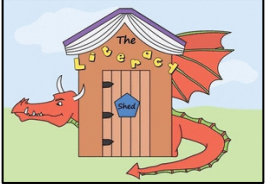
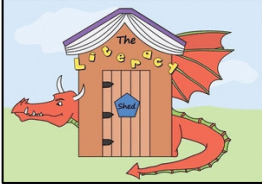
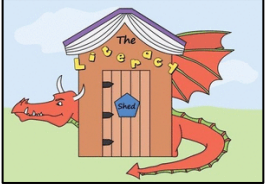
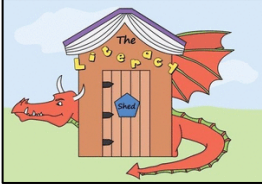
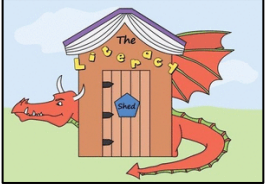


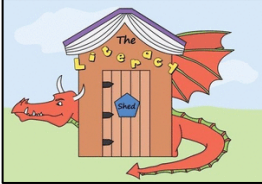
<p>Year: 2</p> <p>Resources: 'jigsaw pieces' of the front cover for each group, images of a bog, 1a</p>	<p>Lesson objective:</p> <p>To predict events in a story and infer what might happen next</p> 		
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>	<p>Lesson Number: 1</p>		
<p>Hook into Session/</p> <p>Opening Activities</p>	<p>Make copies of the front cover of the book (A4 or A5) and cut these into pieces (like a jigsaw). Children to work in groups to put the cover back together. Stick this onto an A3 sheet.</p> <p>Explain that this is the text we are going to be reading. Discuss the children's first thoughts about what the story/ characters / setting could be. Has anyone heard of a bog before? (Clarify what a bog is using images and an online / dictionary definition) What might a <u>bog baby</u> be? What adjectives would the children use to describe the bog baby? (write the children's ideas on a working wall to refer back to later – see if their descriptions match the book.)</p>		
<p>Lesson Input</p>	<p>Share the learning objective with the class and ensure they understand what predicting and inferring mean. Explain that we are going to use some of our VIPERS skills (infer, predict and explain) using the front cover of the book.</p> <p>What can be clearly seen? What have you seen that someone else in the class may not have noticed? What does the front cover lead you to imagine will be inside the book? Where do you think the bog from this story could be found? What other characters could be involved in this story? What makes you think this?</p> <p>Children to work in mixed ability groups to mind map around the 'jigsaw' of the front cover, their predictions with explanations (e.g. It will be set on a farm because I know farms are muddy and a bog is muddy). Give out resource 1a and use as a prompt to help children organise ideas. Adult(s) to circulate and support as needed.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children discuss what they can see on the front cover and make some inferences about what may happen in the story. Can they use other familiar stories to help them make these predictions?</p>	<p>Expect</p> <p>Children explain what they think may happen in the story and give some reasons. They should be able to make short descriptions of the characters and setting they are expecting.</p>	<p>Extend</p> <p>Children to make predictions which they can explain. They should ask questions about the text which demonstrate an understanding of how the pictured character could fit into a story. They may be able to challenge some views of other peers using evidence or reasoning.</p>
<p>Plenary</p>	<p>Share some ideas about potential plot, setting and characters. Challenge children to explain the reasons for their ideas. Read the first seven pages (up to the page where it describes the bog baby). What do the children think will happen next? What kind of character is the bog baby? Therefore, what might it do? What could happen if the children pick it up? What adjectives has the author used to describe the bog baby? (check children understand meaning, compare with ideas from lesson hook and add to working wall for future reference) Point out the simile on pg6.</p>		
<p>Further Teaching Points</p>	<p>Look at the blurb – what other information does that give? Are there any other stories that the children have read with similar settings? Can they create their own 3D bog baby? In preparation for lesson 2, read a favourite class story to them in the wrong order by starting on a random page and randomly selecting each subsequent page that you read. Can the children work in a small group to list reasons why they think stories should be read in the correct order? (You could also do this with a story unknown to them.)</p>		

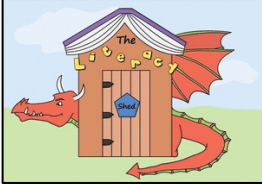
<p>Year: 2</p> <p>Resources: 2a, 2b, 2c, 2d</p>		<p>Lesson objective:</p> <p>To sequence events in a story/To summarise a story.</p> <p>Lesson Number: 2</p>	
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>			
<p>Hook into Session/</p>	<p>Play a simile game (remind children of the simile used in the book). Look at Resource 2a. Pass a die round the class. Child who has the die must roll and come up with a simile to the corresponding number. E.g. rolls a 2 and gives a simile to describe the toadstool.</p>		
<p>Opening Activities</p>	<p>Read the whole story together. If an extra adult is present, ask them to make notes/draw pictures to help summarise the text as you go along. (if no additional adult is present, you may need to prepare this in advance)</p> <p>Share learning objective and ask children if they know what it means to sequence. Explain that we read stories (fiction) in order as they only make sense that way.</p>		
<p>Lesson Input</p>	<p>Look through the story images you have created and recap the story events by asking the children a series of questions where these images act as prompts. Resource 2b could be used here.</p> <p>Explain to the children that their task is to be able to retell the story in the correct order. Write the following words somewhere visible to all children: <i>first, next, then, after that, later</i> etc. After writing two of these words, can the children predict what type of words you are writing? Can they guess what the next word will be after you have written only the first letter of it? Can they think of any other words which belong in this group? Why do the children think these words might be useful to them this lesson?</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Photocopy some images from the book for children to order.</p> <p>Extension – Children to write sentence next to each picture to show what is happening or add fronted adverbials to show order.</p>	<p>Expect</p> <p>Use Resource 2c. Children to order the statements linked to the story.</p> <p>Extension – children to add own information or improve a sentence using noun phrases and/or conjunctions.</p>	<p>Extend</p> <p>Children to write their own version of the story. Children to use word bank (Resource 2d) to help them to use more sophisticated vocabulary. Encourage children to verbalise their sentences before and after writing so that they make sense. Children could be given Resource 2c to scaffold their work.</p>
<p>Plenary</p>	<p>Bring children back together – how have we achieved the learning objective? What new vocabulary have we come across today? What was easy/difficult about the task? Why is sequencing/order important in stories? Are there any books that we do not need to read in order? Why?</p>		
<p>Further Teaching Points</p>	<p>Explore new vocabulary – dell, newt, blabbed, misty – put into sentences etc</p> <p>Opportunity to look at non-fiction books about pondlife creatures/newts and learn how they are laid out differently to a narrative.</p> <p>Short writing opportunity to create fact file about a pond animal/their own bog baby. (Back page in story has a template)</p>		

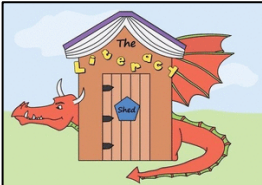
<p>Year: 2</p> <p>Resources: 3a, 3b, 3c, 3d, 3e</p>	<p>Lesson objective:</p> <p>To explore and understand present and past tenses</p> 		
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>	<p>Lesson Number: 3</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Play the action game – pupils to act out different verbs to your command e.g. jump, sit, run, walk, spin, brush etc. See if children can explain what a verb is. How can we identify verbs? Do some verbs mean the same? (e.g. walk/stroll). You could extend this by asking a confident child to leave the room whilst you instruct the rest of the class to ‘wriggle’ (or another slightly less precise verb). Invite the child to return and list all the verbs that they think describe the movements they see. Address misconceptions e.g. the difference between adjectives/adverbs and verbs. Resource 3a - Give children these verbs and ask them to sort/pair them. Teacher to decide whether this activity is ‘cold’ and children can choose how to sort them or whether they need to be sorted into pairs/tenses.</p>		
<p>Lesson Input</p>	<p>Explain that today, we will be looking at the difference between past and present tenses to help with our writing.</p> <p>Resource 3b- look at as a class. What do the children notice about the sentences? What do we mean by past tense? Discuss that it has ‘already happened’. Can children identify what <u>most</u> of the verbs end in when in past tense?</p> <p>What do we notice about the others? Explain to the children that there are always exceptions (identify exceptions discovered in the hook activity) though most past tense verbs will end in -ed.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Resource 3c</p> <p>Children to sort statements into present and past tense. Explain to a partner or adult why they think it is the past tense.</p> <p>Extension: Write their own present and past tense sentences to show understanding.</p>	<p>Expect</p> <p>Resource 3d</p> <p>Children to (copy and) complete the grid to show the present and past tense of the verbs shown. Children to then write sentences of their own to show their understanding.</p> <p>Ext – highlight the verbs in the sentences.</p>	<p>Extend</p> <p>Resource 3e</p> <p>Children to complete the sheet; identify the tense of the sentence, changing the tense and then creating their own.</p>
<p>Plenary</p>	<p>Read an extract of the story - can children identify the tense of the book? What verbs from the book can they spot? Are there any that do not follow the ‘ed’ pattern? Explain that these are irregular verbs.</p>		
<p>Further Teaching Points</p>	<p>Find example past tense verbs in another story to support understanding further. Watch a short film clip without narration e.g. https://www.literacyshed.com/butterflies.html. Ask the children to retell the story using past tense sentences.</p> <p>Spelling rule: Look at past tense verbs which need a double consonant e.g. hop/hopped.</p>		

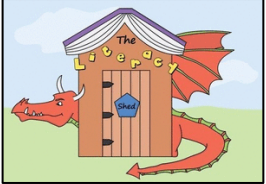
<p>Year: 2</p> <p>Resources: 4a, 4b</p>		<p>Lesson objective:</p> <p>To use expanded noun phrases to expand and specify</p> <p>Lesson Number: 4</p>		
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>				
<p>Hook into Session/</p>	<p>(Resource 4a) Give children this image at their tables to mind map ideas around which describe the grey crowned cranes. Share ideas as a class. What do they look like? How might they move? What type of words have we used to describe them?</p>			
<p>Opening Activities</p>	<p>Discuss the type of words used (adjectives, adverbs etc). Model and create sentences as a class to show what noun phrases and expanded noun phrases are. E.g. the bird = the noun phrase, the feathery bird = expanded noun phrase. Challenge higher ability pupils to use 2 adjectives and/or adverbs e.g. The mighty, feathery birds were playing excitedly.</p>			
<p>Lesson Input</p>	<p>As a class recap the description of the bog baby given in the story and discuss what we liked about it and what sort of a creature it was. Do the children think it is real?</p> <p>Allow children 5 minutes to doodle a quick animal of their own which will feature in their story (Display Resource 4b to give them ideas and to highlight the vast diversity of different creatures. Remind the children that their creature should be made up but they may wish to use features of real animals mixed together.) If possible, get children to think of a name e.g. river rodent, pond paddler etc.</p> <p>Bring them back together and discuss how we can describe the creatures we have designed.</p> <ul style="list-style-type: none"> - What it looks like? - Does it have skin/scales/feathers etc? - Is it a special colour? - How does it move? (swim, hop, fly, run, jump etc) - Where would it be found? (hiding, hunting, floating) - What is it's body like? (arms, flippers) <p>Pupils to use all resources available to them within the classroom to create a description of their creature using adjectives.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to create a mind map of adjectives around their drawing. Encourage them to use and answer all prompts from the lesson input.</p>	<p>Expect</p> <p>As with simplify group but also children should write two sentences to describe their creature using expanded noun phrases. Extension – find/improve adjectives used e.g. green - emerald</p>	<p>Extend</p> <p>Children to write in full sentences underneath their creature to describe it, using the prompt questions from the lesson input. Children to use expanded noun phrases and adverbs.</p> <p>Extension – can they improve their sentences and sentence starters?</p>	
<p>Plenary</p>	<p>What do the children feel they have learnt and achieved? Discuss/showcase some good examples and vocabulary which could be added to the working wall.</p> <p>Where else might we see expanded noun phrases in a story? Discuss that Jeanne Willis used them to describe the setting. Where might your stories be set?</p>			
<p>Further Teaching Points</p>	<p>Opportunity to discuss alliteration (in title of book). Children could do some research about animals and their habitats.</p>			

<p>Year: 2</p> <p>Resources: 5a</p>	<p>Lesson objective:</p> <p>To apply knowledge of adjectives to describe a setting</p> <p>Lesson Number: 5</p> 		
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>			
<p>Hook into Session/</p> <p>Opening Activities</p>	<p>Play 'silly sentence' game. Give each child a strip of paper. Ask them to write an adverb and fold the paper over and pass it onto the next person. This child then writes a noun on the paper and folds it over then passes it onto another person. Repeat process using a verb, a preposition and a place. This should create a sentence after it has been unfolded and read. Discuss if it makes sense, if it doesn't then why not? And can the children suggest any small changes which would rectify the problem?</p> <p>Discuss the learning objective and recap what the setting of Bog Baby is. Ask children what they can remember from the previous lesson, discuss and ask for examples of expanded noun phrases.</p>		
<p>Lesson Input</p>	<p>Show Resource 5a (3 different settings options) and assign each of the settings to different pairs of children. Ask children to talk to their partner and generate adjectives/expanded noun phrases to describe their given setting. Collect and collate ideas for each of the settings whilst questioning children to elicit further details. When collecting ideas for the third setting, model how to turn these into a full setting description by imagining being present at the scene. Display Resource 5b and model using some of the sentence openers to extend and introduce the children's ideas. Also begin a sentence with an adverb (referring back to the hook of the lesson). To engage the children fully, you may wish to try some visualisation techniques / quick drama activities (e.g. pick up two things from the setting and show them to a partner, describing them and then put them back carefully) or play some sound effects linked to the setting.</p> <p>Children to use all resources available to them when completing their independent work.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to write at least one sentence for each sense for their chosen setting description. They must also use expanded noun phrases from the lesson input.</p>	<p>Expect</p> <p>Children to describe the setting using expanded noun phrases and the different senses. Encourage these children to use the sentence starters from Resource 5b.</p>	<p>Extend</p> <p>Children to write a paragraph of detailed sentences which contain expanded noun phrases for each sense. They should aim to include adverbs to show movement through the setting. (As part of the story).</p>
<p>Plenary</p>	<p>Give children some time to read through their work and check there are no "silly sentences" like those from the beginning of the lesson. Read some good examples of work, asking the children to identify the strengths. Explain that the children will be writing their own versions of Bog Baby but set in their new settings and using the creatures created in the previous lesson. Allow children some time to explore their ideas about this, orally, with a friend.</p>		
<p>Further Teaching Points</p>	<p>Research the settings so that children have a good depth of knowledge of these. Each child could create a small fact file about their setting and look at where these places are in the world.</p>		

Year: 2 Resources: 6a, 6b, 6c, 6d, 6e		Lesson objective: To plan a story		
Book Title & Author: The Bog Baby by Jeanne Willis Publisher and Year: Puffin Books, Paperback		Lesson Number: 6		
Hook into Session/ Opening Activities	<p>Use Resource 6a. Ask children to cut out the 'what happened' boxes and put the story back together. Discuss the elements of the story and check they still have them in the right order (Opener, build up, problem, resolution, ending).</p> <p>Share the learning objective. Explain that our story is going to follow the same path as the one they have just organised but we are going to change the setting and characters. Give pupils a few minutes to reflect on their character and setting. Help them to visualise their character taking a short journey through their setting. They could think about where it starts and why that particular spot (has it just woken up?); where it travels to next and how it moves; what does it see and smell whilst moving and what does it interact with etc.</p>			
Lesson Input	<p>Model to the pupils how to plan the story using the table shown in Resource 6b. Show how your story will be very similar but that you are changing a few things such as the names, place and creature (which we created in lessons 4 and 5).</p> <p>Show how pupils can incorporate some useful vocabulary (from all available resources in the classroom) and explain that a plan doesn't need all of the detail as these will continue to develop.</p>			
Independent Activities	Simplify Resource 6c – Children to complete the table with the key parts of their own story. Encourage them to read their plan through several times so that they have it memorised.	Expect Resource 6d – Children to complete the table as shown in a similar way to the breakdown of 'The Bog Baby' Extension – talk a partner through their story with details and expression.	Extend Resource 6e – Children to complete the table including extra detail about the setting and characters. Extension – talk a partner through their story with details and expression.	
Plenary	Allow children time to tell their stories (with plans as prompts) to between 3 and 5 different members of the class.			
Further Teaching Points	Play sentence building games – extend and explain ideas. Read 'One Busy Day: A Story for Big Brothers and Sisters' – compare how the imagination of the girl in the story is different in both books.			

<p>Year: 2</p> <p>Resources: 7a, 7b</p>		<p>Lesson objective:</p> <p>To write the beginning to the story.</p>		
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>		<p>Lesson Number: 7</p>		
<p>Hook into Session/</p>	<p>Resource 7a – look at the sentences. Give children a few minutes to discuss which ones are first person and how they know. Link this to the children’s stories – these should be written in first person. Children should reflect on their plans – is there anything they need to change or add to make sure they write in first person?</p>			
<p>Opening Activities</p>	<p>Discuss the learning objective. How are we going to use our plans to help us write a story? Why would it <u>not</u> be a ‘good’ story if we just copy the plan onto a page? Demonstrate this by reading your plan to the class as it is. What is missing?</p>			
<p>Lesson Input</p>	<p>Ask children if they can help to make the story more interesting. Model how to use the plan to write the opener to the story (using resource 7b), also taking suggestions from the children. Use similar wording to the start of the book – to show that the story happened when you were little. Explain that today, we will be writing to the point where they find the creature and take it home. Ask the children to mark this point on their plans.</p> <p>Children to use all resources available to them in the class whilst completing their independent work.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Resource 7c – children to use these sentence openers to support them.</p>	<p>Expect</p> <p>Children to write the first part of their story using and improving their setting description from lesson 5. Children can use Resource 7b as a guide if needed.</p>	<p>Extend</p> <p>As with ‘Expect’ but also encourage them to show emotion – how do they feel as they go on their adventure.</p>	
<p>Plenary</p>	<p>Pause the children during the writing process one or two times to encourage them to reflect on what they have already written and check back against their plans. Play ‘fastest fingers’ – ask the children to find whatever you request in their own work as quickly as they can. They must put their finger on it and raise their other hand to signal that they have found it. Call out ideas such as: ‘Find an expanded noun phrase’; ‘Find a comma.’; ‘Find evidence of first person writing.’; ‘Find a past tense verb.’; ‘Find an adjective beginning with b.’ etc. You could award points for the ‘fastest fingers’. Explain that the children will have another opportunity to play this tomorrow and so should consider this when writing.</p>			
<p>Further Teaching Points</p>	<p>Play an interview game/ hot seat with the characters to find out how they feel about finding their creature. Discuss and display some vocabulary and phrases which convey these feelings and could be useful to the children in their writing.</p>			

<p>Year: 2</p> <p>Resources: 8a, 8b, 8c</p>		<p>Lesson objective:</p> <p>To write the middle to a story.</p> 	
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>		<p>Lesson Number: 8</p>	
<p>Hook into Session/</p>	<p>Spot the errors (Resource 8a). Children to discuss what the errors are and how we would correct them. Encourage use of correct terminology e.g. proper noun etc, question, statement. Why is checking something when we have written it so important?</p>		
<p>Opening Activities</p>	<p>Read through what you wrote yesterday as the modelled part of the lesson and ask children what would happen next. Write a very simple sentence and ask the children how it could be expanded (show how to add conjunctions to explain and justify choices – e.g. The two boys snuck the small, tiny creature back home <u>so</u> they could look after it).</p>		
<p>Lesson Input</p>	<p>Share the learning objective with the children – what parts of our plan form the middle of the story? Discuss what should happen next and ask children what information will be important (e.g. describing the shed, including emotions of the children). Model to the pupils (using resource 8b) how to write the problem of the story following on from the opening activity.</p> <p>Children to use all resources available to them in the class.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Give children Resource 8c. Children to write in full sentences independently but given support to write the first sentence in this lesson to help them to link their writing. Encourage children to say each sentence before writing it.</p>	<p>Expect</p> <p>Give children Resource 8cb. Children to complete the problem to their story, trying to include expanded noun phrases and conjunctions to explain why. Support this group in using conjunctions accurately.</p>	<p>Extend</p> <p>Children to use their plans to write the problem to their story using expanded noun phrases, adverbs and conjunctions, spelling all high frequency words correctly.</p>
<p>Plenary</p>	<p>Ask the children to tell a partner what will happen next in their story? Can they explain this in under 20 words? Under 10 words? Now play 'fastest finger' again.</p>		
<p>Further Teaching Points</p>	<p>Allow the children time to compare and contrast their version against the original. Create illustrations for their stories or a front cover and blurb. Share some stories with unconventional endings.</p>		

<p>Year: 2</p> <p>Resources: 9a, 9b</p>	<p>Lesson objective:</p> <p>To write the ending to a story.</p> 		
<p>Book Title & Author: The Bog Baby by Jeanne Willis</p> <p>Publisher and Year: Puffin Books, Paperback</p>	<p>Lesson Number: 9</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Share the learning objective. Explain that you have decided on how you are going to complete your story and write 'And they lived happily ever after' on the board. What is the reaction from the children? Is this an appropriate ending to this story? What information is needed before we can really finish the story? How did the original book end? Discuss how different types of stories have different journeys / patterns and end in different ways. Allow the children some time to discuss and recall stories they are familiar with which have contrasting endings.</p>		
<p>Lesson Input</p>	<p>Look at an example plan from one of the children. Explain the approach that children need to take this lesson. First, they need to read their previous learning and match this to the plan. This will tell them where to start from.</p> <p>Model to the children how to finish writing the story (using resource 9b)– where possible using words from the working wall and some target vocabulary from the book which you want them to use (noted on board).</p> <p>Children to use all resources available to them.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to complete the story using their plan. Children to write in full sentences using correct punctuation and using phonics knowledge.</p>	<p>Expect</p> <p>Children to complete the story using their plan. Encourage children to extend some sentences with conjunctions and including noun phrases where appropriate.</p>	<p>Extend</p> <p>Children to complete the story using their plan. Children to use taught grammar in their writing and spelling high frequency words correctly.</p>
<p>Plenary</p>	<p>Resource 9b. Allow time for children to read through their whole story and then use the self-marking grid to say what they think they have achieved. Children can they state what they think have done well and something that they could edit.</p>		
<p>Further Teaching Points</p>	<p>Children to work in groups to act out their story or read stories aloud to practice reading fluently and with more expression (as well as listening skills).</p>		

Year: 2 Resources:		Lesson objective: To edit and improve my own work.	
Book Title & Author: The Bog Baby by Jeanne Willis Publisher and Year: Puffin Books, Paperback		Lesson Number: 10	
Hook into Session/ Opening Activities	Play hangman with high frequency spelling words to embed spelling and so they are fresh in children's mind for editing their work. Do the children have any ways to help them remember how to spell certain ones? Prior to the lesson identify and note down common errors and misconceptions found across writing from the children. Write/type these on the board to show to the class. Can children identify the errors and help to correct them? Send children away to look through their work for these particular errors and then bring back together.		
Lesson Input	Look at your modelled examples of writing. Are there any boring adjectives? How could we improve them? Are there any sentences that could do with further explanation? Model to the children how to change and improve some sentences (e.g. starting with a fronted adverbial/adverb, adding conjunctions, improving some vocabulary). Children to go to tables and look through their work and make improvements/additions.		
Independent Activities	Simplify Children to make three improvements to their work. Adult may need to guide and give suggestions.	Expect Children to edit/improve at least five things in their work. Try to get children to discuss the improvements and why it is better.	Extend Children to make multiple changes/improvements to their work including re-arranging some sentences with adult guidance if appropriate. Children to discuss why these changes have made it better.
Plenary	Bring children back together and ask for volunteers to read their work or have their work read out. What was really good about the story? What have we enjoyed most about writing the story? What did we think about the original story? You may wish to reread the original and discuss similarities and differences.		
Further Teaching Points	Film the children reading aloud their stories and share these with a wider audience. Read other stories by Jeanne Willis and ask children to choose their favourite. They could write a short book review about their choice or produce some artwork/ a bookmark to celebrate it.		

