

GINA KAMINSKI

Saves the Wolf



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Teaching Guide

Suitable for:
Ages 5-7 (KSI)

What's Included:

5 English lessons covering both fiction and non-fiction, opportunities for spoken language and written outcomes at the end of each session



Lesson 1

National Curriculum links:

Spoken Language — articulate and justify answers, arguments and opinions

Reading — Comprehension — participate in discussion about what is read to them, taking turns and listening to what others say

Writing — Vocabulary, grammar and punctuation — learn how to use expanded noun phrases to describe and specify

TASK 1

Read through the story as a class. Ask the children:

What did you like about the story? Why?

Which was your favourite part?

How is Gina's story different from the traditional tale Little Red Riding Hood?

Go around the class and ask each student to say one thing they liked best about the story and why?

TASK 2

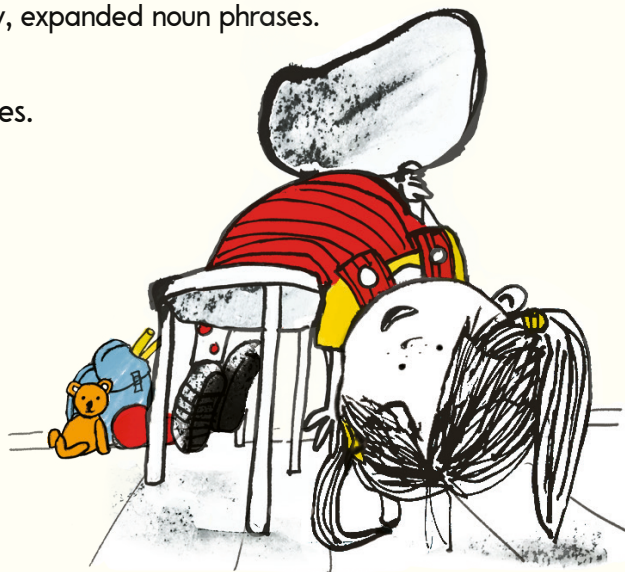
Draw a large outline of Gina on the board. Ask the children to think of adjectives to describe Gina. Encourage them to explain why they have chosen their adjective using evidence from the book. Write the adjectives on the board. If the adjective describes how Gina looks, it is written on the outside of the outline. If the adjective describes Gina's personality or character, it is written on the inside.

Once the children's ideas have been collected, model writing a sentence to describe Gina using the adjectives. Eg. Gina is a smart, brave girl. She has a smiley face and a freckly nose.

TASK 3

Ask the children to draw their own picture of Gina and write sentences underneath to describe her. Encourage children to use expanded noun phrases and ambitious vocabulary in their writing. Have a checklist visible on the board to give guidance to the children on what to include: capital letters, full stops, finger spaces, adjectives, ambitious vocabulary, expanded noun phrases.

Differentiation: Provide a word bank of adjectives.



Lesson 2

National Curriculum links:

Spoken language — use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Reading — Comprehension — being encouraged to link what they read or hear read to their own experiences

Writing — Composition — writing for different purposes

TASK 1

Re-read the story to the part where Gina packs for her adventure. Ask the children:

How do you think Gina is feeling? How do you know?

Have you ever been on an adventure?

What would your must-have things be?

TASK 2

Give the children a variety of objects such as backpacks, swimsuits, torches, blankets, wooden spoons and pyjamas. In groups, challenge the students to sort the objects into things they would bring or not bring on an adventure to save the wolf. In their groups, ask the children to explain to each other why they would or would not bring these objects with them.

Bring the children together again and give them the opportunity to share their ideas with the class. Ask the children what they would pack for the adventure and record their responses on the board. Model writing these as a list, using bullet points for each item and explain to the students that each new item must be written on a new line. Give them the opportunity to practise on whiteboards.



TASK 3

As an independent activity, ask the children to write their list of what they would bring on their adventure, giving reasons like Gina does in her list. After the children have written their lists, give them the opportunity to read their list aloud to a partner or to the class.

Differentiation:

Give students words and images to sort into groups of what they would bring or not bring on their adventure.



Lesson 3

National Curriculum links:

Spoken language — participate in discussions

Reading — Comprehension — being encouraged to link what they read or hear to their own experiences

Writing — Composition — consider what they are going to write before beginning by planning or saying out loud what they are going to write about

Writing — Composition — writing narratives about personal experiences and those of others (real and fictional)

TASK 1

Gina uses an emotions chart at school. Write the word “emotion” on the board and ask the children if they know what it means. Ask the children:

Can you give an example of an emotion?

How might you show “x” emotion?

Ask the children why they think Gina might use her emotions chart or how it might help her. Discuss as a class what things help them at school and why.

TASK 2

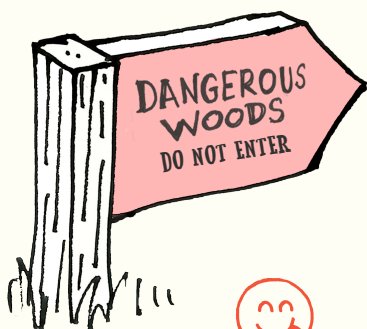
Draw a happy face on the board. Gina feels this when she saved the wolf. Ask the children to consider a time when they felt happy. Can they share it with the group? Encourage students to begin their story with “I felt happy when...”. Repeat this with other more complex emotions such as worried, excited and nervous. Put the class into talk partners and put a 2 minute timer on the board. Give Partner A 2 minutes to choose an emotion and talk about a time they felt this way. After 2 minutes, swap and let Partner B do the same.

Model writing one of these ideas on the board in sentences, focusing on capital letters, full stops, finger spaces and spellings.

TASK 3

Challenge the students to choose an emotion and write a story to tell the reader about a time they felt that emotion. They could have space at the top or bottom of the page to draw a picture to accompany their story, or could be challenged to read their story aloud when they have finished.

Differentiation: Provide model sentences with missing words for students to complete.



Lesson 4

National Curriculum links:

Reading — Comprehension — understand both the books that they can already read accurately and fluently and those that they listen to by making inferences based on what is being said and done

Reading — Comprehension — develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Writing — Composition — develop positive attitudes towards and stamina for writing by writing for different purposes

TASK 1

Ask the children:

Why they think Gina chose to save the wolf.

How do you think the wolf felt when he was saved?

Encourage students to use ambitious vocabulary such as “relieved”, “surprised” and “grateful” and challenge students to define these words. If they aren’t sure, this is the perfect opportunity to model use of a dictionary and spend time as a class looking up the meanings together.

TASK 2

In this part of the lesson, the teacher will role play as the wolf from the story. You could use a mask or fancy dress costume if you want to! Encourage the students to ask questions to you as the wolf. Questions could be offered to students as prompts such as:

How long have you lived in the woods?

Do you feel bad for trying to eat Granny?

How did you feel when you were saved?

What is life like in your new book?

After this, give students the chance to role play as the wolf and answer questions from their peers.

TASK 3

Tell the children that for this lesson they will be pretending to be the wolf, writing a letter to Gina to thank her for saving him. Ask the students what they know about the features of a letter. Show them some examples of letters and the kind of register they use. You could even print some letters off and challenge the students to label the features. Model writing a letter on the board and ask the students to come up and label the features they need to use in their own writing. Then give the children time to write their own letters as the wolf.

Differentiation: Provide a word bank to support.



Lesson 5

National Curriculum links:

Computing – use technology purposefully to retrieve digital content

Reading – comprehension – being introduced to non-fiction books that are structured in different ways

Writing – Composition – develop positive attitudes towards and stamina for writing by writing for different purpose

TASK 1

Ask the children what they already know about wolves. Gather their ideas on the board.

Explain that this lesson, the students will research information about wolves in order to write their own fact file. Split the students into three groups and give each group a heading to research:

What wolves look like

Where wolves live

What wolves eat

Give the students a range of media to research such as laptops, books and articles. Remind students of all e-safety rules if using the internet. Give the students 20 minutes to research their area.

TASK 2

Gather the children back together and share ideas with the class. Explain to the children that in this lesson they will be writing their own fact files about wolves. Show children examples of fact files about different topics and give the class a chance to look closely at the features. Go through the features of the fact files together, labelling them and discussing why different features are used in fact files and how they help the reader.

TASK 3

Use the information gathered by the children to model a fact file about wolves. You may want to provide the children with a template to follow or you may want this to be a creative opportunity for them to lay out their writing. Spend the rest of the session letting the children write their own fact files.

This session could be followed up with a visit to another class where the children could share what they have found out and present their fact files to a peer.

Differentiation: Provide a template for the fact file.



Further activities you could do with your class:

Use role play to act out the story. If you have continuous provision, you could have little red riding hood and wolf costumes, backpacks and items to pack for an adventure!

Draw a story map of the book. This could be a whole class lesson or something left as a prompt at the writing table with images from the book to support.

Write a newspaper article about the missing wolf. Again, this could be a lesson or a creative writing opportunity in the environment.

Discuss your own stories about how your class would save the wolf. Get the children's imagination flowing!



LITTLE
TIGER