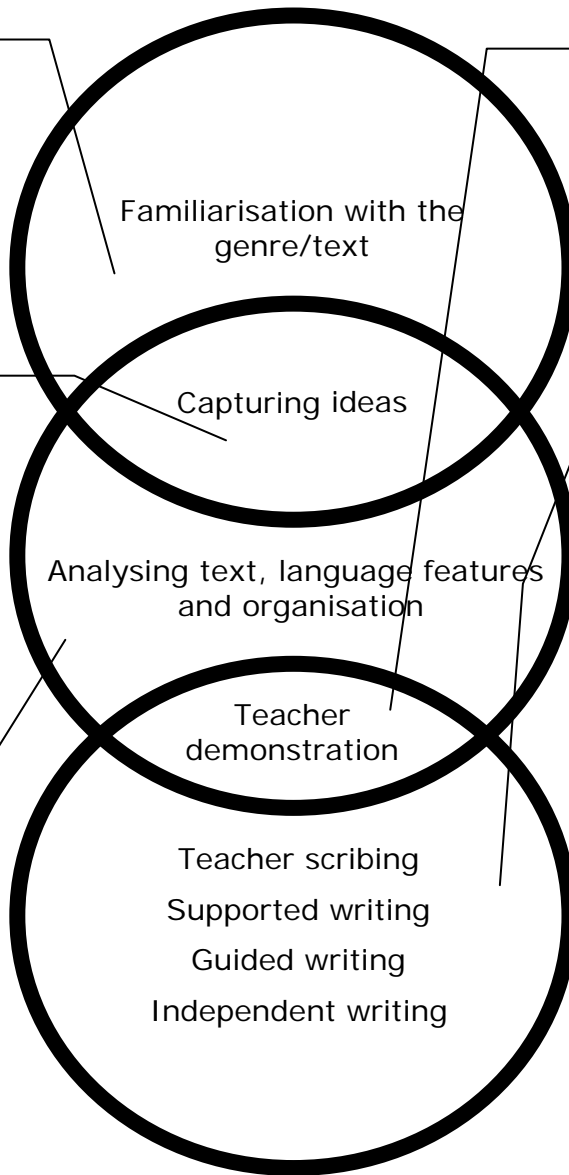
Drawing fully on these extension activities, as well as returning securely to the story map, develop and rehearse further the oral re-telling of the full story, as a class, in groups and ultimately in independent pairs. Focus on telling the story dramatically and effectively, and now based around the particular 'local' settings you have selected, while clarifying the sections of the story as agreed/modelled earlier and joining with appropriate connectives.

*Note: This clearly builds into the modelling, scaffolding and writing of a story structured in clear, linked paragraphs and using appropriate vocabulary to create/describe interesting settings. However, the second half of the outline teaching sequence for the unit is still to be planned.*

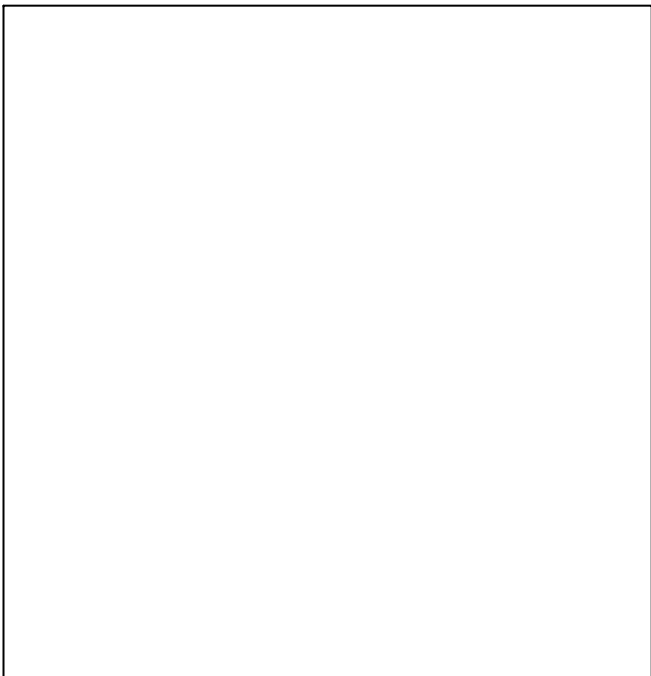
Initial stimulus (discovering lily pads in classroom); visiting 'man in dressing gown'  
Creative talk/role-play  
Introduce/read text  
'Book-talk' around text

Modelling storytelling  
Communal storytelling  
Practising telling the story orally  
Exploring settings based on real/local places  
Exploring events/locations through drama  
A flying-frog's-eye view

Sorting story into sections (activity and plenary)  
Mapping the story  
Exploring connectives (activity and game)



*Note: The modelling, scaffolding and writing of a story in clear, linked paragraphs, and using interesting, appropriate vocabulary to create settings, 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.*