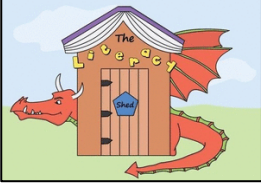
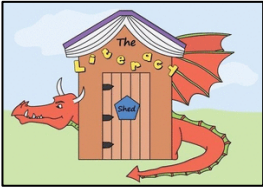
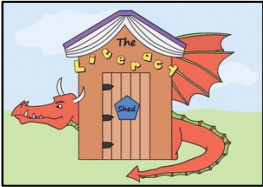
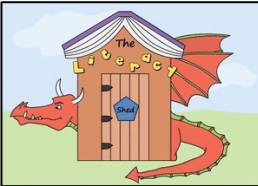
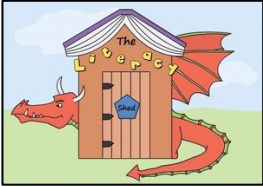


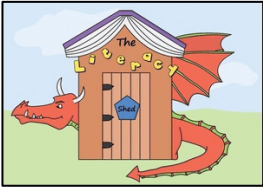
<p>Year: Year 3/4</p> <p>Resources: 1a, 1b, 1c, copies of chapters 1 and 2 of the book 'The Three Farmers' and 'Mr Fox', props for hotseating e.g. hats for the farmers, a bag to hold over a shoulder, a headband with fox ears attached</p>	<p>Lesson objective: I am learning to use hot-seating to explore the thoughts and actions of a character.</p>  <p>Lesson Number: 1</p>
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Show the children just the image of Mr Fox from the front cover of the book (image of Mr Fox carrying a swag bag). What can the children tell you about the fox? Is he the main character? What is he doing? What kind of character do they think he is from the clues in the picture? (The children may notice he is out at night time due to the moon and speculate what is in his bag. Is he sneaking about? Has he stolen anything?) Then turn the children's attention to the characters above the title (the three farmers). Who might these people be? What are they carrying and why? Ask children to predict the link between the fox and the farmers.</p>
<p>Lesson Input</p> <p>If reading with child readers will take up too much of the lesson – teacher to model the reading, possibly giving shorter parts to some readers or asking confident readers to read on. Alternatively, this lesson could be started as part of an 'end of the day' read' if your timetable permits.</p>	<p>Share the title of the book. How do the children imagine Mr Fox may live up to the title 'fantastic'? Find out more about the main characters by reading the first two chapters of the book with the children ('The Three Farmers' and 'Mr Fox', p.1-9). First model reading with pace and intonation then encourage children to read sections in the same way. Begin making a note of unfamiliar vocabulary, particularly the use of alliteration and rhyme.</p> <p>What do we find out about Mr Fox? Were the clues from the image at the beginning of the lesson accurate? Allow children to share their thoughts and feelings about Mr Fox, his life and his family. Why are the farmers so unpleasant? What do they notice about their names? (They all begin with B, i.e. an example of alliteration as seen in the book's title with 'fantastic' and 'fox'). Are they right to be so cross? Is Mr Fox right to steal from them? Devise some open questions they could ask either character. (See Resource 1a for ideas)</p> <p>Get into character as Mr Fox (or one of the farmers to demonstrate how to 'hot-seat' a character.) Encourage the children to ask you questions using the question prompts. Answer in character. If time, ask a child to be a character in order to model different answers and ideas.</p> <p>Organise the children into mixed ability pairs or trios for the below tasks. (You may want to assign different groups a specific character or if time allows, give the children a set amount of time to get into the role of both Mr Fox and one of the farmers.)</p>
<p>Independent Activities</p> <p>Adults monitor groups are working positively and productively and give support where needed.</p>	<p>All Groups</p> <p>Task 1 - Children work together in mixed ability pairs or trios to decide who will be Mr Fox (or one of the farmers) and who will be the interviewer first.</p> <p>Task 2 – Children devise possible answers Mr Fox or one of the farmers may give to questions from the lesson input (Resources 1b and 1c could be used)</p> <p>Task 3 – Children take turns asking 'Mr Fox' or one of the farmers' questions about their lives and reasons for their behaviour.</p>
<p>Plenary</p>	<p>Ask various children to demonstrate their 'hot-seating' skills as Mr Fox or one of the farmers. Are their answers plausible? Explore reasons as to why the farmers are described as mean and horrible in the first chapter even before Mr Fox began stealing from them. Why do they think Roald Dahl called them Boggis, Bunce and Bean? Could it be that together the words don't seem pleasant, just like the characters? (Children may notice that Bunce and Bean rhyme with 'dunce' and 'mean', Boggis 'almost' looks like the word 'bogies').</p>
<p>Further Teaching Points</p>	<p>Children create an extra farmer that could join Boggis, Bunce and Bean whose name also begins with the letter B. How is this character different but also just as horrible?</p>

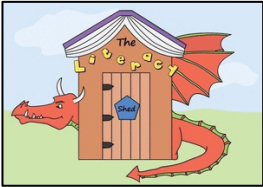
<p>Year: Year 3/4</p> <p>Resources: 2a, 2b, 2c, 2d, 2e, 2f, 2g</p>		<p>Lesson objective: I am learning to describe a character.</p> <p>(Wanted Poster)</p> <p>Lesson Number: 2</p>		
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Children to sit in mixed ability pairs. Ask them to recount what the story is about so far. Then give children Resource 2a. Ask children to read the words in their pairs (ensure that all of the children understand the vocabulary and give the children the opportunity to discuss any language they are unfamiliar with). Now ask children to <u>circle</u> the words Mr Fox would think best describe himself and <u>underline</u> words the farmers would use to describe Mr Fox. Share answers.</p>			
<p>Lesson Input</p> <p>If reading with child readers will take up too much of the lesson – teacher to just model the reading. Alternatively this lesson could be started as part of an ‘end of the day’ read’ if your timetable permits.</p>	<p>Display Resource 2b. Do the children agree? Do the children agree with the words identified for Mr Fox for himself and the words chosen by the farmers? Could any words be both? (E.g. ‘cunning’ could be chosen by Mr Fox and the farmers.)</p> <p>Which farmer is the cleverest and comes up with the ideas to capture Mr Fox? (Bean) Explain that one of the Bean’s previous ideas was to create ‘Wanted’ posters everywhere to help them capture Mr Fox but it was unsuccessful. Explain they will write a new, improved ‘Wanted’ poster to help Bean out. Now display Resources 2c and 2d. Using some of the words from Resource 2d, model writing a character description in the context of a wanted poster on Resource 2c. Use words to describe appearance and personality. (See Resource 2e for ideas and refer to Resource 2g to check you have included what is needed to make the ‘Wanted’ poster successful)</p>			
<p>Independent Activities</p> <p>Adults monitor groups are working positively and productively and give support where needed.</p>	<p>Simplify</p> <p>Children use Resource 2d to write simple sentences about Mr Fox with adult support using their own copy of Resource 2c (or Resource 2f if you want them to draw Mr Fox).</p>	<p>Expect</p> <p>Using a copy of Resource 2b and 2d – Children write character descriptions of Mr Fox (onto Resources 2c or 2f)</p>	<p>Extend</p> <p>As the ‘Expected Group’ but children to be challenged to use some synonyms of words given by using thesauruses. Children could design their own ‘Wanted’ Poster. (Alternatively they could create a wanted poster for the three farmers for crimes against common sense!)</p>	
<p>Plenary</p>	<p>Children sit in mixed ability pairs. First they will assess their own writing using Resource 2g. Then they will swap work and assess each other’s writing and complete the second column of the table to see if the assessments match. Ask children to pick out adjectives that were particularly effective.</p>			
<p>Further Teaching Points</p>	<p>Investigate the use of different prefixes e.g. ir, un, extra and suffixes ‘ing’, ‘ful’, ‘less’ etc.</p> <p>Link to ICT – Children create a ‘Wanted’ poster using a program such as ‘Publisher ’to combine text and images.</p>			

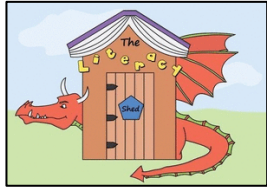
<p>Year: Year 3/4</p> <p>Resources: 3a, 3b, 3c, 3d, 3e, copies of chapter 3 from the book 'The Shooting'</p>		<p>Lesson objective: I am learning to use a range of conjunctions to join clauses.</p> 	
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>		<p>Lesson Number: 3</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Recap what happened in chapters 1 and 2. Challenge children to summarise the farmers' plan in twenty words or less. Then read chapter 3 'The Shooting' together, to find out what happens next.</p>		
<p>Lesson Input</p> <p>If reading with child readers will take up too much of the lesson – teacher to just model the reading. Alternatively this lesson could be started as part of an 'end of the day' read' if your timetable permits.</p>	<p>Display and enlarged version of Resource 3a and read the beginning of a summary of the chapter. Why does the writing seem disjointed? Explain that the sentences could be linked together by conjunctions (Explain that in writing it is good to have a range of sentence lengths) Display Resource 3b and read the range of conjunctions (explain that 'but' and 'however' are synonyms as are 'so' and 'however') Which conjunctions could we use to join the two separated sentences, e.g. Mr Fox asks Mrs Fox what she would like to eat <u>so</u> she tells him she would like some duck for dinner. Mrs Fox warns Mr Fox to be careful <u>because</u> it was getting dangerous to steal from the farmers. Carefully, Mr Fox creeps out of his tunnel <u>then</u> he sniffs the air once <u>and</u> moves a few inches forward. (Remind children then when joining the two sentences, the first full stop and capital letter to begin the second sentence is not needed. Also ensure children realise that when joining two sentences together, some of the pronouns (he) and proper nouns (Mr Fox) can be disregarded. E.g. instead of writing 'He sniffed the air once then Mr Fox moved a few inches forward.' Mr Fox could be disregarded to create; 'He sniffed the air once then moved a few inches forward.'</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>With adult support, children join sentences using Resource 3c. These can be cut up and stuck down with an appropriate conjunction (the sentences are written in order as in the chapter) Alternatively the sentences could be written down and joined as the extra full stop and capital letter have already been removed so the children can focus on the conjunctions. (Reduce the number of sentences that need to be joined if necessary)</p>	<p>Expect</p> <p>Children re-write the paragraph from Resource 3d joining sentences using a variety of conjunctions from the word bank.</p>	<p>Extend</p> <p>As 'Expected' group but children to be challenged to improve the paragraph further by using different openers and detail e.g. <i>Carefully and silently, Mr Fox crept out of the safety of cosy tunnel. He sniffed the cold air once then cautiously moved a few inches forward. Suspiciously, his black nose twitched from side to side then heard a soft rustling sound. Immediately, Mr Fox flattened his body against the floor.</i></p>
<p>Plenary</p>	<p>How many different conjunctions have they used in their writing today? Show Resource 3e. What is wrong (it is one big sentence with 'then' being overused). Ask the children to be the teacher and correct the sentence. Discuss improvements they made.</p>		
<p>Further Teaching Points</p>	<p>Experiment with ordering some of the clauses and changing some of the conjunctions e.g.</p> <p><i>He waited <u>until</u> he heard nothing more.</i></p> <p><i><u>Until</u> he heard nothing, he waited.</i></p> <p><i>It was the barrel of a gun <u>so</u> Mr Fox jumped back into his hole!</i></p> <p><i>Mr Fox jumped back into his hole <u>when</u> he saw it was the barrel of a gun!</i></p>		

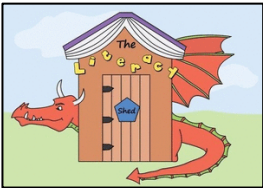
<p>Year: Year 3/4</p> <p>Resources: Resources 4a, 4b, 4c, 4d, 4e, 4f, 4g, copies of chapter 4 'The Terrible Shovels', highlighters or coloured pencils, the first two pages of chapter 5 'The Terrible Tractors'</p>		<p>Lesson objective: I am learning to punctuate dialogue and use reporting clauses.</p> 	
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>		<p>Lesson Number: 4</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Read chapter 4 'The Terrible Shovels' with the children. Model reading with pace and intonation for dialogue especially, encourage children to read sections. Look at page 19 where Mrs Fox states "Your father is a fantastic fox." Do the children agree? Yes? No? Maybe? Ask them to share their thoughts and challenge them to use evidence from the text. (<i>The children could suggest he is fantastic as he often outwits the farmers and seems to have done so again by the end of the chapter. Other children may suggest he is not that fantastic as he has had his tail shot off and put his family's life in danger</i>).</p>		
<p>Lesson Input</p> <p>If reading with child readers will take up too much of the lesson – teacher to just model the reading. Alternatively this lesson could be started as part of an 'end of the day' read' if your timetable permits.</p>	<p>Model text highlighting of the dialogue on the first page of the chapter. How do we know a character is speaking? Explain that when we write dialogue we use "and" but often in books only one inverted comma is shown. In mixed ability pairs, children to highlight the dialogue they can see in the chapter with a highlighter or lightly coloured pencil crayon (dialogue could be underlined if highlighters or coloured pencils are not available) Ask them to focus on how dialogue is presented (i.e. what other punctuation is used, does the author always identify who is speaking?) Share observations. Together create criteria needed to punctuate dialogue correctly. E.g. "before a character speaks; sentences begin with a capital letter; punctuation to show a character has stopped speaking;" to show a character has stopped speaking; a new line for a new speaker. Can they see any synonyms for 'said'? (Explain that <i>said</i> is very useful but once in a while, other words can be used for style!)</p> <p>Display Resource 4a and read the conversation between the fox family with the children. How has it been made clear who is talking? (The speech bubbles have been colour coded) How can we show who is speaking when we can't use a speech bubble? Discuss how we can use a reporting clause to show which character is saying what. Model converting Resource 4a into reported speech using ideas children observed from their text marking. To extend, model adding extra detail. (See Resource 4b for ideas) Ensure children understand that with a speech bubble which ends in a full stop, when turned into speech punctuation, the full stop would need to become a comma before the" (unless the speech came at the end of the sentence. i.e. Mr Fox sighed sadly, "I'm afraid it won't. I will be tail-less forever.")</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Insert the correct punctuation into pre-written sentences. Challenge children to use some different words for said from a word bank. (Resource 4f) If children complete the task, they could work in pairs and add speech to Resource 4d.</p>	<p>Expect</p> <p>Children copy and complete Resource 4e by adding inverted commas and detail as to what a character was doing. Even though ideas are given, challenge children to add their own detail too.</p>	<p>Extend</p> <p>Using Resource 4c (and Resource 4d to continue the conversation if required), children convert the speech bubbles into reported speech with reporting clauses and detail that shows what a character was doing as they speak.</p>
<p>Plenary</p>	<p>Give the children copies of Resource 4g which shows a sentence that has been inaccurately punctuated. Ask them to 'be the teacher' and correct it. Can they improve the sentence even further by changing the word said, adding an adverb of manner or add any extra detail? Give children time to improve the sentence. Ask them to explain how they have improved it. Read the first two pages of 'The Terrible Tractors' (pages 20 and 21) to find out what the farmers plan to do next. What do the children predict will happen after this? Will Fantastic Mr Fox finally get caught?</p>		
<p>Further Teaching Points</p>	<p>Explore moving speech around in a sentence in different ways e.g. "I've got it come on! There's not a moment to lose!" shouted Mr Fox as he jumped up. OR Mr Fox jumped up and shouted, "I've got it! There's not a moment to lose!" OR "I've got it!" shouted Mr Fox as he jumped up. "There's not a moment to lose!" Use Guided Reading to continue identifying and discussing speech and how it is written.</p>		

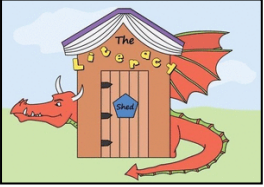
<p>Year: Year 3/4</p> <p>Resources: Resources 5a, 5b, copies of chapters 5 and 6 'The Terrible Tractors' and 'The Race', copies of a range of newspapers such as 'First News'</p>	<p>Lesson objective: I am learning to identify the features and 5Ws of a newspaper report</p>  <p>Lesson Number: 5</p>
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Recap the story so far and how at the beginning of chapter 4, the farmers' new plan was to use mechanical shovels to get to Mr Fox and his family. Read the rest of the chapter with the children to discover how the farmers brought huge diggers to dig out massive amounts of soil. Focus on page 28, why did the people 'jeer'? What does jeer mean? Who else might come and look at the crater the farmers have dug? Would the police attend? Or a newspaper reporter?</p>
<p>Lesson Input</p>	<p>Ask and discuss with the children the following questions: What is a newspaper? Why do people read them? What types of things are written in them? Who writes news stories?</p> <p>Explain that one of the people stood jeering on the hill called the local newspaper. Tell the children that for next few sessions they will imagine they are a reporter for that local newspaper and will write a newspaper report about what happened. Show children a range of newspapers to first explore the features (you could use suitable articles from a local newspaper or a children's newspapers such as 'First News'). Pick a newspaper article and find the features using Resource 5a. Then let the children work in mixed ability pairs or small groups to identify the features of a different article. (Task 1)</p> <p>Explain that when writing an article, a reporter needs to include the 5Ws at the beginning of their writing. Show children the enlarged version of Resource 5b to identify the 5Ws. Discuss that the beginning of a newspaper article is meant to grab the reader's attention and should be no longer than a couple of sentences long. Ask children to consider what the 5Ws for a newspaper article for the farmers digging up the hill could be in pairs. (Task 2)</p>
<p>Independent Activities</p>	<p>All Groups</p> <p>Task 1 – Children work in mixed ability pairs or groups to find the features of a newspaper report using Resource 5a.</p> <p>Task 2 – Children in mixed ability pairs, decide what the 5Ws will be for an article about the farmers digging for Mr Fox using Resource 5b.</p>
<p>Plenary</p>	<p>Together create an overall 5Ws sentence using the children's ideas e.g. When – Last week; Who – three local farmers called Boggis, Bunce and Bean; What – dug a big crater with mechanical diggers; Where – in a field by the woods; Why – to capture a family of foxes.</p>
<p>Further Teaching Points</p>	<p>Children draw the scene of the farmers in their mechanical diggers next to the crater they have dug and create a range of captions that could be used for that image.</p> <p>It may be useful to read chapters 7 and 8 of the book before the next lesson.</p>

<p>Year: Year 3/4</p> <p>Resources: 5a (if needed), 6a, sugar paper to work on in small groups, 6b, 6c, 6d, 6e, 6f, chapters 7 and 8 'We'll never let him go' and 'The Foxes begin to starve', dictionaries, thesauruses</p>		<p>Lesson objective: I am learning to write the opening and main body of a report.</p> 	
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>		<p>Lesson Number: 6</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Prior to the lesson, read chapters 7 and 8 of the book with the children, however pages 32 and 33 could just be read as they explain that the farmers continue to hunt the fox but instruct their workmen (108 men in total) to be on guard around the hill.</p> <p>Ask the children if they can identify the story from the newspaper headlines from Resource 6a. (Snow White, Goldilocks and the Three Bears, Charlie and the Chocolate Factory, Little Red Riding Hood, Harry Potter and the Deathly Hallows). In small groups, ask the children to come up with headlines for a newspaper article about the farmers digging for Mr Fox. Discuss the use of alliteration, omitted words, rhyme and word play. Children should use sugar paper and work in small teams to come up with several examples of suitable headlines. Share ideas.</p>		
<p>Lesson Input</p>	<p>Choose one of the headlines created by the children. Recap the other features of a newspaper report with the children (you may wish to look at a completed version of Resource 5a from the previous session. Then model-write the opening of a newspaper article about the farmers, beginning with the orientation (5Ws from the plenary of session 5 but improved) Example:</p> <p><i>Late last week, three farmers named locally as Boggis, Bunce and Bean excavated a huge crater with mechanical diggers in a field by the edge of Heaton Wood to capture a family of foxes.</i></p> <p>Continue writing in the style of a newspaper report in the past tense recounting how locals were drawn to the site after hearing lots of commotion and seeing the pollution from the diggers. (Do not include a quote from a witness or the reorientation – that will be the focus of the following session) Example:</p> <p><i>Locals were first made aware of the incident when they heard loud machinery and witnessed plumes of smoke coming from what is usually a peaceful area of woodland three miles outside of town. Allegedly, three local residents who own nearby poultry farms had taken it upon themselves to track down a family of foxes that have been decimating their livestock of chickens, ducks and geese. What began as digging the ground with shovels to search for the foxes' den, soon escalated into a full scale war against the vermin.</i></p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Working with an adult in a small group, children contribute ideas to the writing of a simple report recounting what happened up to the extra workhands being brought into guard the hill.</p> <p>(Work on an enlarged version of Resources 6d and 6e)</p>	<p>Expect</p> <p>Children write their own version of a newspaper report on Resources 6b and 6c.</p>	<p>Extend</p> <p>Children write their own version of a newspaper report on Resources 6b and 6c. Children to use thesauruses and dictionaries to include formal/technical vocabulary as in the teacher example above.</p>
<p>Plenary</p>	<p>Show children Resource 6f. Using the example written together during the main lesson input. Tick off what has been achieved so far in the writing. What hasn't been ticked off yet? (The quotations and concluding re-orientation at the very least). Ask children to tick off what they have done so far with their own writing. Explain that as the report isn't finished, not all of it should be ticked off yet.</p>		
<p>Further Teaching Points</p>	<p>Continue reading children's newspapers such as 'First News' in sessions such as Guided Reading to consolidate their understanding of newspapers and keep children up to date with world wide news.</p>		

<p>Year: Year 3/4</p> <p>Resources: Newspaper reports begun in the previous session, Resources 6f, 7a, chapter 18 'Still Waiting', image of witnesses from page 29</p>		<p>Lesson objective: I am learning to quote a witness and conclude a newspaper report.</p> 	
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>		<p>Lesson Number: 7</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Show the image of the local people peering over the crater in the hill from page 28. Recap what Roald Dahl said, <i>"The people jeered and laughed"</i>. If a reporter were to interview them, what might they say to a journalist for him or her to quote in their news report? Add ideas to Resource 7a. Remind children of work done in lesson 4 regarding punctuating dialogue and reporting clauses. Model converting ideas scribed in the speech bubbles into a quotation e.g.</p> <p><i>When asked about the incident, local baker, Abe Smith, 42, stated, "It's ridiculous! They've been digging for days and caused such a racket not to mention a huge hole in the landscape. They're a trio of turnips!"</i></p> <p>Explain that in reports; journalists often use verbs such as 'stated', 'commented' and 'remarked' when they mean 'said'.</p>		
<p>Lesson Input</p>	<p>Explain to the children that they will find out what Mr Fox does, but for the sake of the newspaper report, they will find out what happens to the farmers first. Read the last chapter of the book (Chapter 18 'Still Waiting') to discover that they never find Mr Fox and are left waiting in the crater in the rain. How could we use this to conclude our report? Explain that after the quote from a witness or witnesses, they need to finish the report off with a re-orientation. Model adding a short re-orientation to end the report. Example.</p> <p><i>As of yesterday, the farmers continue their vigil at the bottom of the crater after their workmen gave up and went home. How long the three farmers intend to stay is uncertain and the whereabouts of the fox family remains unknown.</i></p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Working with an adult in a small group, children continue contributing ideas to the writing of a simple report with one quote and simple conclusion.</p> <p>(Work on an enlarged version of Resources 6d and 6e)</p>	<p>Expect</p> <p>Children complete writing their own version of a newspaper report on Resources 6b and 6c and include at least one quote and the re-orientation.</p>	<p>Extend</p> <p>Children complete writing their own version of a newspaper report on Resources 6b and 6c and include two quotes (one from a witness and another from one of the farmers justifying their actions). Children to use thesauruses and dictionaries to include more adventurous vocabulary.</p>
<p>Plenary</p>	<p>Show children Resource 6f again. Using the example written together during the main lesson input, finish ticking off what features have been included to make the writing successful. Children could swap work to see if they agree.</p>		
<p>Further Teaching Points</p>	<p>Give children time to finish off the full report by adding their own image with suitable caption.</p> <p>Ensure chapters 9 to 17 have been read before next lesson.</p>		

<p>Year: Year 3/4</p> <p>Resources: 8a, 8b, 8c, 8d, copies chapters 9-17 of the book (one between two)</p>		<p>Lesson objective: I am learning to sequence events.</p> 
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>		<p>Lesson Number: 8</p>
<p>Hook into Session/ Opening Activities</p>	<p>Prior to the lesson, chapters 9 to 17 need to be read with the children. They will find out that Mr Fox has the idea of burrowing further until one by one, he, his family and other characters end up raiding Boggis, Bunce and Bean's farms then have a tremendous feast together.</p> <p>Using an enlarged version of Resource 8a. Children work in mixed ability pairs or small groups to order what happens in the story from Mr Fox coming up with his plan in chapter 9 to the feast in chapter 17. (Children could number each statement or cut them up to re-order). The correct order is on Resource 8b. Were the children correct in their sequencing?</p>	
<p>Lesson Input</p>	<p>Return to page 46 in chapter 12 'Badger'. What has been happening to the other creatures that live near the farmers? What has happened to Badger in particular? Why was he really cross with Mr Fox? (He has also been trapped under the hill and slowly begun to starve which is all because the farmers are hunting the foxes).</p> <p>Focus on the part of Resource 8b that involves Badger. Is he really an angry badger? (No) How do we know? (He worries about stealing) Explain that today they will begin planning a diary entry, recounting the events underground from the point of view of Badger and that to do this they will need to sequence what happens to him. Show children Resource 8c and explain their task.</p>	
<p>Independent Activities</p>	<p>Simplify</p> <p>With adult support, children order the sentences on Resource 8d to put onto an enlarged Resource 8c. (Answers on Resource 8d)</p>	<p>Expect and Extend Groups</p> <p>In mixed ability pairs and trios (middle to higher ability), children plot what would have happened to Badger underground onto their own enlarged version of Resource 8c.</p>
<p>Plenary</p>	<p>Predict what might have happened to the underground animals after the great feast. What alternative actions could badger have taken? How might this have impacted upon the subsequent events?</p>	
<p>Further Teaching Points</p>	<p>Investigate and practise using different adverbs of time to sequence sentences.</p>	

<p>Year: Year 3/4</p> <p>Resources: 8c (work completed in the previous session), 9a, 9b, 9c</p>		<p>Lesson objective: I am learning to recount events from a different character's point of view</p> <p>(Badger's Diary)</p> <p>Lesson Number: 9</p>	
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>			
<p>Hook into Session/ Opening Activities</p>	<p>What questions could we ask Mr Badger about what happened? Scribe questions on the board. Give children some time to come up with possible answers and scribe these too - under the open questions. Ask a volunteer to pretend to be Badger and answer in role. (To begin with, you may want to choose a volunteer who worked confidently during Lesson 1 when the farmers were 'hot-seated')</p>		
<p>Lesson Input</p>	<p>What person was Badger speaking in? (The first person) Explain that they will use their work from yesterday (recorded on Resource 8c) to write a recount of what happened from Badger's point of view. Model writing the opening to a diary entry from Badger's point of view with some ideas from the children. Example:</p> <p><i>Dear Diary,</i></p> <p><i>The last few days have been eventful to say the least! It all started when Mrs Badger and I were about to go above ground with the children when we heard the most appalling noises. They were that loud and deafening that the ground shook violently and I thought the world was coming to an end! What I hadn't realised at first was that Fiendish Mr Fox had been up to his tricks again and had angered those famers to the point of insanity. They were that angry with him they'd got three, huge diggers to get him! Well this meant everyone else ended up trapped and starving under the hill!</i></p> <p>After a few days, things were getting desperate as no one had had any food therefore we were all famished and dehydrated...</p> <p>Using an enlarged version of Resource 9c. Model ticking off what has been achieved so far.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Using the sequence of events plotted in the previous session (Resource 8c), children write their Badger diary entry by completing Resource 9b.</p> <p>Adult support may be needed.</p>	<p>Expect</p> <p>Using the sequence of events plotted in the previous session (Resource 8c), children write a diary entry from Badger's point of view on Resource 9a.</p>	<p>Extend</p> <p>Using the sequence of events plotted in the previous session (Resource 8c), children write a diary entry from Badger's point of view on Resource 9a.</p> <p>Children to use thesauruses and dictionaries to include more adventurous vocabulary.</p>
<p>Plenary</p>	<p>Children check their work against their own copy of Resource 9c.</p>		
<p>Further Teaching Points</p>	<p>Compare the version of the book with the film version.</p>		

<p>Year: Year 3/4</p> <p>Resources: Resources 10a, relevant word banks, dictionaries, thesauruses, an example or examples of text containing errors which require editing.</p>		<p>Lesson objective: I am learning to use a previous draft to extend, edit and improve my writing.</p> 	
<p>Book Title & Author: Fantastic Mr Fox by Roald Dahl</p> <p>Publisher and Year: Puffin (2001)</p> <p>Hardback or Paperback: Paperback Edition: 8</p>		<p>Lesson Number: 10</p>	
<p>Hook into Session/ Opening Activities</p>	<p>Give children Resource 10a (The Literacy Shed’s ‘SURPRISES’ editing sheet.) Display an example of writing from lesson 9 which needs editing, on the board and also give a copy to each child. Talk through the steps of Resource 10a, modelling the first few steps for the children. Now ask the children to work with a partner to finish editing the example of writing given, using the SURPRISES sheet. Encourage the use of dictionaries and thesauruses when checking for worrisome words. Discuss edits made once the task is completed.</p>		
<p>Lesson Input</p>	<p>Ask the children to read over their own work. Explain that they will use the SURPRISES sheet to help them edit their own writing. Ask all of the children to do the first step and identify areas of their work they feel they will need to edit. Now look at the second step. Children should mumble under their breaths quietly as they read through their work to themselves. Are the sentence lengths varied? If needed, look at ways to improve this together.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children edit a text with an adult in a group using the SURPRISES editing method.</p>	<p>Expect</p> <p>Children use the rest of the SURPRISES editing sheet to support them in the editing of their own writing. Children should have word banks, dictionaries and thesauruses to help them.</p>	<p>Extend</p> <p>Children use the rest of the SURPRISES editing sheet to support them in the editing of their own writing. Children should have word banks, dictionaries and thesauruses to help them. Challenge children to select one section to redraft completely with a focus on sentence length and idea development. Can they rearrange sentences to improve their impact? Do they have a range of sentence lengths? Can they use a variety of conjunctions as practised earlier in the unit? How can they add or change just a few words to improve the reader’s understanding of Badger’s mood and opinions during this part of the recount?</p>
<p>Plenary</p>	<p>Ask a child to volunteer to share and explain some of their writing edits. Discuss why choices were made and how the writing has been improved.</p>		
<p>Further Teaching Points</p>	<p>Children re-draft their work including the edits. This editing lesson could be used earlier in the unit for the newspaper writing.</p>		