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| Class | 3rd Class | Theme | Family and friends |
| Unit | 4 | Subtheme | Friends and foes |
| Unit genre | Narrative | Oral text type | Oral storytelling |
| Vocabulary | Tier 1 examples: friends, jealous, scooter, cross, argue, fighting,  calm, rules  Tier 2 examples: frequently, frustrated, furiously, increasingly, boisterous, bickering, enraged, exasperated, cooperate, competitive, deafening, rowdy, shrill, piercing, tranquil apologise | | |
| Lesson resources | Multimedia links | | |

Fortnightly plan

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| Lesson 1 | Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Word study: ‘Friend’  Pair talking task: Can you tell me? | Lesson 3 | Digital poster (Explore mode): Talk and discussion  Small group talking task: What’s the story?  Digital poster (Let’s talk mode): Podcast |
| Lesson 2 | Digital poster (Story mode): Recap  Digital poster (Question mode)  Digital poster (Explore mode): Talk and discussion  Pair talking task: I owe you an apology | Lesson 4 | Digital poster (Poem mode): ‘The Quarrel’ |

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode) Talk and discussion

Go to the Explore mode of the poster. Ask students the following questions:

* If we could hear the sounds from the poster, which image would be the noisiest? What sounds might we hear? (e.g. Screaming, shouting, shrieking, yelling, whining, wailing, bawling, boisterous, loud, piercing, deafening, rowdy, shrill …)
* Would you say these are friendly, happy sounds? Why not?
* What sounds would we hear from the calm, quiet image(s) (e.g. Soft, hushed, low, peaceful, tranquil, ‘you could hear a pin drop’ (idiom) …)
* Which image would you most like to be in? Why?
* Have you ever had an argument with someone? Who? When? Why? How was it resolved?
* Turn and tell: share your story of what happened with your classmate.

Reveal only the two pictures on the left side of the poster.

* Would you say the children in the poster are being ‘friendly’ to one another?
* Why do you say this?
* What words can you think of that might also mean ‘friend’? (e.g. Chum, buddy, pal, mate, companion, comrade, ally, acquaintance*)*
* What do you think are the characteristics of someone who is a ‘good friend’? (e.g. Friendly, kind, caring, helpful, funny, understanding, loyal, trustworthy, devoted, cordial)

Word study: ‘Friend’

Explore the word *friend,* e.g.:

* **Noun:** A friend (*a person with whom you have a bond of affection*)
* **Abstract noun:** Friendship(*a relationship between two or more friends*)
* **Adjective:** Friendly (*kind, pleasant, affectionate, affable, genial, warm, caring, outgoing, gregarious, sociable, good-natured, agreeable, helpful, trustworthy*)
* **Verb:**Befriend *(to act as a friend, to make friends with someone)*

Pair talking task: Can you tell me?

Organise the students in pairs. Tell them to take turns questioning each other about the images. (E.g. Can you tell me what is happening in the top picture?; Who is angry in the bottom picture?; Where are the children in the top picture?; What has happened to the lamp in the bottom picture?; Why the dog is standing still in the top picture?; What are the children in the background thinking in the top picture?)

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the students again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the students briefly.

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| Q1. | Look at the picture of Liam and Connor fighting. List four items that are on the floor. |
| Q2. | Look at the top-right picture. What are Leah and Adam doing together? |
| Q3. | Look at the picture of Ellie and Lily cycling. What are the girls wearing to keep them safe? |
| Q4. | In the top-left picture, look at Luke and Rosie’s faces. How are they feeling? How do we know? |
| Q5. | Do you think Rosie should let her brother have a turn on her scooter? Why? |
| Q6. | Can you predict what Liam and Rosie might do next? |
| Q7. | In the bottom-right picture, why is Ellie so far ahead of her sister? |
| Q8. | Do you think Ellie should wait for her sister? Why? |
| Q9. | Explain in your own words why Adam and Leah are able to play a board game calmly together. |
| Q10. | Explain how you think Liam and Connor could prevent small arguments from turning into big fights. |

Digital poster (Explore mode)

Zoom in on the picture of the two girls cycling. Ask the following questions:

* When Ellie realises that she was ignoring her sister, how do you think she feels? (Sorry)
* What do you think Ellie should do? (Apologise)
* What does it mean to apologise to someone? (Express regret for something that you have done wrong)
* Scaffold the students to construct the *sincere* apology that Ellie might make to her sister, (e.g. express regret – I’m sorry for…; acknowledge that the behaviour was wrong – cycling so fast up the hill was wrong because …; outline how you will change your behaviour – I will make sure … )
* What should Lily do? (Listen to Ellie’s apology, thank her for her apology, indicate that she accepts the apology)

Zoom in on the picture of Luke and Rosie and ask similar questions.

Pair talking task: I owe you an apology

Organise the students in pairs. Ask them to role-play the interaction between Rosie and Luke. Have them practise using language to make and receive an apology. Scaffold the students to:

* make eye contact
* use confident body language
* use a *sincere* tone of voice
* speak clearly without mumbling

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with students again. Focus on the image of Leah and Adam. Ask the following questions:

* What game do you think Leah and Adam are playing? What clues can we see in the picture?
* Who do you think is winning?
* How do you think the winner/loser feels?
* Do you like to play board games?
* What game would you strongly recommend? Why?
* Turn and tell your partner about a board game that you think is fun. Explain how to play that game.

Small group talking task: What’s the story?

Divide students into groups of three or four.

* Tell them to focus on the image of the two boys fighting in the living room. Say that in this picture, we can see what the boys are doing right now. However, we don’t know what happened *before* what we can see or what will happen *after*.
* Direct students to create the story of Liam and Conor.
* Remind them of the key elements of narrative – characters, setting, problem, tension, resolution.
* Ask students to draw an image of the scene before and the scene after what is visible in the poster and build a story around the three images.
* Encourage them to give the story a title.

Now ask each group to present images to the class and narrate the full story of Liam and Conor.

(Possible roles: Illustrator, word wizard, encourager, co-ordinator)

Digital poster (Let’s Talk mode): Podcast

Go to the Let’s Talk mode and play the podcast. Ask students the following questions:

* Whose argument do you find the most convincing? Why or why not?
* Which of the points do you agree with? Which do you disagree with?
* List all the persuasive phrases you heard in the podcast. Did these help to convince you to agree with the argument? Why?

Have a whole class brainstorm for more reasons why being the oldest or youngest is better. You could divide the whiteboard in half and write these points on either side, then use them for the basis of a whole class debate on the topic.

Lesson 4

Digital poster (Poem mode): ‘The Quarrel’

Go to the Poem mode. Play the poem, ‘The Quarrel’by Eleanor Farjeon:

**The Quarrel**

By Eleanor Farjeon

I quarrelled with my brother,

I don’t know what about,

One thing led to another

And somehow we fell out.

The start of it was slight,

The end of it was strong,

He said he was right,

I knew he was wrong!

We hated one another.

The afternoon turned black.

Then suddenly my brother

Thumped me on the back,

And said, “Oh, come along!

We can’t go on all night –

I was in the wrong.”

So he was in the right.

Have students recite the poem with the appropriate expression. Draw their attention to the use of punctuation in the second verse – full stops, run-on lines – and how this controls the pace and its impact on the mood of the poem. Ask students the following questions:

* What do you think this poem is about?  
  What do we not know? (e.g. Who was quarrelling, why they were quarrelling, etc.)
* Why do you think the poet didn’t tell us these things?
* Is there anything unexpected in this poem?
* What are the feelings in the poem in the first verse? Do these feelings change? Where? How?
* Do you notice anything interesting about the words ‘right’ and ‘wrong’ and how they are used in the poem?
* Why do you think the poet used alliteration in the words **s**light and **s**trong*?*
* How does the poet express the dark feelings of the siblings in the second verse? (If appropriate, introduce the term ‘metaphor’ here).
* How do we know that the siblings became friends/made up at the end of the poem?
* The poem shows us how one of the siblings apologised. How do you think the other sibling responded to the apology?
* Tell the full story of the poem in your own words.