

# Early Years Structured Story Time

## Age: 4 – 5 years

<b>Text</b>	<b>Luna Loves Art by Joseph Coelho</b>	
<b>Text introduction</b>	This story is about a girl called Luna and a boy called Finn. They go on a school trip to an art gallery. Finn has a difficult time and Luna struggles with this but her mum helps him. In the end, they all enjoy their trip. (Read blurb to share that Finn is a new pupil.)	
<b>Vocabulary (Tier 2)</b>	<i>alone, huge / massive, sketch, scrunches, aside, describe, thrashing, wanders</i>	
<b>Language to draw attention to whilst reading</b>	<i>instant camera, take photos of the sights</i> <i>Impressionist and Post-impressionist rooms, Abstract Paintings Room</i> <i>flowers look alive</i> <i>Kazimir Malevich's Black Square is all edged, black and cracked. A night-time robbed of stars, A phone waiting to ring.</i> <i>pulsing lights</i>	
<b>Context teaching</b>	School trips – what are they? Have pupils been on a school trip? Art gallery – what is an art gallery? Has anyone been to an art gallery? Who has seen art by different artists? Show pupils examples. What sort of art do you like creating? Have you got any favourite pictures? What does it feel like to be the new person at school? How did you feel when you started school?	
<b>At the end of this unit, pupils will ...</b>	<b>Know:</b>	<b>Be able to:</b>
	<ul style="list-style-type: none"> <li>• what an art gallery is</li> <li>• that there are lots of different artists who paint and create in different ways</li> <li>• that not all families are the same.</li> </ul>	<ul style="list-style-type: none"> <li>• engage in extended conversations about stories, learning new vocabulary</li> <li>• talk about a character's feelings, assigning the correct vocabulary to emotions</li> <li>• empathise with characters (starting school, different families).</li> </ul>



# Luna Loves Art by Joseph Coelho

## Lesson 1

<b>Vocabulary</b>	Let's explore some of the interesting words from our story today. My turn / your turn – <i>alone</i> (x3). Alone means having no-one else with you. My turn / your turn – <i>huge</i> / <i>massive</i> (x3). Connect the two words – huge and massive have very similar meanings as they both mean very big. (Could order them in terms of shades of meaning (big, large, huge, massive) to connect to other words pupils may know.)
<b>Fluency / oracy / drama</b>	Let's practice the first page together. Copy my voice (echo reading): <i>Luna Loves Art. // Today she is going on a school trip. // School trip backpack – check! // School trip lunch box – check! // School trip instant camera – click! //</i> Emphasise key words – how do we say <i>loves</i> , <i>today</i> , <i>check</i> and <i>click</i> ? Why do we say them like that? I wonder if there are any more 'clicks' to read in the story?
<b>Reading the text</b>	Read and enjoy the text, discussing key language as you go. Point out the words <i>huge</i> and <i>massive</i> . Point out the different types of art / different artists that the children see.
<b>Thinking harder</b>	Do you think Finn enjoyed being at the art gallery? Why / why not? Talk to your partner.

## Lesson 2

<b>Vocabulary</b>	Before we start reading, let's look at some more interesting words from our book. My turn / your turn – <i>sketch</i> (x3). In the story it says <i>Luna does a sketch... scribble!</i> A sketch is a drawing. Can you think of another sentence that we can say with the word <i>sketch</i> in it? Talk to your partner. My turn / your turn – <i>scrunches</i> (x3). <i>Finn scrunches up Luna's picture!</i> Model what <i>scrunches</i> means. Can you make up your own sentence with the word <i>scrunches</i> in it? Talk to your partner.
<b>Fluency / oracy / drama</b>	Echo read parts of the text that relate to Finn. My turn / your turn – <i>Finn is alone</i> . My turn / your turn – <i>But Finn doesn't care</i> . <i>Finn is looking down</i> . Talk about how you read these parts and why you use a low / sad voice etc.
<b>Reading the text</b>	Read the text again, encouraging pupils to join in with parts that they recognise ( <i>Luna takes a photo – click!</i> ). Talk about Finn's emotions as you read through.
<b>Thinking harder</b>	How do you think Finn feels about the art that they see? Talk to your partner. What is your favourite piece of art? Why? Talk to your partner.

## Lesson 3

<b>Vocabulary</b>	Our interesting words today are <i>aside</i> and <i>describe</i> . They sound a little bit like each other, but one has <i>ide</i> at the end and one has <i>ibe</i> . My turn / your turn – <i>aside</i> (x3). <i>Aside</i> means to take someone out of the way or to one side. Miss Rosa takes Finn away from the group. My turn / your turn – <i>describe</i> . If we describe something, we say what it is like.
<b>Fluency / oracy / drama</b>	In pairs, show me what it looks like to take someone aside gently. (First, discuss how this could be done; then act it out physically, using a caring arm around the person.) Say <i>Miss Rosa takes Finn aside</i> . Then swap so each has a turn at being Finn / Miss Rosa.
<b>Reading the text</b>	Read the text again. Explore Luna's emotions across the story. When does Luna feel unhappy / confused?
<b>Thinking harder</b>	Choose one of the paintings from the story to describe. Talk to your partner – what is it like? Remind pupils what describe means.

## Lesson 4

<b>Vocabulary</b>	Our special words from our story today are <i>thrashing</i> and <i>wanders</i> . We are going to think about where we might use them. My turn / your turn – <i>thrashing</i> (x3). The wind was thrashing through the trees, the rain was thrashing down. My turn / your turn – <i>wanders</i> (x3) – the tiger wanders the jungle, the horse wanders through the grass, the girl wanders through the park alone.
<b>Fluency / oracy / drama</b>	Freeze frame Finn and Luna when they first get to the gallery and then again when they leave the gallery. What is the difference? Make comparisons. Look at pictures to support thinking.
<b>Reading the text</b>	Re-read the story – look at the difference between Finn's and Luna's reaction to the tiger painting. Why does Finn say all of those things about the tiger painting?
<b>Thinking harder</b>	How do Luna and Luna's mum help Finn in the story? Talk to your partner. Do you think Finn is a good / bad character? Why? Talk to your partner.

## Lesson 5 - Enrichment

<b>Probing questions for thinking harder in provision</b>	Can you create art like one of the artists from the story? What materials will you use? Is art just paintings and drawings? What is your favourite material to create with and why? Which tools do you find the most useful and why? Which tools do you think this artist has used to create those shapes?
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