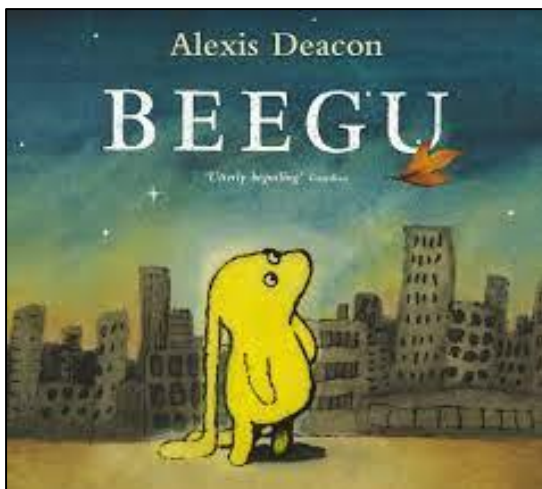


## Year 1 Reading Unit: Block 1/18

- This is a two-week unit.
- The unit is set in the context of the core text *Beegu* by Alexis Deacon.
- Additional texts supplied are: a non-chronological report and a job application form.
- The outline and structure of the unit is as follows:





Week 1	Week 2
Focus on the core text and a non-chronological report for prediction and retrieval	Focus on the core text for inference and a job application form for beginning to understand themes and personal response

At the end of this unit, pupils will ...	
Know:	Be able to:
A prediction needs to be based on what has happened so far	Use information from pictures to make a prediction
Inference means making a conclusion from clues given	Infer a character's feelings and their character from pictures







The book tells the simple story of a child separated from her parents who struggles to cope in an unfamiliar world. The story centers around an alien child lost on Earth. Despite her friendly nature, she finds the people she encounters on Earth unwelcoming apart from some puppies and a group of children. The illustrations throughout the book provide rich opportunities to explore added layers of meaning.

# Learning Sequence: Y1 Beegu

Week: 1/2	Focus: Prediction and retrieval		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>1. supposed far alone</p> <p>Definition focus: alone – having no one else with you</p>	<p>Echo read p1 – 10 (from <i>Beegu was not supposed to be here ... to ... And she did at last.</i>).</p> <p>Focus on intonation to reflect the bewilderment of Beegu.</p>	<p><b>Predict:</b> Explain that making predictions means to use information (clues) from a picture or text to guess what is likely to happen next. Cover the text on p1 and give pupils a moment to examine the picture. To promote deeper thinking, ask some questions about the picture: What do you see? Where has the crashed object come from? Who is lying down? Why is it here? Where is the action happening? Model, using the answers given, making a prediction about what this book is going to be about. Complete the Reading Fluency task. In pairs, have pupils make a prediction about what will happen next using the sentence frame provided. Then, read p12 – 15 and have pupils reason which prediction is more likely, considering what has happened so far in the story.</p>	<p>Can use pictures and text to make a prediction</p>
<p>2. unfriendly creatures remember</p> <p>Deconstruction focus: what is the difference between friendly and unfriendly? What does the prefix un mean?</p>	<p>Read along p16 – end (from <i>... and it was! ... to ... they would remember her too.</i>).</p> <p>Focus on recognising and reading common exception words: was, friend, once, be, she, one/s, they.</p>	<p><b>Retrieve:</b> Explain that to show you have understood what has been read to you, you can answer questions about the main points in the text. This might include things like: who the characters were; how the problem was solved or where the story took place. These are recall questions as you need to remember details from the story that was read to you. Sometimes you might want to hear a part read to you again to make sure you have remembered the point correctly – that is fine. Using Q1 as a model, read the question to the pupils and ask them to recall the answer. Ask for suggestions of what part of the story this answer can be found in and read that section again to check, e.g. near the beginning, middle or end. Read Q2 and have pupils share their answer with their partner. Finally, have pupils recall any event from the story and share it with their partner. Did they remember different things?</p>	<p>Can recall the main points of a story</p>


# Learning Sequence: Y1 Beegu

Week: 1/2	Focus: Prediction and retrieval		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
3. gravity space astronauts  Etymology focus: astro (Greek: star)	Model read Extract 1 ( <i>Space Food</i> ) displaying the text on a screen and pointing to each word as you read.  Focus on pupils joining in with the repeated refrain – <i>it was not yummy</i> .  Text marking – underline the repeated refrain each time it appears.	<b>Retrieve:</b> Explain that sometimes you are asked to recall an exact fact (information that is true) from a sentence. This means you need to listen very carefully and decide which word in that sentence will provide the answer. Have the text displayed on screen. Ask Q1 and then read the sentence that contains the answer (first sentence of the second paragraph). Talk through retrieving the correct word to provide the answer. Once you have read the relevant sentence for Q2 (second sentence of the third paragraph) have pupils work in pairs to tell you the answer. Read the third sentence of the third paragraph and have pupils attempt Q3 independently.	Can retrieve a fact from a sentence

# Pupil Tasks: Y1 Beegu

## Week 1, Lesson 1: Predict

 **Explain:** A prediction is ...

 **Example:** (group / class discussion)

What do you see? Where has the crashed object come from? Who is lying down? Why is it here? Where is the action happening?

Now, predict what this story is going to be about.

 **Attempt:** (say)

Make a prediction about what might happen next.

I think \_\_\_\_\_ because \_\_\_\_\_.

 **Apply:** (say)

Which is the most likely prediction? Why?

1. Beegu finds her mother on the playground.
2. Beegu is chased away by an adult.

 **Challenge:**

Draw a picture to show how you think this story will end. Explain your picture to an adult.

### Answers: Week 1, Lesson 1

#### Example:

Any appropriate prediction that has included some aspect of the answers to the questions asked in the class / group discussion or direct reference to the picture.


#### Attempt:


Any appropriate prediction that has referenced something learnt from the story so far.

#### Apply:


Option 2 is more likely as an adult has taken Beegu away from a nice place before.

## Week 1, Lesson 2: Retrieve

 **Explain:** Recall means ...

 **Example:** (say)

1. Who did Beegu think she heard calling her?

 **Attempt:** (say)

2. What did Beegu want to find?

 **Apply:** (say)

3. Tell your partner something you recall from the story.

 **Challenge:** (say)

Recall three events in the order that they happened.

### Answers: Week 1, Lesson 2

#### Example:

1. her mother

#### Attempt:


2. some friends

#### Apply:

3. Any appropriate answer


# Pupil Tasks: Y1 Beegu

## Week 1, Lesson 3: Retrieve

 Explain: A fact is ...

 Example: (say)

1. What is eating food in space like?

 Attempt: (say)


2. Finish this sentence:

The first food eaten in space was eaten out of a \_\_\_ .

 Apply: (say)

Choose the correct word.

3. The dry food was covered in jelly / cubes.

 Challenge:

How did space food taste? How do you know that?

### Answers: Week 1, Lesson 3

Example:

1. *tricky*

Attempt:

2. *tube*

Apply:

3. *jelly*

## Supporting Text: Week 1, Lesson 3 (Extract 1)

### Space Food

The first space flights did not last long so there was no need for food.

### Problems

Eating in space is tricky. There is no gravity in space. That means food just floats around. Flying food is messy and it was not yummy.

### First meals

Yuri Gagarin was the first man to eat in space. He sucked mashed up food from a tube. Next, astronauts had to eat small cubes of dry food covered in plain jelly. It was not yummy.

### Hot water





Soon, they found a way to mix dried food with water in space. It was not yummy. After that, they worked out how to heat the water so that the food was hot.

### Today

Now, astronauts eat much better food. They can even have meals that remind them of home.





# Learning Sequence: Y1 Beegu

Week: 2/2	Focus: Inference, beginning to understand themes and personal response		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>1. hopeful author reasoning</p> <p>Application focus: can you put the word hopeful into a sentence of your own?</p>	<p>Paired reading p20 – 21 (from 'Wait!' ... to Goodbye!).</p> <p>Focus on decoding the words, then repeatedly reading until they read this short extract fluently.</p>	<p><b>Infer:</b> Explain that to infer means to come to a conclusion based on clues given by the author and using your reasoning skills. Using Q1 and Q2, model the steps to making inferences from the picture – look at what they see and then draw a conclusion on what that may mean. Pupils then look carefully at the picture on p11 (Beegu asleep with the puppies). Ask for suggestions of what this tells us about Beegu's character. Next, in pairs, pupils will examine the pictures on p14 and 27 to compare Beegu's feelings in each. Have pupils share answers. Discuss that not everyone's answer is the same and when making an inference this is okay as we all interpret things a little differently. The important thing is to be able to explain why they made the conclusion from the clues they saw.</p>	<p>Can infer a character's feelings and their character from pictures</p>
<p>2. planet space application</p> <p>Connection focus: can you connect the words space and planet in a sentence?</p>	<p>Read along Extract 2 (<i>Job Application Form</i>).</p> <p>Focus on pausing for full stops.</p>	<p><b>Personal Response:</b> Recap the texts that have been read over the past two weeks (<i>Beegu, Space Food and Job Application Form</i>). To introduce pupils to themes, ask them if they can think of something that links them all. Agree that one link is space. Have pupils share if they have read any other books about space. Explain what a job application form is and ask the class to make suggestions for a job that would suit Beegu and their reasons why. Pupils in the role of Beegu orally complete a short application for a job they think is most suited to her. As a challenge, some pupils can complete parts of the application in writing.</p>	<p>Can explore a character further by placing themselves in the role of that character</p>

# Pupil Tasks: Y1 Beegu


## Week 2, Lesson 1: Infer


 Explain: To infer means ...


 Example:

1. What is the weather like?
2. How are the children feeling?



 Attempt: (say)  
Look at the picture on p11. What does this picture tell us about Beegu's character?

 Apply: (say)  
Look at the pictures on p14 and p27. Compare how Beegu is feeling in each picture. How are her feelings shown?

 Challenge: (say)  
Discuss: Why do you think the children were more accepting of Beegu?

## Answers: Week 2, Lesson 1

- Example:
1. It is hot because the sky is blue, the clouds are white and the sun is full.
  2. They are happy because they are all smiling.

Attempt:  
Beegu is caring as she is letting the puppies lie on her and is using her ears to make the puppies more comfortable.

Apply:  
On p14 Beegu is feeling lonely and sad, but on p27 she is elated. Her ears give us clues to how she is feeling.

## Week 2, Lesson 2: Personal Response

What job would Beegu like?

Orally complete a job application form for that job.

### Job Application Form

Job

Name Beegu

Age

Skills

I am

My reasons

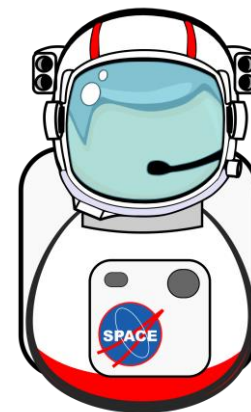
I will need





## Job Application Form

**Job** Astronaut  
**Name** Stella Astra  
**Age** 5  
**Skills** working a remote control, being good at maths  
**I am** kind and brave



**My reasons** I have always wanted to go into space.  
I want to go to Mars.  
I think that there is a lot we can learn from being in space.  
Maybe it could help us to move to other planets one day.  
It might give us ideas about how to take better care of Earth.

**My aims** I want to help us learn how well young people can cope with space travel. After all, if humans do ever try to live on Mars, we will have to take children.

**I will need** colouring books and pencils, a tablet loaded with lots of good stories to read and Mr Cuddles my teddy.