

GINA KAMINSKI

Rescues the Giant



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Teaching Guide



Suitable for:
Ages 5-7 (KSI)



What's Included:

4 KSI lessons covering: Reading, Art, Computing and PSHE.
Incorporating a strong SEND focus.



Lesson 1

National Curriculum links:

Reading: Word Reading – Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Reading: Word Reading – Continue to apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent.

PSHE: Share their ideas and listen to others, take part in discussions and give reasons for their views.

TASK 1

Read the story as a class. Focus on the emotion faces Gina uses throughout the story.

Gina uses an emotion chart to help show her feelings when she's at school.

What does 'emotion' mean? Discuss and share ideas on the board.

TASK 2

Look back through the book and discuss what the faces Gina shares on each page mean. How is she feeling?

TASK 3

Hand out Gina emotion faces on lolly sticks to the class. Children should hold them up one at a time and discuss what emotions they represent.

As the class reads through statements from the board, sound out, where necessary, to decode the words. Ask the class how each statement makes them feel. Hold up the correct emotion over your face to show your response.

Statement examples:

I've lost my favourite teddy.

We have earned an extra playtime today.

I think I might be lost.

I don't understand what I'm supposed to do.

I have no one to play with.



Lesson 2

National Curriculum links:

Art and Design: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

PSHE: How to describe and share a range of feelings.

PSHE: How to manage big feelings.

TASK 1

Gina uses an emotions chart at school to help her share her feelings. We are going to create our own class emotions display to help us share our feelings.

Whole class discussion: 'Why it's important to share our feelings and know how others are feeling'.

TASK 2

Recap the emotions we found in the book and any others we might want to add to our display. How would we draw them on a face?

Write emotions on the board. Teacher scribes class's ideas of different emotions we need on our display. Choose children to come up and draw a suitable face to represent each emotion.

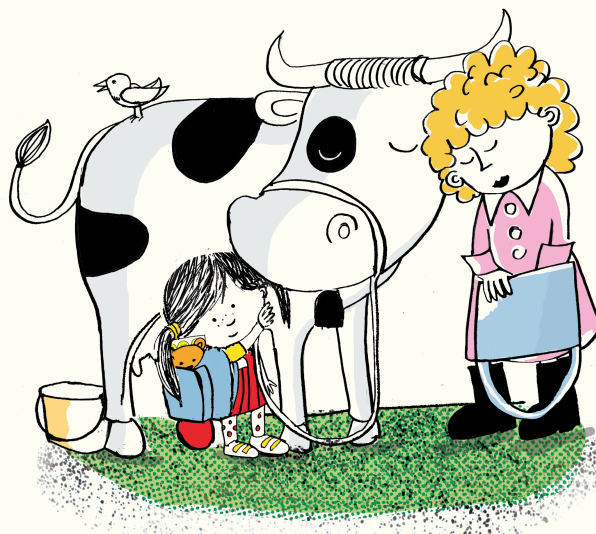
TASK 3

Look at the first two pages of the book when Gina and her class are in the art gallery. Inform the children that we are going to be artists and make our own artworks for our emotions display.

What could we draw a picture of to show happy? Sad? Upset? Frustrated, etc.

Teacher to write down all the emotions named in Task 2, including those found in the book, on small pieces of paper. Children to take it in turns picking from the lucky dip to choose an emotion to create.

On paper children start sketching rough ideas of what piece of art they could create to show their selected emotion. Share ideas as a class.



Lesson 3

National Curriculum links:

Art and Design: To develop a wide range of art and design techniques such as using colour, pattern, texture, line, shape, form and space.

Art and Design: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

TASK 1

As a class recap our ideas for good pieces of artwork to go on our emotions display.

Children to finish their rough sketch plans and decide what medium they want to use for their final piece.

Suggested mediums:

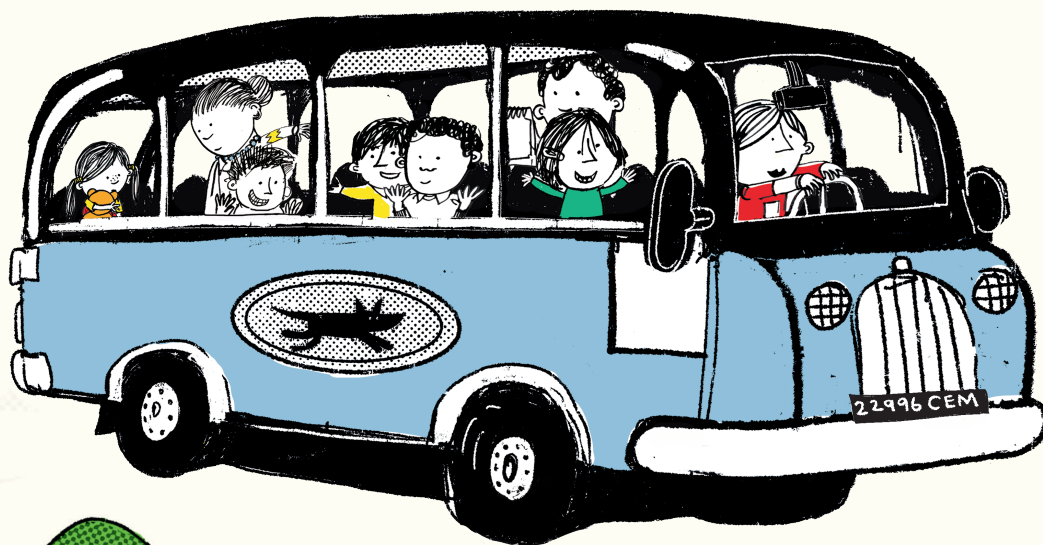
- Sketch
- Painting
- Collage
- ICT paint program

TASK 2:

Children to create their artwork in their chosen medium, using their rough sketch plans as a guide.

TASK 3:

Class Art gallery: Children display their completed artwork on their tables. The class can go around and view the art whilst guessing what emotion it is showing.



Lesson 4

National Curriculum links:

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

PSHE: How to manage big feelings.

TASK 1

Recap the importance of expressing and sharing our feelings. Discuss how we will be able to use our class display board to easily do this without having to speak.

TASK 2

Work collaboratively in pairs to design class emotion faces on the computer. Each pair to choose an emotion from the lucky dip from Lesson 2. Use a circle template and add shapes and lines to create the face.

Print, cut out and laminate your finished emotion face for the class display.

TASK 3

In partners take a photo of each other and print them off and laminate them for the display board.

Children now have a beautiful interactive display board in the class decorated with artwork, a photo of each child and a selection of emotions.

Teacher to model how children can move the emotion faces to their picture to express to others how they might be feeling during different activities/times throughout the day.

All children to use the board, however it is a fantastic tool for children with SEND to help communicate with peers and other adults in the class.

Further activities you could do with the class:

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

Write their own version of Jack and the Beanstalk.

Study different versions of Jack and the Beanstalk and compare similarities and differences.

Create fabulous artwork based on the book's illustrations.

