

## Lesson 1

<b>Objectives</b>	We are learning to think about how characters are feeling based on what they say and do.
<b>Key vocabulary</b>	Empathise, feelings, problem Third person, verbs, rules
<b>GPS focus</b> (10mins)	<p><b>We are learning to write third person singular verbs correctly.</b></p> <p>Revisit the 3 rules for third person verbs e.g. add -s, -es and change y to I then add-es for consonants before the -y.</p> <p>Then dictate some 3<sup>rd</sup> person sentences for them to write down using their knowledge of phonemes and the rules for the 3<sup>rd</sup> person verbs. Assess.</p> <p>Reveal the correct sentence on the board after they have had a go so they can see any errors made.</p> <p>e.g. She runs very fast. It flies so high. He hurries along. Tim enjoys reading books. He worries all the time.</p>
<b>Main Learning Activity</b>	<p><b>Whole Class Teaching:</b> Remind children about and topics: Toys! Our English work is going to link to this over the next few weeks.</p> <p>Introduce the text 'The Day the Crayons Quit' - look at the front cover on the flipchart and text - <i>What do you think the book is going to be about? What does the word quit mean? Why would crayons quit? What has the author done that is unusual? (made inanimate objects alive).</i></p> <p>Read through the text pausing and discussing the text where appropriate. <i>Do you ever use your crayon or pencil like this? What are your favourite colours to use?</i></p> <p>Explain the group task - Display the following questions... <i>Which words tell you how the crayon is feeling? Which words tell you the problem?</i></p> <p><b>Group Work:</b></p> <p>Give each group some copies of a crayon's letter. Differentiate who has which crayon according to the level of inference required.</p> <p>Children to highlight the words which tell you how the crayon is feeling and why they are feeling like this. Discuss the questions in their group.</p> <p>LA - Red Crayon. MA - Blue Crayon and Purple crayon HA - Variety of crayons to choose from other than the 3 above.</p> <p>Part 2 - Explain next task - hotseating/drama - each group to prepare their responses as the crayon - <i>How do you feel? What is the problem? (why have you quit?) Practise verbalising their responses.</i></p> <p><b>Plenary:</b> Allow extra time for this and film for assessment evidence. Hotseat a child from each group as their crayon. The other children have to guess which colour crayon it is from the child's responses. The teacher needs to guide the children in asking the correct questions e.g. we want to find out what the problem is and how the crayon is feeling.</p>
<b>Outcomes</b>	They will have explored the text and used inference to think about how the crayons feel and why. RC 1a/2c/2d/3
<b>Resources</b>	Copies of the letters from the story/highlighters
<b>Evaluation</b>	

## Lesson 2

<b>Objectives</b>	We are learning to understand the features of a letter.
<b>Key vocab.</b>	Reason    first person    Problem    Greeting Adjectives, nouns, verbs
<b>GPS focus</b> (10mins)	<b>We are learning to know which words are adjectives</b> Display a variety of words and the children have to sort them into adjectives, verbs and nouns. Work through an example GPS paper question
<b>Main Learning Activity</b>	<p><b><u>Whole Class Teaching:</u></b> Discuss the difference between formal and informal letters. Brainstorm their ideas about when you might write a letter to someone - for what purpose. <i>Why do we write letters?</i></p> <p>Look at an example of one of the letters. Annotate around the edge things that make it a letter e.g. Salutations, introduction, main problem presented, what they want done about it, ending.</p> <p>Explain that you would like them to annotate around the edge of their letter to pick out features that make it a letter. Can they say why you might do this? E.g. Write introduction so the person knows why you are writing.</p> <p><b><u>Group Work:</u></b> Children to use the highlighted letter from yesterday. Annotate to show features of a letter by circling the feature then drawing an arrow to the outside and writing what it is e.g. introduction.</p> <p>LA - Work on an enlarged copy altogether. MA - With TA support HA - T. support and encourage them to add why it is included in a letter.</p> <p><b><u>Plenary:</u></b> Come up with a class checklist for writing a letter - <i>what do you need to include?</i> e.g. who it is to, who it is from, why you are writing, what is the problem, what you want done about it. Usually written in 1<sup>st</sup> person. Some kind of persuasion.</p>
<b>Outcomes</b>	The children will have analysed the letter genre and have an understanding of the features of this text type. NC RC 3/4
<b>Resources</b>	Letters from yesterday
<b>Evaluation</b>	

# Lesson 3

<b>Objectives</b>	We are learning to plan a letter from Duncan to persuade his crayon not to quit.
<b>Key vocab.</b>	Persuasion Adjectives, suffix, rules, consonant
<b>GPS focus</b> (10mins)	<p><b>We are learning to add the suffix -er and -est to an adjective</b></p> <p>Remind the children what a suffix is - a group of letters added to a word that cannot stand on its own.</p> <p>Explain that the suffixes -er and -est allow us to compare things.</p> <p>What are the rules we already know for adding vowel suffixes? (there has to be 2 consonants between the vowel and the suffix - do nothing if there is, double the consonant if not. Drop the e or change the -y to -i before adding the suffix.</p> <p>Introduce the Astronaut adjectives on Spellingplay. Play some of the demonstrations to model this.</p>
<b>Main Learning Activity</b>	<p><b><u>Whole Class Teaching:</u></b></p> <p>Explain that now we understand how to write a letter, we are going to be writing a letter from Duncan to reply to one of the crayons. We have got to help him to persuade the crayons not to quit. Remind the children of the work completed so far on their colour crayon (looked at feelings and problem). Imagine that you are Duncan - <i>How would you persuade your crayon not to quit? What could you say?</i></p> <p>Think, pair and share ideas.</p> <p>Model filling in the planning sheet for one of the crayons (green crayon).</p> <p><b><u>Group Work:</u></b></p> <p>Children fill out the planning sheet for their crayon saying; which crayon they're writing to, how the crayon is feeling, what is the problem, what Duncan can do about it to persuade the crayon not to quit.</p> <p>LA (1/2c) - TA to support the group plan a response to red crayon.</p> <p>MA (2c/2b) - Teacher to support in planning their response</p> <p>HA (2a/3)- Work independently.</p> <p><b><u>Plenary:</u></b> Share ideas with people on the table as to how Duncan could solve the problem. What could he do? Add to plan if necessary.</p>
<b>Outcomes</b>	The children will have planned their writing onto a given format thinking about how Duncan would respond to the crayon. NC WT 2a/2b
<b>Resources</b>	Planning sheet, text
<b>Evaluation</b>	

## Lesson 4

Objectives	We are learning to reply to a letter and use persuasion to change someone's mind.
Key vocab.	1 <sup>st</sup> person, informal, persuasion, links to text, inference Adjective, suffix, rule, consonant
GPS focus (10mins)	<b>We are learning to add the suffix -er and -est to an adjective</b> Continue with yesterday's work revising the rules for suffixes and adding -er and -est to adjectives. Use the games on spellingplay to reinforce this.
Main Learning Activity	<p><b>Whole Class Work:</b> Remind the children of the work completed in the previous lesson - TPS (Think, Pair and Share) your chosen crayon and how they are feeling. Share some responses.</p> <p>Explain today's task - Share LO. Don't forget you will need to persuade the crayon not to quit.</p> <p><i>What do you think we will need to put in our letter to be successful today?</i> (1<sup>st</sup> person, letter style, persuasion, links to the crayon's letter, introduction sentence, conclusion sentence - what you (as Duncan) will do now, capital letters and full stops.)</p> <p>TPS ideas then share - Add to success criteria from previous lesson. Emphasise the purpose of the letter they are writing - to persuade the crayon not to quit!</p> <p>Model writing a letter to green crayon (example attached) with the children contributing ideas. State this is an informal letter to a friend.</p> <p><i>How do we start an informal letter?</i> (Dear and the name). Then ask the children to think about how to start the letter. Model how to refer back to the plan from the previous lesson and the original letter for ideas (use the visualiser). Whenever you're writing a reply you always keep looking back at the original letter to make sure you are addressing each point. <i>What are the main points from Green Crayon's letter? What should we put in our introduction?</i> Children write an idea for the first sentence on their whiteboard. Whilst they're writing, circulate and find some good examples to show under the visualiser. <i>What do you like about these opening sentences? Is there anything they could improve?</i></p> <p>Choose one to write as opening sentence adding own ideas if necessary. Then model taking the next point and writing a response to that (see attached example of response).</p> <p>Explain that the children will now go and write their reply to their chosen crayon. Remind them of the success criteria and that they are writing as Duncan. Keep success criteria on board for reference throughout.</p> <p>Remind them about using whiteboards to draft sentences and 'have a go' at spellings and presentation.</p>

	<p><b>Group Work:</b> Children use their plan from previous lesson and highlighted crayon letter to write a response letter to the crayon as Duncan. Use whiteboards to 'have a go' at spellings and sentence construction. Use writing frame with faint lines for letter writing.          (Use mini-plenaries to check on progress and remind children about the success criteria. Use visualiser to share work)          LA - work with TA on writing a letter to one crayon as a group (chosen in previous lesson). TA models on whiteboard with children contributing ideas and writing them down individually.          MA - Work with T. construct own letters but with teacher circulating the group and supporting with the formation of ideas.          HA - Independent - Will have chosen any of the crayons to respond to. Remind them to take time to formulate their ideas and draft on the whiteboards.</p>
	<p><b>Plenary</b>          Children use the success criteria check list to self-assess their work and think about how they could improve the letter next time.          If time read the last page of the story to show what Duncan did next.</p>
<b>Outcomes</b>	<p>Children will have written a letter from the point of view of Duncan responding to one of the crayon's letters. They will have attempted to persuade the crayon not to quit. LA and MA will achieve this with adult support.          NC WT 1d/2a/2c RC 2c</p>
<b>Resources</b>	<p>Text, letter writing frame, visualiser, success criteria checklist.</p>
<b>Evaluation</b>	