

The Lost Happy Endings

Reading and Writing: The Lost Happy Endings (4 weeks)

At the end of this unit children will be able to think about author style in relation to description and impression of characters and setting the scene. Children will be able to recall key events, predict plausible next events, and explain how prior actions they led to the next event.

**Main writing:**

- letter from Jub to a friend warning them of the witch
- Describing the setting to create an atmosphere

**Pupils will be able to understand new vocabulary:**

Key vocab throughout text

Range of new vocab found in text and discussed – see full vocab list below

effect of words on the reading- setting the scene

**Disciplinary Knowledge:**

- Use of phonics to decode and blend unfamiliar words (bottom 20%)
- Extend the children’s vocabulary and encourage the children to read fluently
- Children read aloud with fluency and expression. - use of pairs/group to practise oration then present to class
- Learn to re-read and recall information
- to use skills of summarising and evaluating information
- the skill of finding key information without re-reading the full text.

**Grammar/Spelling:**

- recapping expanded noun phrases and when appropriate to use
- subordinate clauses- subordinate conjunctions
- adding suffixes for tense (ing, ed) to words ending in e (, taking away split digraph e and adding suffix)
- irregular past tense verbs (creep- crept, sink-sunk)

**Substantive Knowledge:** safe/unsafe places, traditional tales (witches, fairytales), villains vs heroes, show settings change in the night vs the day.

Lesson:	Vocabulary:	Key Questions and Focus Of The Lesson	Fundamental Principles And Teaching Techniques: to ensure that work is of a high standard from all pupils.
		<p>Activate prior knowledge- look at the front, look at the back, read the blurb. Where do we think this is set? is it rural or urban? think of the title- what does it remind us of? (fairytales) Can we make any predictions about what may happen based on the illustration?</p> <p>Model read the story. Picking out/translating key words and metaphors with explanations of the meaning.</p>	

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		<p>Explore the character of Jub- who is she? What is she like? What is her job? How does she move? (questions on the board)</p> <p>Explore pages 7 and 8. Why was Jub's job so important? model finding the answer, Chn to pick up on the reaction of the chn to not having happy endings.</p> <p>Page 9- How can we tell that Jub is supernatural? A being not of this world? Talk about Jub's dream and the appearance of the golden pen.</p> <p>Discuss the ending- who is 'I'? Is it right that the witch died- think of fairytale conventions. Good always wins over evil.</p> <p>Answer inference questions ( already discussed) in reading comprehension book.</p> <p>GH focus on who? and where? questions</p>	
1	<p>Nouns bunting, forest, dusk, neighbours, ancient, gnarled</p> <p>Adjectives special, colourful, multi- coloured, patchwork, mysterious, homely, friendly, agile, determined, resilient, strange, frightened, cosy</p> <p>Verbs trot, rustling, skim,</p>	<p>Re-read page 5 to the children- modelling expression and meaning of the words with gestures (crouched, pounce). I feel like something negative may be about to happen. There are some words I have read that make me feel that way.</p> <p>Paired reading practise of page 5- in pairs to read the page 5 with expression. Are there any words that you say with expression and emphasis that indicate something negative coming?</p> <p>-listen to pairs read aloud and give feedback.</p> <p>T to model read pg 7 (witch)- what is our impression? is she a nice person? would we call her a person or creature? T to find and explain how some words like 'twisted' paint a picture in my mind of this woman.</p> <p>In pairs- practising reading the first paragraph and find adjectives/vocabulary that describe the witch, collect highlight on board (large page on the board) the adjectives for the witch. re-read together pointing out content words (eyes, body. face)</p> <p>HMWK- <b>Re-read the book at the end of the day</b></p>	<ul style="list-style-type: none"> <li>• Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video's where appropriate.</li> <li>• Behave from all pupils is exemplary and comments are made on sitting and listening.</li> <li>• Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs.</li> <li>• Emphasis on learning and exploring key vocabulary.</li> <li>• Writing of date and modelling of key letters e.g. in January.</li> </ul>
2	<p>Villainous- nefarious, cruel, depraved diabolical, vile, shady</p>	<p>Check homework- give cp for words found.</p> <p>Recap yesterday's learning- what do we know about the story? (paired talk for 2 minutes) protagonist? conflict? resolution? villain?</p>	

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	<p>Scruffy- tattered, unkempt</p> <p>Creature- being, Twisted- contorted, curled, tangled,</p> <p>Rude- abusive, crude, uncivilised, impolite,</p> <p>Disgusting-abominable, loathsome, awful, nasty</p> <p>Aggressive-contentious, threatening, intrusive</p>	<p>Explain that will be writing a letter from Jub to a friend describing the encounter of the witch. Today's learning will be to collect exciting vocabulary to be able to describe this witch vividly to our friend.</p> <p>Set up board to show the genre, audience, purpose and genre features. (stay on board) Collect vocabulary found from chn</p> <p>On the board (picture of the witch)- collect the vocabulary- all adjectives? no- some nouns, verbs too. use the thesaurus and model how to find a word to find synonyms. Chn to write these in the books in a mind map. T to model how it should look/</p> <p>Use scaffolding to write noun phrases about the witch using a picture of the witch in his book.</p> <p><b>Re-read the book at the end of the day</b></p>	<ul style="list-style-type: none"> <li>• Demonstration and insistence on high standards of construction and presentation</li> <li>• Finger under words to copy words – insist accurate.</li> <li>• The vocabulary is broken down, it is revised and used in writing</li> <li>• End products – handwriting and colouring is beautifully presented</li> </ul>
3	<p>see full list at the end</p> <p>subordinate conjunctions</p> <p>If</p> <p>S</p> <p>Although</p> <p>W</p> <p>A</p> <p>W</p> <p>A</p> <p>B</p> <p>U</p> <p>b</p>	<p>Recap the learning of yesterday- have some of the synonyms found on the board. In pairs, can you think of another word for these? How might you use this in a sentence?</p> <p>Explain today's learning- we're going to learn how to make detailed sentences using subordinate sentences. Remind we looked at this in Year 2.</p> <p>Subordinate clauses with the witch- grammar book. T to have ready and go through in class. Can we see which clause is independent? Which is subordinate- cannot make sense on it's own? In pairs, highlighting the subordinate clause in each sentence.</p> <p>T to explain how subordinate clauses start with subordinating conjunctions</p> <p>Plan the writing</p>	
4	<p>see full list at the end</p>	<p>Writing introduction</p> <p>Go through writing process on the board. show word mat and explain how we use it. GH to have separate word mat.</p> <p>Look at the letter style. How does it start? How do we introduce the content?</p> <p>T to model the start of the letter- what is the reason we are writing? Will we ask any questions? Explain how we've been feeling with our job, what we've been doing lately.</p>	

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		<p>T to walk around and actively remind to check- asking the questions. Model to how evaluate our writing.</p> <p>Remind to re-read after every few sentences.</p> <p>T to stop and read good examples of subordinate clause use.</p>	
5	<p>see full list at end</p> <p>Monitor Evaluate Cumulatively re-read</p>	<p>Recap last lesson- T to read good examples of the introduction out. What have the done well? what new vocabulary can you hear? Could you go and add more to your own- teaching how to evaluate and reflect on work/</p> <p>Writing descriptive paragraph of witch . Go through the writing process again. Remind to indent. How will we start- 'you wont believe what happened today...' etc think together of different ways to begin.</p> <p>Chn write their paragraph on the witch. Am I using the exciting vocabulary I collected? Am I ticking them off so I know I've included them. T to walk around sharing good work and reminding to extend ideas.</p> <p>Stop and share finished paragraphs with the class. What did we like/ What worked well?</p> <p>Writing conclusion- Rhetorical questions,</p>	
6		<p>Check and edit- start writing up</p> <p>Recap the drafting symbols. How do we look for the correct T to show what neat fountain pen work should look like- Prepare- have you got a full cartridge? is your area clean, are you holding the pen correctly?</p>	•
7	<p>Monitor Evaluate</p>	<p>Writing it up in neat T to show what neat fountain pen work should look like- Prepare- have you got a full cartridge? is your area clean, are you holding the pen correctly?</p>	•
8	<p><i>Like fireflies disappearing among the kindling</i></p> <p><i>Jackpot of sparks, eyes of owls flashed like torches,</i></p>	<p>Recap-Re-read the book- pay attention to the setting.</p> <p>Explain today we are looking at the settings. T to explain that words and phrases used can create an atmosphere and set the scene for what happens. Would it make sense for the witch to steal Jub's bag on a nice sunny day by the beach?</p> <p>Read pages 1-2 and think of the setting. How is it described? – the use of similes and vivid imagery makes the atmosphere magical and ethereal.</p>	•

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	<p><i>Shadowy trees, villainous, tall ghouls, bushes crouched like robbers</i></p> <p><i>Dark, stars whispered to themselves, glowing in the darkness, shone, perfect golden handwriting</i></p>	<p>T to model Read Page 4- leading to the witch- What atmosphere is created here? In pairs, read the page to one-another and pick out how the scene is set. What atmosphere is created? (ipending danger, ominous, negative) Pairs to deliver ideas to class using evidence from the text as modelled by T.</p> <p>T to model reading page 10- what is the atmosphere like here? Does it match the events?</p>	
9	<p>Scarves of mist draped</p>	<p>Explain that we will get to write our own setting to create an atmosphere leading up to the witch.</p> <p>Re-read some of the good paragraphs from the letter- share how our atmosphere must match the menacing description of the witch.</p> <p>How does the book do it? Re-read page 4. Write down the strategies (exciting vocabulary, senses, simile, personification) Using the thesaurus, collect synonyms for bare trees, shadows, villainous, thickened fog, mist, draped, hung, noosed, pounce. collection of nouns, verbs and adjectives to explain what we see, smell, feel, hear.</p> <p>Record as mindmap in books.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
10	<p>plan</p>	<p>Recap some of the synonyms from yesterday- in pairs find in your book and shar with the class.</p> <p>Similes in grammar book using some of our new vocabulary</p> <p>Can we put these into subordinate sentences.</p> <p>T to have some ready made- can you tell me what sense is being used? What is the simile? Highlight how T has used the power of 3 to emphasise the description and create a vivid picture. Can we practise this in pairs on a white board?(3-5mins) Share with the class.</p> <p>Record in books</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
11		<p>Plan our atmospheric scene.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

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		<p>What will we talk about first? T to model planning it using my vocabulary list and simile work. Picking appropriate words to describe different aspects of the woods.</p>	
12		<p>Recap last lesson- T to ask chn to re-read their plan. Who would like to share a good idea for their writing with the class?</p> <p>Writing descriptive paragraph of witch . Go through the writing process again. Remind to indent. How will we start- 'you wont believe what happened today...' etc think together of different ways to begin.</p> <p>Chn write their paragraph on the witch. Am I using the exciting vocabulary I collected? Am I ticking them off so I know I've included them. T to walk around sharing good work and reminding to extend ideas.</p> <p>Stop and share finished paragraphs with the class. What did we like/ What worked well?</p> <p>Writing conclusion- Rhetorical questions,</p>	•
13		<p>Check and edit- start writing up</p> <p>Recap the drafting symbols. How do we look for the correct T to show what neat fountain pen work should look like- Prepare- have you got a full cartridge? is your area clean, are you holding the pen correctly?</p>	•
14	Monitor Evaluate	<p>Writing it up in neat T to show what neat fountain pen work should look like- Prepare- have you got a full cartridge? is your area clean, are you holding the pen correctly?</p>	•

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