

Please find all of the English slides for week commencing 22.2.21 below.  
Please support your child to follow the steps of each lesson and complete the given tasks.

Session 1 (Monday 22nd February)

Cold Task

SMART Notebook®  
Limited Mode

5 of 97

← → ⋮ ↶ ↷

Extend Page

The Literacy Shed - Dreamgiver

THE LITERACY SHED

HOME LITERACY SHED STORE THE LITERACY SHED BLOG CPD BOOK SHOP ABOUT MORE...

Dreamgiver

ENTER FOR ANIMATION

Silently a group of orphans sleep in an orphanage. Quietly, the window shutters open and in crawls a mysterious creature. He doesn't look too friendly at first but we soon see what his plan is.

This is the Dreamgiver and by cracking his dream eggs he makes sure the children's nights are pleasurable. He creates the dreams by cracking the eggs onto stories, posters and ballet shoes. But what will happen if an egg is accidentally split on something not so nice? Well that is what happens....

<https://www.literacyshed.com/dreamgiver.html#>

Watch until the dreamgiver starts cracking the eggs

Text type - fantasy (why/clues)

SMART Notebook®  
Limited Mode

6 of 97

← → ⋮ ↶ ↷

Extend Page

What do we need to describe in a narrative?

Discuss language that could be used to describe the animation including:

- setting (where, time of day)
- character (appearance, movement)
- event (what, how, why)

(Story language, adverbials - first, next, after that, finally etc)

**SMART Notebook®**  
Limited Mode

7 of 97



[Extend Page](#)

Familiar stories, traditional tales, story patterns - Do we know any already?

Record and discuss the children's ideas and then ask the children to do a bit of re-telling and then ask them to choose one and plan, retell and write it out with a focus on description.

**SMART Notebook®**  
Limited Mode

8 of 97



[Extend Page](#)

Your task! 

Cold Task

Children to write short date and 'Cold Task' in books

SMART Notebook®  
Limited Mode

9 of 97



Extend Page

Share and read children's stories.

Use what we know already about writing successful stories to help us identify 'stars and wishes' – add to toolkit.

T4W – Part of the teacher assessment will be what they appear to know orally from memory of any previous teaching.



SMART Notebook®  
Limited Mode

10 of 97



Extend Page

Session 2 (Tuesday 23rd February)

WALT: Use a text map to internalise a story.

**SMART Notebook®**  
Limited Mode

11 of 97



[Extend Page](#)



Can you remember what a  
finger space is?



A finger space is a gap left between two words.

Max has a tent in his  
bedroom .

**SMART Notebook®**  
Limited Mode

12 of 97



[Extend Page](#)



Why do we need to use finger spaces?



To make it easier to read the writing.



Which sentence  
is right?

Maxwasuptomischief.

Max was up to mischief.

SMART Notebook®  
Limited Mode

13 of 97



[Extend Page](#)

Your turn

Check your work  
and purple pen if  
needed.



Max wore his fluffy wolf suit.



That night a forest grew in Max's  
room.



Suddenly Max was crowned king of all  
wild things.

SMART Notebook®  
Limited Mode

14 of 97



## Your turn

Check your work  
and purple pen if  
needed.

Max wore his fluffy wolf suit.

That night a forest grew in Max's room.

Suddenly Max was crowned king of all wild things.

SMART Notebook®  
Limited Mode

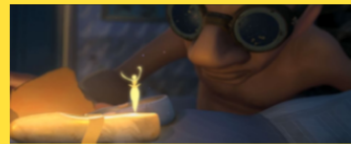
15 of 97



## The Literacy Shed - Dreamgiver



<https://www.literacyshed.com/dreamgiver.html#>



Children to think about the Dreamgiver animation text from yesterday.

Discuss features of a story/descriptive language to add detail.

Look at the toolkit created – what needs to be described/relevant language, purpose etc

SMART Notebook®  
Limited Mode

16 of 97



[Extend Page](#)

# Where the Wild Things are by Maurice Sendak

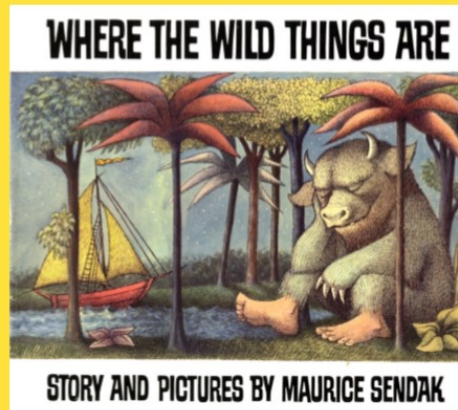
Introduce the story map.

Each child to have a copy.

On the wall too and notes to.

Start learning the map together.

Focus on tone of voice and expression, suitable actions and sequence of map.



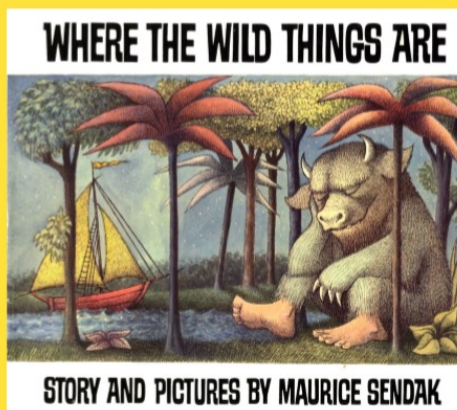
**SMART Notebook®**  
Limited Mode

17 of 97



Extend Page

# Where the Wild Things are by Maurice Sendak



**SMART Notebook®**  
Limited Mode

18 of 97



Extend Page

## Conscience alley



Words associated with Max for example: scared, lonely, cross, mischievous, excited, brave, adventurous, pleased, relieved, cheeky, confused, powerful, proud.

**SMART Notebook®**  
Limited Mode

19 of 97



Extend Page

Session 3 (Wednesday 24th  
February)

WALT: To describe a character.

**SMART Notebook®**  
Limited Mode

20 of 97



Extend Page





Can you remember what  
an adjective is?



An adjective is a word that describes a noun (a  
person, place or thing) or complements a verb (a  
doing or being word).

For example: The **hairy** wild thing.

The **scary** wild thing has **sharp** teeth.

SMART Notebook®  
Limited Mode

21 of 97



[Extend Page](#)



Why would you use an adjective?



To give more detail. It makes your writing more  
interesting to read - can you spot any?.

Lonely Max sat on the fluffy rug in his tent  
with a shiny crown upon his head.

SMART Notebook®  
Limited Mode

22 of 97



[Extend Page](#)

My turn to add an adjective to these sentences.

One \_\_\_\_\_ night Max made a \_\_\_\_\_ tent in his bedroom.

That night a \_\_\_\_\_ forest grew in Max's bedroom.

Suddenly Max saw the \_\_\_\_\_ wild things with their \_\_\_\_\_ teeth and their \_\_\_\_\_ eyes.

**SMART Notebook®**  
Limited Mode

23 of 97



[Extend Page](#)

## Where the Wild Things Are by Maurice Sendak

Focus on tone of voice  
and expression, suitable  
actions and sequence of  
map.



**SMART Notebook®**  
Limited Mode

24 of 97



[Extend Page](#)

Let's use what we already know to describe the character of Max...



Words associated with Max for example: scared, lonely, cross, mischievous, excited, brave, adventurous, pleased, relieved, cheeky, confused, powerful, proud.

SMART Notebook®  
Limited Mode

25 of 97



Extend Page

## Conscience alley



Conscience alley – Children to create a conscience alley and take turns to go through and say a word associated with the wild things for example: scary, terrible, sharp claws, furry, grumpy, ugly, powerful, huge, excited, upset, hungry, angry.

SMART Notebook®  
Limited Mode

26 of 97



Extend Page

Let's review our choice of adjectives - do they fit with any of the events depicted on our story map?

---

---

---

---

---



**SMART Notebook®**  
Limited Mode

27 of 97



Extend Page

Session 4 (Thursday 25th February)  
WALT: To describe characters.

**SMART Notebook®**  
Limited Mode

28 of 97



Extend Page

## Sentence level work

Let's discuss some of the adjectives we have used to describe Max and the wild things.

Think about their appearance and how they felt during different events depicted on our story map?



**SMART Notebook®**  
Limited Mode

29 of 97



## Sentence level work

Max felt \_\_\_\_\_ when he became king

Max felt \_\_\_\_\_ when he arrived at the place where the wild things live.

The wild things felt \_\_\_\_\_ when Max sent them to bed.

Chn completing the task quickly can extend their sentence with an explanation using 'because...'

**SMART Notebook®**  
Limited Mode

30 of 97





# Where the Wild Things Are by Maurice Sendak

Focus on tone of voice  
and expression, suitable  
actions and sequence of  
map.



**SMART Notebook®**  
Limited Mode

31 of 97



Extend Page

Let's use what we already know to describe  
the characters of the wild things...



Example adjectives associated with the wild things for example: scary, terrible, sharp  
claws, furry, grumpy, ugly, powerful, huge, excited, upset, hungry, anxious.

Can any of the children be challenged to  
write a sentence and give an example of  
when one of their adjectives to describe the  
wild things was appropriate? For example:  
The wild things felt anxious when Max  
arrived because they didn't know why he  
was there. The wild things felt upset and  
grumpy when Max left. Etc.

**SMART Notebook®**  
Limited Mode

32 of 97



Extend Page