



# Activity sheet 2

## Reading Pictures - texts

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### Text 1

Sam slumped down on the log. Seagulls screeched and squawked overhead. With sweat running down his back he sighed and wiped his forehead. His head pounded and his eyes welled up. A few metres away, his sister argued with his Mum. He wished she'd hurry up and get some water, what did it matter what ice cream she was allowed? A tear dropped from his face and disappeared into the sand. He wished he was back at home in the shade of his bedroom.

### Text 2

Sam was too hot. He wanted to go home. He was cross with his sister because she was arguing with his Mum instead of getting him the water he needed.

### Text 3

Matthew's lip trembled and a tear rolled down his cheek. It wasn't fair! He never got to hide. He was always left being the one looking for the others. He was supposed to count to 50, then go and look for them but he was going to sit here until his eyes were dry. He didn't want anyone to know he'd been crying. He sighed and looked around him. He thought the beach was supposed to be fun!



# Activity sheet 4

## Letter from Mrs. Grinling

Little White Cottage  
High Cliffs  
Dover  
England

Dear children,

I am writing to you to ask for your help. I don't know what else to do. I am having terrible problems getting my husband's lunch to him.

It takes Mr. Grinling a long time to row out to his job at the lighthouse each morning and evening so he hasn't got time to come home for lunch.

He has tried taking it on the boat with him in the morning but there is no fridge in the lighthouse and so his sandwiches dry out and his yoghurt goes off! I have tried to row out to him myself but I get sea-sick.

Mr. Grinling is starting to look thin and I am worried he is not getting enough to eat.

I have to find a way to get his lunch to him. Please will you help me? I need some ideas.

Thank you for your help,

**Mrs. Grinling**



# Year 1 Unit 1: Stories with familiar settings

## Overview

This unit comprises 13 lesson plans, guiding the children through three stages: **Reading Pictures**, **Reading Texts**, **Writing Stories**. Each lesson will take approximately 1 hour to complete. In the planning for this unit we have used *The Lighthouse Keeper's Lunch* by Ronda and David Armitage (Scholastic) but this can be replaced with another story with a familiar setting. There are specific learning outcomes for each lesson as well as Assessment Focuses for reading and writing. Please refer to the chart on page 6 for a full breakdown of all the literacy framework objectives covered in this unit.

## Lesson 1

### Learning outcomes:

- Children can talk about pictures in a literal sense, and by inferring information based on experience and discussion
- Children can infer information about a setting from the description of the sounds

**Resources:** PowerPoint Y1 U1, Activity sheet 1, thought/speech bubbles from *LCP* CD, multiple copies of the settings cards on Activity sheet 3

**Assessment opportunities (APP Assessment Focuses):** RAF3, RAF7

## Reading Pictures

1. Show the children slide 2. Look at the picture and give children some time to discuss it.

### 2. Freeze

Now show the same picture on the 'DVD player' (slide 3) and tell the class you have freeze-framed it. They are going to look at the picture in three different ways. We call this 'layers of understanding'. The freeze-frame is the first layer of understanding. Ask children to talk about the 'facts' they know from looking at the picture. Make sure they are only stating what they definitely know, e.g. they could say that the boy is sitting down and there is lots of sand. Challenge them to think about what they know for sure. They should not go into stories at this point but only talk about what they can see, e.g. if they say the boy is on the beach, ask them if there is anywhere else where there might be lots of sand. If they say the boy is crying, ask them if they can actually see his face and see that he is crying. Encourage children to challenge each other too.

### 3. Close-up (slide 4)

A frame has appeared on the picture to give a sense of zooming in, but the children should still look at the picture as a whole. This is the second layer of understanding. Explain that they are going to look closer at the picture and make some guesses

about what is happening using things they can see in the picture. This might be: 'I think he is sitting on a beach because there is lots of sand and he is wearing beach clothes'; 'I think he is upset because he has his head in his hand'; 'Maybe he is tired or he has a headache?' Ask children to work in pairs to take a close look and try and explain what they see. They shouldn't go into stories just yet but only use clues from the picture to generate some ideas.

### 4. Play (slide 5)

This is the third layer of understanding and it's the fun part where children get to make up the full story of what is happening in the picture. Explain that they are going to work in pairs or small groups and talk about what might happen next in the story if we pressed 'play' on the DVD player. Explain that there is no right or wrong answer as long as it relates to the picture. You might want to use the following questions to start discussion:

- *What is the boy's name?*
- *Where is he?*
- *What is he doing?*
- *Are there any other people nearby?*
- *Is he upset? Is there any other reason why he might have his head in his hand?*

Give the children a few minutes and then collect the responses, commenting on their answers. Explain that we don't know the boy's name so any of their guesses are valid. Encourage them to think of different ideas and remind them that they can have a different story from someone else.

- Next, ask them to think about what is going on around the boy and why he's sitting with his head down, e.g. 'He's playing a game where he counts to 50 and then has to look for his friends' or 'He is sulking because nobody wants to play with him' or 'He is lost'. Give children lots of opportunity to rehearse their stories verbally before sharing with the class. Ask others to give feedback on some of the stories and how they differ from their own. Encourage children to ask questions of each other. Ask them to think of a time they were at the beach, or a time when they were lost.

## 6. Independent work

Give children a copy of the picture (Activity sheet 1) or ask them to draw it. Now give them a thought/speech bubble (see the *LCP* CD) and ask them to write down what the boy is thinking. Use this for discussion. Have spare speech bubbles available on a writing table for children to use with other pictures, e.g. from catalogues and magazines.

- Give children the settings cards from Activity sheet 3 and ask them to guess where they take place. How can they tell? Ask them to think of the noises they might hear at a bus stop, in a supermarket, etc. Make a list of their ideas.

# Lesson 2

## Learning outcomes:

- Children can devise an original story in response to a visual stimulus
- Children can infer information about a setting from the sounds they hear

**Resources:** PowerPoint Y1 U1, film-strips from *LCP* CD, Activity sheet 3, audio recording equipment

**Assessment opportunities (APP Assessment Focuses):** RAF3, RAF5

## Reading Pictures

### 1. Review

Return to the image of the boy on the beach on the PowerPoint. Recall and discuss the children's ideas from lesson 1. It is worth discussing this picture several times and encouraging children to tell different versions of the story, changing names, etc. The more familiar they are with the picture, the more confident they will be in answering questions. Ask them to keep count of how many different stories they can come up with using the same picture. Explain that the photographer has been very clever in only showing us part of the story and that it's fun to make up the rest.

- Give each child a film-strip (see *LCP* CD), and ask them to draw their best/favourite version of the story. They can start the story before the picture, or start from it. More-able learners can write sentences to go with it.
- Return to Activity sheet 3 and the settings that were discussed in Lesson 1. Choose the setting that

the children thought of the most sounds for. Ask them to sit in a circle and practise making some of the sounds. Invite children to choose a sound and to make it, so that a range of sounds builds up to create the 'noise' of that setting. You may need to 'conduct' the children so they aren't all making the same sound at once. If possible, record this and play it back for the children to hear.

- In small groups, ask children to pick their own setting or one from the setting cards and make the noises. Choose some groups to perform to the class and ask the others to guess which setting they are re-creating.
- Extension**  
Choose a genre and challenge the children to make up a new story for the PowerPoint picture based on that genre, e.g. comedy, thriller, adventure, fantasy. You may need to give them some examples.



## Lesson 4

### Learning outcomes:

- Children can infer information from a text
- Children can comment on characters and events from a story and relate to their own experiences

**Resources:** PowerPoint Y1 U1, *The Lighthouse Keeper's Lunch*, Activity sheet 2, Activity sheet 4

**Assessment opportunities (APP Assessment Focuses):** RAF3

### Reading Texts

#### 1. Review

Return to Text 1 on the PowerPoint. It is worth discussing this text several times and encouraging children to tell different versions of the story, changing names, etc. Ask them to keep count of how many different stories they can come up with using the same text. Explain that the author has been very clever in only telling us part of the story and that it is fun to make up the rest.

2. Now compare Text 1 with the other example text on slide 11. In Text 2, everything is explained. Ask the children to discuss the differences between the two and they point out the parts in Text 1 that make the story more interesting? For example, 'The author doesn't have to tell us Sam's hot. We know

because he is sweating and wants some water'.

Discuss how the descriptive detail in Text 1 makes it more interesting to read.

#### 3. Extension

Read Text 3 (slide 12) and discuss the difference between this and Text 1. It is a totally different story based on the same picture.

4. Return to Activity sheet 4 and give the children some time in groups to act out being the Grinlings and finding ways to get lunch to Mr Grinling. Ask them to draw a picture of their plan. Discuss these as a group.
5. Now read *The Lighthouse Keeper's Lunch*.

## Lesson 5

### Learning outcomes:

- Children can perform sounds/noises to recreate a setting
- Children can identify the key events in a story
- More-able learners can say why we need events in stories

**Resources:** *The Lighthouse Keeper's Lunch*, Activity sheet 5

**Assessment opportunities (APP Assessment Focuses):** RAF4

### Reading Texts

1. Read to the children *The Lighthouse Keeper's Lunch* again and to encourage them to write down the different settings in the story – Mr Grinling's house, their garden, at the lighthouse, on the boat. Ask children to work in groups of 4 or 5 to repeat the activity from Lesson 4 (where they have to make the sounds of the setting. Ask them to think about what the weather is like in that setting and make the appropriate noises.

2. Now invite the children to identify their favourite part of the story and explain why. Challenge them to pick out the most important parts of the story and

list these on the board. Ask them whether they think the part where the couple are sitting chatting in the garden is as important as where the seagulls eat the sandwiches. Explain that a story is made up of events – things that happen that move the story on.

3. Ask the children to imagine a story where nothing happened. Read them the alternative version of the story on Activity sheet 5 and discuss what a story is like when there are no events.



## Lesson 8

### Learning outcomes:

- Children know which verbs are appropriate for each situation
- Children can write sentences using their own choice of verbs that are better than 'said'

**Resources:** Sentences using 'said' from Lesson 7, list of alternatives to 'said' from Lesson 7, children's paintings from Lesson 6

**Assessment opportunities (APP Assessment Focuses):** WAF7

### Writing Texts

1. Return to the sentences from Lesson 7 that used the verb 'said'. Ask children to work in pairs to come up with better verbs. Encourage them to look at the list from the playground chant activity. Give some silly examples such as: *'I'm so happy,' howled Mr. Grinling.* Discuss what is wrong with this sentence. Choose more appropriate verbs and improve the sentences together.
2. For more-able learners, ask them to think of an adverb to describe the way the dialogue is said, e.g. *'Go away you bad seagulls,' screeched Mr. Grinling angrily.* (The verb is *screeched* and the adverb is *angrily*.)
3. In pairs or small groups, give children a painted scene from the story and ask them to think of a speech bubble for it. (They could write onto the images if they're laminated.) Alternatively, they could write their ideas on mini whiteboards.
4. Ask each group to hold up their picture and say what their character is saying. Write some of these ideas on the board as dialogue, e.g. *'I don't know what to do,' said Mrs. Grinling.* Ask the children to think of a better word for 'said', e.g. *'I don't know what to do,' grumbled Mrs. Grinling.*
5. **Independent work**  
Put several pictures on each table and ask children to have a go at writing what they think the characters are saying or thinking, using better verbs for 'said'.

## Lesson 9

### Learning outcomes:

- Children can retell a story in the correct sequence

**Resources:** Children's paintings from Lesson 6, digital camera

**Assessment opportunities (APP Assessment Focuses):** RAF4

### Reading Texts

1. Using the story pictures the children painted, ask them to organise the pictures into the correct order then practise retelling the story. Children could work together in small groups to retell the story in their own words.
2. Ask children to think about how the characters felt in different parts of the story, e.g.
  - Mr Grinling in the rain and the wind
  - Mr Grinling shouting at the seagulls eating his lunch
  - Hamish scared in the basket
  - Mr and Mrs Grinling trying to think of a solution
3. Challenge the children to work in groups to act out these parts of the story in turn. Ask them to create a freeze-frame in which they use their body language and expression to show others how they are feeling. Take photos of the best examples and prepare these to show on a whiteboard or print and laminate before the next lesson.
  - The seagulls being disgusted by the mustard sandwiches
  - Mr Grinling enjoying his lunch at last

# Lesson 10

## Learning outcomes:

- Children can explain why one text is better than another

**Resources:** Photos of the children's freeze-frames from Lesson 9

**Assessment opportunities (APP Assessment Focuses):** WAF5

## Writing Texts

1. Show children the photos of their freeze-frames from the previous lesson. Write a really boring sentence underneath the first one, e.g. for the picture of Mr Grinling enjoying his food, write: *Mr. Grinling was outside. He was happy.*
2. Model how you could improve this sentence by explaining what you can actually see in the picture, e.g. *The sun shone overhead and Mr. Grinling looked down at his plate and smiled. He licked his lips and laughed as his tummy rumbled. He'd been waiting for this for a long time. He closed his eyes and enjoyed each mouthful. It was delicious!*
3. Ask the children to listen to both versions and invite them to say which is more interesting and why. Explain that the second version doesn't actually tell us he's happy – it infers it. Make the link to the 'close-up' concept on the PowerPoint DVD in *Reading Pictures*. Read the second version again and ask children to identify how you showed he was happy. Explain that you have included details of the setting, body language and facial expression, and that it's much easier to picture this in your mind than in the first version.
4. Repeat this with another photo, e.g. *Mr. Grinling getting angry with the seagulls*. Give the children a boring sentence such as: *Mr. Grinling was standing in the lighthouse. He was angry.* Ask them to help you improve it by including his body language and expression, e.g. *Leaning out over the lighthouse railing, Mr. Grinling frowned and grit his teeth. He waved his fist at the seagulls and stamped his feet.*
5. Continue doing this as shared writing. More-able learners could try this independently. Keep the sentences for use in the next lesson.

# Lesson 11

## Learning outcomes:

- Children can assess their own and other's writing against success criteria

**Resources:** Sentences from Lesson 10, children's paintings from Lesson 6

**Assessment opportunities (APP Assessment Focuses):** WAF2, WAF3

## Writing Texts

1. Go over the original and improved sentences from Lesson 10. Ask children to agree criteria for writing a good caption for their pictures, e.g. mentioning the setting, exciting verb choice, showing characters' feelings through their body language and facial expression, good punctuation. Make a list of success criteria for the children to refer to when they are writing.
2. Give children the part of the story they painted and ask them to come up with a good caption sentence using the agreed criteria.
3. When they have finished, ask children to work in pairs to peer assess using the criteria. Invite children to then change or add to their sentences depending on the peer feedback they receive.
4. Ask children to read out their sentences in the correct sequence of the story. (The teacher fills in any story gaps in-between the pictures.) Keep the sentences for use in the next lesson.

## Lesson 12

### Learning outcomes:

- Children can produce part of a story using presentation software

**Resources:** Sentences from Lesson 11, digital photos of children's paintings from Lesson 6 and of their freeze-frames from Lesson 9 that children can access with presentation software such as Microsoft PowerPoint, audio recording equipment

**Assessment opportunities (APP Assessment Focuses):** WAF3

### Writing Texts

1. Using some of the digital photos collected so far, (of the children's freeze-frames and/or their paintings) model how to create a presentation.
2. Make the photo files accessible for the children in a shared location on the computers. You will need to show them how to insert pictures and create text boxes.
3. Organise the children to work in mixed ability pairs. They should create the story for the pictures they wrote about in Lesson 11. They can use the sentences they wrote in Lesson 11 and type these into text boxes.
4. More-able learners could create a presentation of part or all of the story, using several pictures and typing up the dialogue and sentences.
5. If you have audio equipment, you could record the children saying their sentences and add these to their presentations as sound files.

## Lesson 13

### Learning outcomes:

- Children can produce part of a story using presentation software
- Children can give feedback on other's presentations

**Resources:** As for Lesson 12, with children's work from that lesson

**Assessment opportunities (APP Assessment Focuses):** WAF3

### Writing Texts

1. Use the remaining time to complete the story presentations that were begun in Lesson 12.
2. Take turns to show the presentations to the rest of the class. Invite children to give constructive feedback to one another. You could also invite another class to come and see the presentations.
3. Congratulate the children on all of their hard work and brilliant presentations.