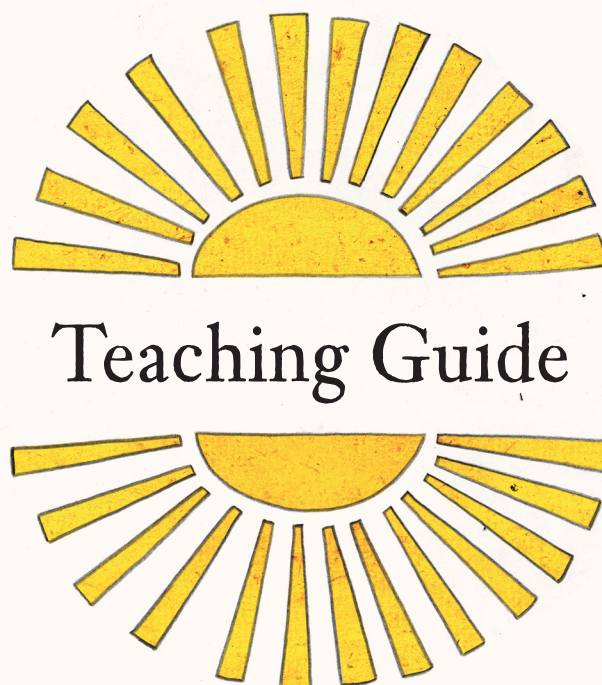




The Tantrum

Louie Stowell

Isobel Lundie

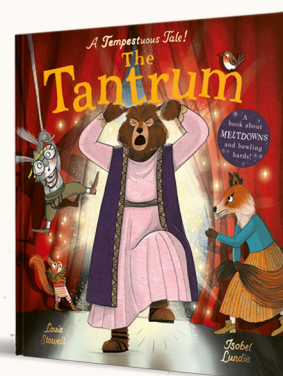


What's included:

4 English lessons, with opportunities for outcomes across Computing, Spoken Language, Reading Comprehension, Writing Transcription, Vocabulary, Grammar and Punctuation.

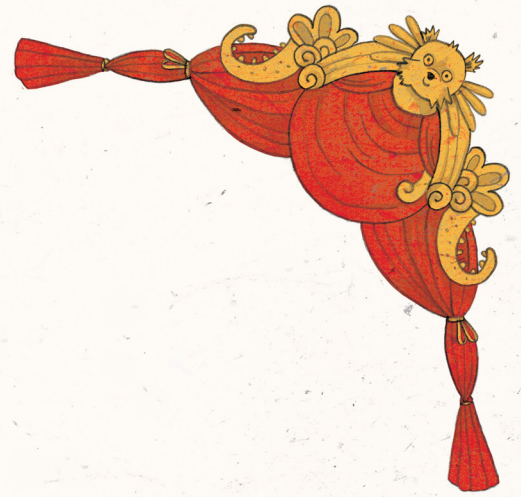
Suitable for:

Year 2 - Key Stage 1





Lesson 1



National Curriculum links:

Writing: Vocabulary, Grammar and Punctuation
Learn how to use expanded noun phrases to describe and specify.

Reading: Comprehension
Predicting what might happen based on what has been read so far.

Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes.

Task 1:

Read the story as a class.
Stop at the end of each act and ask,
'What do you think will happen next?'

Task 2:

Class discussion:

Show a picture of Bill the Bear on the board.
Discuss his character and refer to the book to give evidence.
What is an adjective?

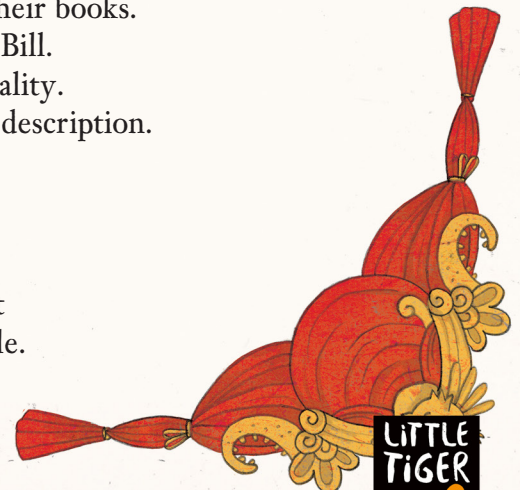
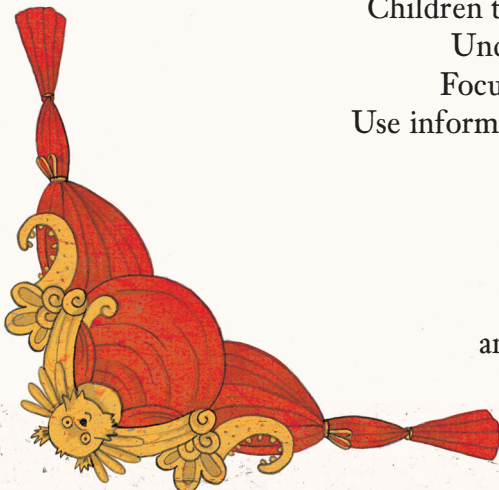
Teacher to scribe adjectives used in discussions
to describe Bill the Bear and write around his picture.

Task 3:

Children to draw a picture of Bill the Bear in their books.
Underneath write a sentence describing Bill.
Focus on his appearance as well as personality.
Use information from the book to support your description.

Differentiation:

Leave class ideas on board to support
and have adjective word banks available.





Lesson 2



National Curriculum links:

Writing: Vocabulary, Grammar and Punctuation
Learn how to use expanded noun phrases to describe and specify.

Computing: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Task 1:

Recap what happened in the story.
Show the children the last 2 pages of the book and re-read.

Task 2:

Put a picture of William Shakespeare on the board.
Class discussion about what the book tells us about him.
Scribe adjectives and facts about William Shakespeare around the picture.

Task 3:

Children to work in pairs using the class laptops to research more facts about William Shakespeare. Teacher to refresh how to turn on and login to the laptops.
What are the best tools to use to find information out?
Share these weblinks with the class as a good place to start their research.

<https://www.bbc.co.uk/bitesize/articles/zrxwy9q#:~:text=Shakespeare%20was%20oborn%20in%20Stratford,a%20rather%20ofamous%20actor%20there.>

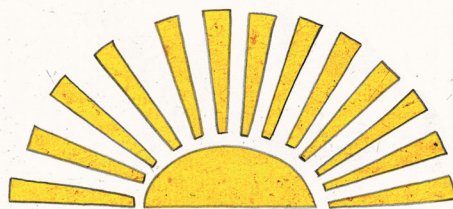
<https://www.youtube.com/watch?v=AhEQDKZxvZY&themeRefresh=1>

<https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/william-shakespeare>

Extension:

You can also share the book by the same author,
A Midsummer Night's Drama, with the class as this also
has two pages of information about William Shakespeare.





Lesson 3

National Curriculum links:

Writing: Transcription

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Computing: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Task 1:

Children to continue to work in pairs using the class laptops to research more facts about William Shakespeare.

Task 2:

Re-read the last 2 pages of the book about William Shakespeare.

On the board display his picture and the facts we found out about him from the book last lesson.

As a class discuss what further information you have found out in your research about him.

Teacher to add additional adjectives and facts to the board.

Task 3:

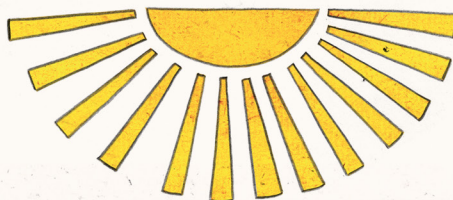
Using the information we have learnt about William Shakespeare and the book as reference, write a profile on William Shakespeare. Teacher to share some examples of profiles on the board.

Discuss what key facts are good to include. Teacher to model a starting point from the information we have collected as a class.

Differentiation:

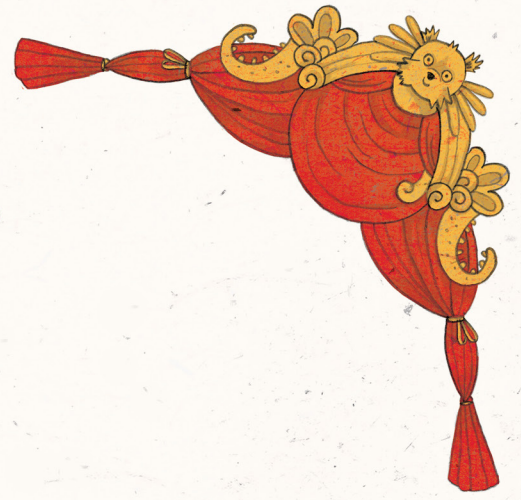
Expectations of amount of writing, word banks available, class-collated information displayed on board.

Shakespeare information from last two pages of the book used to help with content and spellings.





Lesson 4



National Curriculum links:

Writing:

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently.
- Proofreading to check for errors in spelling, grammar and punctuation.

Task 1:

Class discussion. What have we learnt about Shakespeare so far?
Model some excellent sentences on the board from children's profile so far.
Give children time to complete their profile.

Task 2:

Teacher to share an extract of the book on the board, ensuring it has spelling, grammar and punctuation errors. Ask children to spot any mistakes and model how to edit and improve their writing.

Task 3:

Children to use a coloured pen, word banks and dictionaries to edit their William Shakespeare profile, checking for correct punctuation, spelling and grammar.

Further activities you could do with the class:

Use the book as a tool for creative drama and plays.

Create fabulous artwork based on the book's illustrations.

