



Hibernation Hotel

By John Kelly

Lesson 1

Year: 1

Resources: Resource 1a, Resource 1b, Resource 1c, Resource 1d, Resource 1e, Resource 1f, Resource 1g, Resource 1h, Resource 1i, voice recorder

Lesson objective: I am learning to use adjectives in sentences.

Hook into Session/
Opening Activities

Display **Resource 1a** (a real bear's ear). What can the children see? Can they guess what they are looking at yet? Ask children to share their ideas and encourage the use of varied vocabulary (children could do this in pairs first). Label the image with some adventurous describing words from the children. Repeat with **Resource 1b** (the same bear's eye) What can the children see now? Ask children to share more ideas and use a range of describing words. Label the image with these. Repeat with **Resource 1c** (the bear's snout). What can the children see this time? Again, ask children to share their ideas and use a range of describing words then label the image.

Lesson Input

Display **Resource 1d** (all the images from Resources 1a, b and c together). What do the children predict the image is? When appropriate, reveal the full image (**Resource 1e**). Were the children's predictions of a bear correct? (If needed, explain that the image is a brown bear. Some children may mention the grizzly bear which is a subspecies of the brown bear) Ask the children if they know anything about bears. Share ideas and create a mind map. (This will be referred to again in Lesson 3)

Display **Resource 1f**, which parts of the bear were not shown earlier? (The body and legs) Ask the children to share words associated with these then review the other body parts looked at. Explain that today's lesson focuses on writing sentences that include adjectives which are words that describe nouns. Model writing sentences about a bear. Verbalise each sentence out loud carefully e.g. *The brown bear has small ears*. Emphasise how the sentence begins with a capital letter and ends with a full stop, sound out spellings where possible. Ask the children where the adjectives are. (brown, small) Challenge children to add an extra adjective e.g. *The brown bear has small, round ears*. Repeat process using different bear body parts and adjectives suggested by the children e.g. *The brown bear has sharp, pointy claws*.

Independent Activities

Simplify
Using **Resource 1g**, along with adult support, the children will orally rehearse a sentence (if needed this could be recorded) then write one or two sentences to describe a bear. They will be reminded about using a capital letter to begin a sentence, finger spaces between words, an adjective and a full stop to end each sentence. Some children may need a scribe. Adult to encourage children to think of appropriate adjectives and support spelling.

Expect
Using **Resource 1h**, the children will write sentences describing the bear using a capital letter to begin a sentence, finger spaces between words, an adjective and a full stop to end each sentence. Expect the children to write at least four sentences.

Extend
Using **Resource 1i**, the children will write sentences describing the bears using a capital letter to begin a sentence, finger spaces between words, an adjective and a full stop to end each sentence. Challenge the children to include two adjectives within some sentences and write at least six sentences.

Plenary

Ask a child to share an example; which adjectives can the other children detect which describe the bear well?

Further Teaching Points

Use images of different bears for the children to be able to compare how they are different e.g. polar, black, sun-bear etc. Further investigate the different types of brown bear e.g. Kodiak and Grizzly.



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Lesson 2

<p>Year: 1</p> <p>Resources: Resource 2a, Resource 2b, Resource 2c, Resource 2d, children’s writing from Lesson 1 (Extend group)</p>	<p>Lesson objective: I am learning to use words to join sentences together.</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Display Resource 2a. What words, phrases or sentences can the children say about the bear? Children first share their ideas in pairs then scribe some simple sentences. Can the children explain what is needed when writing a sentence e.g. capital letter to start, finger spaces, full stop to finish? Can the children identify two, word types? E.g. What sort of a words are brown, furry, small? (Adjectives) What sort of words are eyes, snout, ears? (Nouns)</p>		
<p>Lesson Input</p>	<p>Choose two sentences from the opening activity that can be linked together, e.g. The bear has small, brown eyes. The bear has soft fur. Ask the children how we can join the two sentences together. (Use ‘and’) Model how to do this, making it explicitly clear that only one capital letter and full stop will now be needed, i.e. <i>The bear has small, brown eyes and soft fur.</i></p> <p>Along with not needing the extra capital letter and full stop, can the children see anything else that has been removed from the original two sentences? Explain how the conjunction <i>and</i> has replaced ‘The’ and the second ‘bear has’ is not needed i.e. <i>The brown bear has four, strong legs. The brown bear has sharp, deadly claws.</i> becomes... <i>The brown bear has four, strong legs and sharp, deadly claws.</i></p> <p>Repeat with other examples as necessary reinforcing how to join the two simple sentences. Extend more able children to try to use the conjunction ‘but’ to show a contrast. E.g. <i>The brown bear has soft fur but deadly claws.</i></p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Using Resource 2b and with adult support, the children join two given sentences with ‘and’.</p>	<p>Expect</p> <p>Using Resource 2c (or their writing from the last session if preferred), the children join two sentences together with ‘and’.</p>	<p>Extend</p> <p>Using their writing from the previous lesson (and newly made sentences if appropriate), the children join two sentences together with ‘and’. Challenge them to use the co-ordinating conjunction ‘but’, e.g. <i>The bear has a long snout but small, rounded ears.</i> etc.</p> <p>Expect children to include two adjectives in some of their sentences.</p>
<p>Plenary</p>	<p>Show the children Resource 2d. What sentences can the children think of to include the conjunctions ‘and’ or ‘but’ when looking at the different types of bear? E.g. <i>The polar bear and panda bear both have white fur on them.</i> ‘<i>The black bear has black fur but the polar bear has white fur.</i></p>		
<p>Further Teaching Points</p>	<p>Find conjunctions during Guided Reading. Use them when writing in other subjects.</p>		



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Lesson 3

<p>Year: 1</p> <p>Resources: Resource 3a, Resource 3b, Resource 3c, Resource 3d, Resource 3f, Resource 3g, mind map from lesson 1, map of the world</p>	<p>Lesson objective: I am learning to find information for a non-chronological report.</p>
<p>Hook into Session/ Opening Activities</p>	<p>Have enlarged copies of resources 3c, 3d, 3e and 3f to hand (but not displayed yet if using classroom for main activity).</p> <p>Display Resource 3a. What animals can the children see? Do they know the animals' names? Ask children to confer with a partner before sharing ideas with the class. Display Resource 3b. Were the children correct? What do the children think they know about the skunk, beaver and racoon? Add ideas to the mind map that was begun in lesson 1.</p>
<p>Lesson Input</p>	<p>Display an enlarged version of Resource 3c. Explain that it is a report about the mammals from North America but parts of it are missing! (You may wish to display a map of the world and explain where North America is here) Before reading the first paragraph, explain what the features are i.e. title, photograph, information chunked into paragraphs with a subheading above each. What is the ? symbol at the end of each subheading? Read the subheading with appropriate intonation at the end of the sentence. Explain that the subheading is a question, so it ends with a question mark. Read the information under the '<u>What is a brown bear?</u>' subheading. Discuss with the children what other information might be missing from the report. What questions might the children want to ask to find out more about bears and the other animals beyond their appearance? Scribe some suggestions that might also be included in the paragraph about brown bears (e.g. where brown bears come from, what they eat etc.). Add possible question subheadings onto Resource 3c e.g. <u>What is a racoon?</u></p> <p>Explain to the children that they will be finding out the answers to these questions in small groups.</p>
<p>Independent Activities</p>	<p>All Groups</p> <p><i>Please note: the 'nut' shown on Resource 3d is a hazelnut and the fish is a salmon.</i></p> <p>Sort the children into four mixed ability groups (or however you feel is appropriate to your class). Resources 3d, 3e, 3f, and 3g are labelled 1- 4. These could be displayed around the hall or playground. Children will move around to each, in their groups to look at the pictures and read the words (encourage more able readers to support those less confident; arrange adult support where needed) Give the children a set amount of time you feel appropriate to move around and gather information. (<i>Please note: The brown bear comes from North America but also Europe and Asia. The beaver comes from North America and Europe. As the other animals mentioned in 'Hibernation Hotel' are mostly from North America too, it is this area of origin that has been focused on. Only a small selection of other facts about the four animals have been chosen to not overload the children with information.</i>)</p>
<p>Plenary</p>	<p>Bring the children back together and display each of the Resources 3d to g in turn to discuss. What did they find out? What information was given? What words did they not understand the meaning of? ('cm', 'omnivore', 'herbivore' and 'mammal' will probably need discussion) What more have they learned about bears, racoons, beavers and skunks? What information was similar for all four species? (Information could be added to the mind map that was begun in lesson 1 and continued at the start of this lesson)</p> <p>Return to Resource 3c and look at the subheadings the children came up with earlier - do they have the information they need to answer the questions? Does it matter which order the subheadings appear? (No) Explain that for a 'non-chronological' report, it does not matter (the word 'chronological order' means in time order; writing e.g. a story usually needs to be in time order)</p>
<p>Further Teaching Points</p>	<p>Research and write about just the brown bear in more detail or research the different species of bear from Resource 2d.</p>



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Lesson 4

<p>Year: 1</p> <p>Resources: Resource 3c, Resource 3d, Resource 3e, Resource 3f and Resource 3g from the previous session, 4a, 4b, 4c, 4d, 4e, 4f, 4g, voice recorder</p>	<p>Lesson objective: I am learning to write a non-chronological report.</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Display Resource 4a. What interesting facts about the brown bear, skunk, beaver and raccoon can they remember from lesson 3? Ask the children to share ideas with a partner (or partners) clarifying that you will be asking people what their partner(s) shared to check everyone has been listening to each other. Ask children what their partner(s) shared. Encourage partners to give clues if anyone gets stuck. Now display Resource 4b. Explain we are going to find out a little bit more about these animals' behaviour. Read the words 'nocturnal', 'hibernate' and 'hibernation' out loud to the children. Do any of them know what the words mean? Encourage children to share their ideas. Then, explain what the words mean and how the skunk, beaver and raccoon are nocturnal animals, whereas the bear hibernates (goes into hibernation) in the winter. Explain that brown bears are most active in the mornings and early evenings and this is known as <i>crepuscular</i>. Also mention that while not true hibernating animals, the skunk, raccoon and beaver are less active during the winter months.</p>	
<p>Lesson Input</p>	<p>Using Resource 3c from the previous session, model writing factual sentences for one of the subheadings. Verbally rehearse what you will write out loud: make it explicit that each sentence begins with a capital letter, includes a conjunction where appropriate and ends with a full stop. Sound out words where possible. (See Resources 4c and 4d for an example text) Use Resource 4e to check the writing when an example paragraph is complete.</p>	
<p>Independent Activities</p>	<p>Simplify</p> <p>Using Resource 3d, along with adult support, the children will orally rehearse a sentence (if needed this could be recorded) then write at least three sentences for the brown bear paragraph. They will be reminded about: using a capital letter to begin a sentence; fingers spaces between words; adjectives; and a full stop to end each sentence. (Some children may need a scribe to help them compose their sentence/s). Use Resource 4g to write on if needed.</p>	<p>Expect & Extend</p> <p>Writing about all four animals could take a long time to complete thus the children in these groups could be paired (mixed ability) to produce a complete report. Certain animals could be assigned to each partner in each pair. Or the children could be grouped into 4s to write a paragraph each to create a collaborative non-chronological report. Alternatively, the 'Expect' group could be paired and the 'Extend' children be expected to write about all four animals.</p> <p>Resource 4f word bank available for support.</p> <p>Give children access to Resources 3d to g if needed as information prompts/reminders of facts.</p>
<p>Plenary</p>	<p>Children check their work using Resource 4e.</p>	
<p>Further Teaching Points</p>	<p>Explore adding labels to an image used in a non-chronological report e.g. body parts of a beaver. Children could spend the next session editing their work (see Lesson 10)</p>	



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Lesson 5

<p>Year: 1</p> <p>Resources: Hibernation Hotel book, Resource 5a, Resource 5b, voice recorder</p>	<p>Lesson objective: I am learning to predict what will happen in a story.</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Share the lesson objective with the children; explain that ‘to predict’ means to use clues from the words and pictures about what might happen next in a story. Share the title of the book: ‘Hibernation Hotel’. What does ‘hibernation’ mean? Have any of the children been to a hotel? Who might the main character of the story be in this story based on the title of the story? Ask the children to predict.</p> <p><u>Looking at the front and back cover:</u> Show the children the front cover of the book. What can they see? Who is the main character? Were their predictions accurate? Where is the bear stood? How do the children think the bear and bellboy feel? Turn the book around to see the back cover. What time of year is it? Where is the hotel? What are the clues as to when and where the story is set? (Winter - snow, near a mountain – pine trees, dark blue mountain, high in the background). Explain that usually on the back cover of a book there is a piece of writing called a blurb which gives the reader a short description about the book. Read the blurb to the children. What predictions do the children have as to why the bear might be at the hotel? Give children thinking and talk time, then allow them to share predictions. Scribe some ideas on to an enlarged version of Resource 5a to refer to later.</p>		
<p>Lesson Input</p>	<p><u>Reading the story:</u> Begin reading the first page which ends with ‘<i>And Skunk, frankly, was a little bit whiffy</i>’ to the children, model reading with pace and intonation. Then, explore the illustration of the bear in the cave (don’t reveal the next part of the story on page 2 yet) What is going on in the cave? How is Bear feeling? Why? Who else is in the cave? Do they feel the same way as Bear? How do you know? Give children thinking and talking time to do this. Add some suggestions to Resource 5a.</p> <p>Return to the story. Read page 2, were the children correct in predicting that Bear is not happy? Why is Bear in the cave? Why are all the other animals with him? Can they find Raccoon, Beaver and Skunk? Continue reading the story, pause at the end of page 4 (where Bear is in a car), what’s funny about the registration plate? (It spells out BEAR) What or who is hiding in the suitcases? Do the children think Bear will get a good night’s sleep? Continue reading the story, explore the images e.g. on pages 5 and 6 – how do the other guests feel about Bear being in the hotel? Why? Continue to pages 9 and 10 where Bear is in bed and the text ends with ‘<i>Perfect! he yawned as he closed his eyes, and...</i>’ Ask the children to consider why the sentence has stopped the way it has, what might happen next?</p> <p>Continue reading up to page 17 and 18 where the text ends with ‘<i>And right then Bear knew EXACTLY why he couldn’t get to sleep.</i>’ Explain to the children that they will predict what happens to Bear next.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Using Resource 5b and with adult support, the children will orally rehearse (if needed this could be recorded) then write two sentences predicting what will happen to Bear beyond page 18. (Some children may need a scribe to help them compose their sentences.)</p>	<p>Expect</p> <p>Using Resource 5b independently, the children will complete two sentences predicting what will happen to Bear beyond page 18.</p>	<p>Extend</p> <p>Using Resource 5b as a guide, children copy and complete the sentences, inserting their own predictions as to what will happen in the story beyond page 18.</p>
<p>Plenary</p>	<p>Children share their predictions. Then, read the end of the story to the children to find out how accurate their predictions were and to find out what really happened to Bear. Were they surprised? What did the children like or not like about the story?</p>		
<p>Further Teaching Points</p>	<p>Write a book review of the story.</p>		



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Lesson 6

<p>Year: 1</p> <p>Resources: Resource 6a, Resource 6b, Resource 6c, Resource 6d, Resource 6e, Resource 6f, Hibernation Hotel book</p>	<p>Lesson objective: I am learning to use the suffix 'ing'.</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Display Resource 6a. Can any of the children read the word in the centre of the page? What does it say? (Verb) What is the word that the arrow is pointing to? (Sleep) Who can work out what a verb is using the clue 'sleep'? Explain that a verb shows actions, motions, doing, or states of being. Ask the children for some suggestions of other verbs they may know and add them to Resource 6a. You may want to ask the children to confer in pairs before scribing suggestions – write these down as root words (e.g. see, do, look, go etc.)</p>	
<p>Lesson Input</p>	<p>Explain to the children that the words you have written down are 'root' words and that more letters called 'suffixes' can be added to the end of a root word so for example, the word 'sleep' can be changed into 'sleeping' – model this. Display Resource 6b. Read the words on the left and the right with the children. Ask the children to match the root word with its pair that ends in 'ing'. Challenge the more able children to spot anything different in the spelling of words that end in 'e'. (This activity could be done as a whole class or you may wish to do this activity in mixed ability pairs/small groups at tables.) Review answers using Resources 6c. Did anyone notice what happens to the words 'drive' and 'bounce' when the suffix 'ing' is added? Explain that the spelling of most verbs when adding 'ing' does not change like <i>eat</i> and <i>eating</i> for example. However, sometimes certain words have a different rule, if a verb ends in 'e', the letter 'e' is dropped when adding 'ing' hence 'bounce' becomes 'bouncing'.</p> <p>Using the Hibernation Hotel book, ask the children to pick out verbs from Resource 6a that they can see from some of the illustrations e.g. on pages 1 and 2, the animals are 'sleeping', Bear is 'moaning', on pages 3 and 4, Bear is 'speaking' and 'driving' etc.</p>	
<p>Independent Activities</p>	<p>Simplify</p> <p>Using Resource 6d and with adult support, children choose the correct verb ending in 'ing' to complete the story. Words could be written or cut out and stuck in the correct gap. Once children have accurately completed a couple of these, they could be challenged to have a guess at the answer to the next one and compare with the options.</p>	<p>Expect</p> <p>Using Resource 6e children choose the correct verb ending in 'ing' to complete the story. Words could be written or cut out and stuck in the correct gap.</p> <p>Extend</p> <p>With adult support, continue choosing verbs that can be seen from illustrations in the book. Children write their own sentences including the verbs ending in 'ing'. Challenge the children to choose synonyms where possible e.g. instead of 'Bear was moaning', 'Bear was complaining'.</p>
<p>Plenary</p>	<p>Perform a mime of a verb. Can the children guess what the word is? What is the word with the suffix from today's lesson? Can they put that word into a sentence? Ask children to perform their own verbs for the rest of the class to guess.</p>	
<p>Further Teaching Points</p>	<p>Find words ending in 'ing' during Guided Reading time.</p>	



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Lesson 7

<p>Year: 1</p> <p>Resources: Resource 7a, Resource 7b, Resource 7c (if required, different coloured pencils could be used to complete) Resource 7d, Resource 7e (this will need to be copied and cut up prior to the lesson for several groups during the main activity), Resource 7f</p>	<p>Lesson objective: I am learning to use the suffix 'ed'.</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Ask the children to remind you what a verb is. Write a verb ending in 'ing' e.g. 'watching'. What part of the word is the root word? (watch) What do we call the extra letters at the end of the root word? (A suffix) Ask the children to be word detectives and identify the root words from Resource 7a. Review answers using Resource 7b (if required).</p>	
<p>Lesson Input</p>	<p>Choose a regular verb e.g. 'jump'. Ask a volunteer to demonstrate the action. What is the volunteer doing? They are 'jumping'. Write this in a sentence e.g. 'Asad is jumping'. Ask the volunteer to stop. Then write e.g. 'Asad jumped.' What has happened to the root verb? What has happened to the suffix? Explain that while you could have written 'Asad was jumping', in this new sentence you have used the suffix 'ed' instead to show that the action has happened. Ask the children to match the 'ing' and 'ed' words using Resource 7c. This could be completed as a whole class activity or in mixed ability pairs. (Words could be matched by being shaded in the same colours) Review answers. Ask the children to put some of the examples into a sentence. Explain that when writing, verbs ending in 'ing' and 'ed' can be used in the same piece of writing e.g. Bear liked <u>jumping</u> so he <u>jumped</u> onto the bed!</p>	
<p>Independent Activities</p>	<p>Simplify</p> <p>Using Resource 7d and with adult support, children choose the correct verb ending in 'ed' to complete the story. Words could be written or cut out and stuck in the correct gap. Once children have accurately completed a couple of these, they could be challenged to have a guess at the answer to the next one and compare with the options. As an extension – children act out the verbs to help them write a sentence linked to the story.</p>	<p>Expect & Extend</p> <p>Using the words from Resource 7e, children in mixed ability pairs/trios/fours, turn the words face down on the table and play a game of 'Pairs'. They will need to take turns picking up one word then another to see if they have found its match. When all the pairs have been found, the child with the most pairs is the winner. Then, the children will create sentences linked to the story using the verbs given. Challenge the children to use verbs not given in their own story sentences.</p>
<p>Plenary</p>	<p>Look at the words displayed on Resource 7f. Explain that Bear is struggling to spell these words. Why has Bear ended the verbs with the letter 't' and not 'ed'? What advice can the children give him for spelling these words?</p>	
<p>Further Teaching Points</p>	<p>Find words ending in 'ed' during Guided Reading time.</p>	



Hibernation Hotel

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Lesson 8

Year: 1 Resources: Resource 8a, Resource 8b, Resource 8c, Resource 8d, Hibernation Hotel book, camera	Lesson objective: I am learning to use role-play to plan a piece of writing.
Hook into Session/ Opening Activities	Show children Resource 8a . Read the sentences with appropriate intonation. What is missing in each sentence? Explain that each sentence is missing either a full stop, question mark or exclamation mark at the end. Give the children an example of when each could be used to show a statement, question or exclamation. Then, ask volunteers to come up and text mark which ending punctuation they would use for each sentence (or this could be a paired/small grouped activity that could be performed at tables). Review the answers (use Resource 8b if needed).
Lesson Input	Ask the children to listen carefully to the events of Hibernation Hotel and read the story again. Display Resource 8c as a visual prompt and explore what is happening in each picture. Ask for a volunteer to pretend to be 'Bear'. Ask for two or three more children to be the 'sleeping animals.' Encourage 'Bear' to use dialogue such as, "I can't sleep! Raccoon snores and Skunk smells!" or 'Harrumph!!' Ask 'sleeping animals' to make snoring noises. Continue this idea with each image to act out the story in sequence, e.g. <i>So he got up, made a phone call and drove to a fancy hotel.</i> Ask a new volunteer to demonstrate 'Bear' on the phone then driving to the hotel. Repeat this idea with different children for each part of the story until it has been completely acted out. (See Resource 8d for more story sentence ideas – can the children identify the verbs that are used in the sentences?)
Independent Activities	All Groups Children work in small mixed ability groups to re-enact the story as demonstrated in the lesson input. Give children copies of Resource 8c to help them recall the main parts of the plot. Adults support the children, where necessary, encouraging good collaboration and turn taking. Record performances as evidence of children's work.
Plenary	Allow one or two groups, who worked particularly well, to share their performances. Read out the sentences from Resource 8d before each section to keep the performers on track. Ask the audience for feedback. What did they really like? Was anything missing that could have been added?
Further Teaching Points	Design and create masks for the characters in the story to help the children get into character for role-play.



Hibernation Hotel

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Lesson 9

<p>Year: 1</p> <p>Resources: Resource 8d (if required), Resource 9a, Resource 9b, Resource 9c, Resource 9d, Resource 9e, Resource 9f, Resource 9g, Resource 9h, video footage from the previous session if available, voice recorder</p>	<p>Lesson objective: I am learning to retell a familiar story.</p>		
<p>Opening Activities</p>	<p>Show the children Resource 9a (the pictures are displayed muddled up so the children could number them 1-8 or copies could be cut up for groups of children to move the pictures around and sequence.) Ask the children to put the story in the correct order. Encourage the children to orally retell the story out loud using the suggested sentence openers to help them sequence the main events of the story. Use Resource 9b to check that the story is sequenced correctly.</p>		
<p>Lesson Input</p>	<p>Explain to the children that in today's lesson they will retell the story of 'Hibernation Hotel' in their own words. Keep Resource 9b displayed. If available, watch any video footage taken during the previous lesson. Then, model write an example of the story with the children. Use different sentence openers as suggested on Resource 9b (or Resource 8d) to encourage the children to think about their own sentence openers as they write. Ensure there is an example of ? and ! and varied verbs to consolidate work from earlier lessons e.g. <i>One day, Bear couldn't hibernate as his friends were using him as a cosy mattress but they were noisy and smelly! So, he made a phone call to book a room and drove to a fancy hotel. At the hotel, Bear loved jumping up and down on the bed and eating lots of snacks. Soon, Bear fell asleep but was woken up. BANG! THUMP! THUMP! What was all that noise? He just had to tell the other guests off for being noisy! Later, Bear still couldn't sleep as he was too hot so he watched some television but he still couldn't snooze so he ordered some food. Suddenly, Bear got a surprise as all his furry friends arrived. They had missed him! Finally, Bear and all his friends fell fast asleep.</i> Verbally rehearse what you will write out loud, make it explicit that each sentence (and Bear's name) begins with a capital letter and ends with a full stop (unless a ! or ? mark is needed). Sound out words where possible. Challenge children to use synonyms for some words e.g. instead of 'jumping', use 'bouncing'. Use Resource 9c to check the writing at the end.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>With adult support, children are to compose sentences to retell the story of Hibernation Hotel using capital letters for the beginning of each sentence, full stops and leaving space between words. They could record their sentences first for support. Resource 9f available for some spellings. Children to write on Resources 9g and 9h.</p>	<p>Expect</p> <p>Children to compose sentences to retell the story of Hibernation Hotel using capital letters for the beginning of sentences, full stops (or ! to end) and leaving space between words. Challenge children to include adjectives e.g. fancy, cosy etc. for some nouns. Resource 9f available for some spellings. Children could write on Resources 9g and 9h.</p>	<p>Extend</p> <p>Children to compose sentences to retell the story of Hibernation Hotel using capital letters for the beginning of the sentence, full stops (or !) and leaving space between words. Expect children to use some different time openers. Challenge children to use an example of ?, include adjectives e.g. fancy, cosy and varied verbs. Resource 9f available for some spellings. Children could write on Resources 9g and 9h or use 9b as a prompt.</p>
<p>Plenary</p>	<p>Children check their writing. The 'Extend' group to use Resource 9c and 'Expect' group to use Resource 9d. The 'Simplify' group, with the support of an adult, to use Resource 9e. Ask a volunteer or two to read their work for peer assessment. Have they written enough detail to retell Bear's story? What good vocabulary have they used. Ask the other children to share what they could hear.</p>		
<p>Further Teaching Points</p>	<p>Write the story in the first person from Bear's point of view. Explore why the animals' names start with capital letter in the story.</p>		



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Lesson 10

<p>Year: 1</p> <p>Resources: Resource 10a, Resource 10b, Resource 10c, Resource 10d, Resource 10e, Resource 10f, Resource 10g (you may wish to also display examples of good presentation at this station for the children to be able to compare against their own work), space for editing stations, children's work to edit from the previous lesson with their accompanying Resource 9c, Resource 9d or Resource 9e, infant dictionaries and thesauruses, a timer</p>	<p>Lesson objective: I am learning to check and edit my writing.</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Share Resource 10a (you may wish to copy and handwrite this example before the lesson to be able to discuss presentation e.g. copy parts of it with letters not formed or 'sat' correctly etc). Introduce Resources 10b, 10c, 10d, 10e, 10f and 10g (you may wish to use your own resource in place of 10g which matches your school handwriting policy). Model working through each one to check the writing and identify clearly how the piece of writing needs improving. Make amendments and edits as needed, to improve the writing.</p>		
<p>Lesson Input</p>	<p>Explain that the classroom has been divided into the different stations for the children to move around in small groups (Resources 10b, 10c, 10d, 10e, 10f and 10g – if you would prefer 5 stations and not 6, group Resources 10c and d together as they both focus on punctuation) Children to be given time to check, evaluate and improve different parts of their writing.</p> <p>Before moving to the next station, give the children time to re-read their work and remind themselves of the things they already know they may be missing by using Resources 9c, 9d or 9e from the last lesson. Give specific verbal feedback to children you feel need targeting.</p> <p>Provide dictionaries and thesauruses at the 'Word Station' for the more able children to use. Encourage pupils to work sensibly as they move around the editing stations. Throughout the lesson, stop for regular mini-plenaries, for children to share how they have improved their work.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>With adult support, pupils re-read, edit and improve their writing.</p>	<p>Expect</p> <p>Children respond to teacher feedback by editing and improving writing using the editing stations as a guide.</p>	<p>Extend</p> <p>Children respond to teacher feedback by editing and improving writing using the editing stations as a guide. Challenge them to use an infant dictionary or thesaurus.</p>
<p>Plenary</p>	<p>Discuss the impact of re-reading and editing writing from the lesson using examples.</p>		
<p>Further Teaching Points</p>	<p>Publish the work after editing has been completed for display.</p>		