

Session/P hase	Learning Objectives	Learning Outline	Key Q's	Whole Class/Group / Paired Activities	Review And Preview
Session 1	I can identify words used for description.	<p>Explain to the children that over the next few weeks we will be looking at a story called 'The Wind in the Willows'. At the end of the unit we will have created ourselves a podcast. Before we can start doing that we need to read and investigate the types of language, settings, characters etc. being used. Q. Why do you think we need to do that?</p> <p>Today we will be focusing on the language used to set the scene</p> <p>Ask the children to close their eyes and imagine the story play the first episode of the podcast to the children and pause it at 2:12, and ask the children to discuss what words were used to describe and set the scene?</p>	<p>What is a podcast? How does this scene make you feel?</p> <p>What language has been used to make you feel like that?</p>	<p>Give children a copy of the transcript. Children to work in mixed pairs and identify any words/ phrases the author has used to describe the settings. They are to create a word bank to create their own setting descriptions. Children to do the tasks in reading journals.</p> <p>Mini Plenary. Ask the children what words were used to describe the river? Why do you think he has written them in this way? How do they paint a picture of the river? Do they help us to hear the sounds of the river?</p> <p>HA: Children to look through the book rather than the transcript as it has more detail.</p>	<p>Ask the children to share what they have identified.</p> <p>Read the first mention of the Wild Wood. <i>"O, that's just the Wild Wood," said the Rat shortly. "We don't go there very much, we river-bankers."</i></p> <p>Contrast how they are described and how the author uses short sentences spoken by Rat to convey the sinister feel of the wood.</p> <p>Show children the film from 2:40 to 12:06 First Chapter</p>
Session 2	I can use evidence to support my answers.	<p>Explain to the children that yesterday we were introduced to some of the characters. Q. Which characters were we introduced to? Children to listen to the rest of the first episode.</p> <p>First 20 minutes Ask the children to first find evidence to support what we know about these characters so far. What has the author done to give the animals human personalities?</p> <p>Next ask the children to discuss how the author explores friendship. We know that mole and rat become friends. Why do they become friends? Why might they get on well as friends? How do we see their friendship developing through the first dilemma of Mole's accident on the boat</p>	<p>Which characters were we introduced to?</p> <p>What evidence do you have?</p>	<p>Children to work in mixed ability pairs and use their reading journals and the transcript for the first chapter to answer and find evidence to answer the questions.</p>	<p>Go back to when the story introduces Toad for the first time.</p> <p>From this we know that Toad is quite silly. Can you think of any silly things Toad could get up to later in the story?</p> <p>Children to predict and write explanations in their reading journals.</p>

Session 3	I can infer and deduce how the characters are feeling.	<p>Play the DVD from 12:10 to 18:16. From watching this what have we found out about Toad? Explain that the video is a shortened of the second chapter.</p> <p>What type of character is he? What about his relationship with Rat and Mole? Can we tell what type of personalities they have?</p> <p>Explain that in the first part of the lesson they will be exploring the relationships Toad to the others. Find evidence to explain moles feelings towards Toad and Rats feelings towards Toad. Create a table of similarities and differences on both characters opinions.</p> <p>Second part of the lesson children to create a role-play that involves hot seating with all three characters to discuss the incident of the motorcar and the caravan crash. Ask the other pupils to plan and pose questions for the three pupils in role about the incident and how they felt.</p>	<p>Are there any similarities or differences?</p> <p>How do you think they felt?</p>	<p>Children to use their reading journals for note taking and to write questions.</p> <p>First part children to work independently and explore the text to find evidence to support the feelings towards Toad.</p> <p>2nd part children to work in 3s to create a role-play based on the aftermath of the crash.</p>	<p>Select 3 children to pose as the characters and be hot seated then have the class ask questions. Children to note answers in their journals.</p>
Session 4	I can predict and write an event.	<p>Read the part up until Mole gets to the entrance of the Wild Woods, ask the children to discuss what they think will happen next.</p> <p>Explain to the children that you would like them to 'map' the journey through the woods. Demonstrate to the children what's expected. Making sure to include language and vocabulary to support each event.</p>	<p>What do you think happened to mole?</p> <p>What creatures do you think might be lurking in the woods?</p>	<p>Children to work independently and map their predictions. They are to include a narration under each event.</p>	<p>Children to swap their maps with a friend and give two stars and a wish.</p> <p>Then watch what happens in the story. 22:31 to 27:48</p>

Session 5	I can predict and write an event.	<p>Read the part up until Mole gets to the entrance of the Wild Woods, ask the children to discuss what they think will happen next.</p> <p>Explain to the children that you would like them to 'map' the journey through the woods. Demonstrate to the children what's expected. Making sure to include language and vocabulary to support each event.</p>	<p>What do you think happened to mole?</p> <p>What creatures do you think might be lurking in the woods?</p>	<p>Children to work independently and map their predictions. They are to include a narration under each event.</p>	<p>Children to swap their maps with a friend and give two stars and a wish.</p> <p>Then watch what happens in the story. 22:31 to 27:48</p>
Session 6	I can recreate a setting from description	<p>Explain to the children that today they will be recreating a scene from description using drawing and paint.</p> <p>Q. What do you think recreating from description might mean?</p> <p>Ask the children to close their eyes and imagine as you read <i>'...But there were doors in the hall as well--stout oak doors. One of these the Badger opened, and they found themselves in a kitchen. The floor brick, and on the hearth burnt a fire of logs in the middle of the room stood a table of boards placed on trestles, with benches. Plates on the shelves in the room and hanging were hams, dried herbs, onions, and eggs.'</i></p> <p>Q. What's missing from this extract? Adjectives, adverbs Next ask them to close their eyes once more and read the extract again but this time with the detail included. <i>'...But there were doors in the hall as well--stout oaken comfortable-looking doors. One of these the Badger flung open, and at once they</i></p>	<p>Q. What do you think recreating from description might mean?</p> <p>Q. What does it mean by the plates winked from the shelves?</p>	<p>Children to work independently to draw and paint the scene from description.</p> <p>Give children a copy of the description if needed.</p> <p>Play the episode from 2:50 to 3:33 to support children.</p>	<p>Ask the children why they were able to create the artwork from the description.</p> <p>With the support of the children explain to the children that the animals will be entering the classroom rather than the kitchen. They will need to describe the classroom.</p> <p>Q. How should we be describing the classroom?</p>

		<p><i>found themselves in all the glow and warmth of a large fire-lit kitchen. The floor was well-worn red brick, and on the wide hearth burnt a fire of logs in the middle of the room stood a long table of plain boards placed on trestles, with benches down each side. Rows of spotless plates winked from the shelves at the far end of the room and from the rafters' overhead hung hams, bundles of dried herbs, nets of onions, and baskets of eggs. The kindly Badger thrust them down on a settee to toast themselves at the fire, and bade them remove their wet coats and boots. Then he fetched them dressing-gowns and slippers'</i></p> <p>Q. What was different this time around? Q. Was it easier to imagine the scene? Why? Q. What does it mean by the plates winked from the shelves? Q. Were the animals toasting themselves like bread?</p>			
Session 7	I can empathise with someone's feelings.	<p>Show children the part where Mole senses his home.</p> <p>Discuss familiar places and how we feel when we discover something or somewhere we haven't been to for some time. Q. Can you think of a time when you have missed something or someone? Discuss their feelings and compare them to the feelings of Mole. Q. How has the author tried to make you feel at this point of the story?</p> <p>Explain to the children that they will now be taking part in a P4C session. 'Home/Security'</p> <p>Before starting session go over expectations of behavior when it comes to speaking and listening and P4C.</p> <p>Explain that you're going to reveal the word and you will expect them to think of philosophical questions. Q. What is a philosophical question? It's a question that can't be answered with yes or no and a question that we can have lots of discussion about where we can share our opinions.</p> <p>Reveal the words 'home/security' give the children 1 minute to think of philosophical questions.</p> <p>Now allow the children to turn to the person next to them and discuss the questions, if your partner can answer with yes or no, then you will need to change your question because it's not philosophical.</p>	<p>Q. How has the author tried to make you feel at this point of the story?</p> <p>Q. What is a philosophical question?</p>	<p>Once children have finished discussing they are to write their questions onto a piece of paper and put it into the centre of the circle.</p> <p>Children are to have a look at all the questions. Q How can we group these questions?</p> <p>Once the questions are grouped, children are to vote. Have all children close their eyes and have them vote. Read them out.</p> <p>Now that the question has been chosen, give children 1 minute of thinking time.</p> <p>Children are then to discuss with the person next to them on what they think.</p> <p>Then open the circle up to the children to start giving their views. Children are to respond to each other's views and also give their own views.</p>	Go around the circle and children to give their final thoughts. They also have the option to pass.
Session 8	I can justify my viewpoints with evidence.	<p>Show children the scene where Toad gets arrested and sentenced to 20 years in prison.</p> <p>Explain that Toad is imprisoned twice, once by his friends and once by the court. Ask the children to discuss whether or not they were fair or unfair. Q. Were they both fair?</p> <p>Tell the children that they will be split into two groups. For and against. They will be debating whether or not the 20-year sentence is</p>	<p>Q. Were the two imprisonments both fair?</p> <p>Q. What evidence do you have?</p>	<p>Children to work in groups to discuss notes for their argument before starting debate.</p> <p>Children are then to debate for and against with the teacher as the chair.</p>	<p>Children to now give their final statements without a response.</p> <p>Chair to conclude the debate with a winner.</p>

		justified or has Toad been unfairly sentenced. Give children 10 minutes to watch the clip again and make notes, which show evidence for their arguments.			
Session 9	I can plan an ending to a story.	<p>Show children the part where Toad is in prison and stop there.</p> <p>Tell the children that they will not be watching the ending; they will need to write their own ending. Afterwards they will create their own podcast from it.</p> <p>Explain to the children that today they will begin to think about writing their own alternative ending to the story.</p> <p>However in order to do so we need to remind ourselves of the structure of a story.</p> <p>How do we structure the story? Opening, build up, problem, main event, resolution, ending.</p> <p>Listen to the BBC audio explaining structure, prompt children after each section.</p> <p>Open the flip and explain and demonstrate what is expected in each section.</p> <p>Give children a question to help them develop their story around.</p> <p>How does Toad escape from prison?</p> <p>Children are to create a timeline for their story, remembering that Toad starts in Jail. They are to discuss with each other their ideas for the story. Badger and Mole rescue Toad, Toad gets help from the woman, Toad digs a Tunnel out of prison.</p>	<p>How do we structure a story?</p> <p>What events could take place?</p>	<p>All children to now work independently to set their own timeline adding key words and ideas around the story.</p> <p>When complete, start to write story following structure of plan.</p> <p>Samara to watch the ending of the film and create a multi modal version by the end of the week.</p>	Children to swap timelines and give 2 stars and a wish on what they liked and what could be improved.
Session 10	<p>I can extend sentences using adjectives and adverbs.</p> <p>I can use descriptive language in my story.</p>	<p>Explain to the children that today they will carry on writing their stories.</p> <p>Q. How can we start the story? Do we have to start with 'once upon a time'</p> <p>Open the flip and demo an opening with the children. Go through each method with the children prompting them to give examples.</p>	<p>What type of language should we be using?</p> <p>What's an adjective?</p> <p>What's an adverb?</p>	<p>Children to begin to write their stories, making sure to use adjectives and adverbs.</p> <p>Samara to be supported to create the first scene and writing a sentence to describe what happened.</p>	Children to go through what they have done and mark make any places where they could any description.

Session 11	I can plan a podcast	<p>Explain to the children that today they will begin to plan their podcasts. Q. what is a podcast Q. Have you ever listened to a podcast?</p> <p>How should we be reading our stories? Listen to a Wind in the Willows podcast and ask the children to make notes on what things make it different. Reading with expression, different voices, sounds and music.</p>	<p>What is a podcast?</p> <p>How are we going to engage the listener?</p>	Children to practise reading their stories. Record the stories and listen back to it and evaluate. Thinking about how to improve it.	Play some of the recording to the whole class. Children to feedback with notes for improvement.
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Session 12	I can add sounds to my podcast	<p>Explain to the children that today they will be adding sounds to their podcast.</p> <p>Demo to the class how to add another track in Audacity. Then record a sound and show how to use the time shift tool to drag the sound from one place to another in the timeline.</p> <p>Q. What type of sounds do we need to be recording? How will we know what sounds we need?</p>	<p>Do the sounds match the words?</p> <p>Do you need to say the sounds or just listen to them?</p>	<p>Children to read through their work and highlight any lines or words that will require sounds.</p> <p>Make a list of sounds required and how they will create them.</p> <p>Children to then record them and complete podcast.</p>	Children to listen back to their podcasts and give two stars and a wish.
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Resources:

The DVD can be found here: http://www.amazon.co.uk/gp/product/B000LC3RVG/ref=wms_ohs_product?ie=UTF8&psc=1

Podcast: http://www.bbc.co.uk/schoolradio/subjects/english/wind_in_the_willows