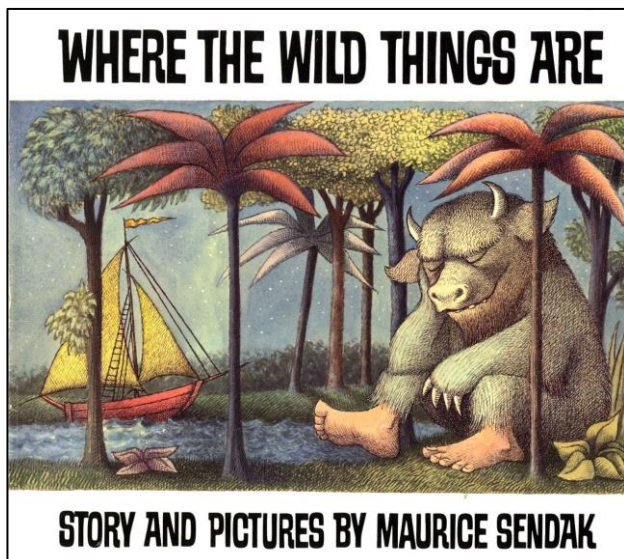


Year 1 Reading Unit: Block 2/18

- This is a two-week unit.
- The unit is set in the context of the core text *Where The Wild Things Are* by Maurice Sendak.
- Additional texts supplied are: a leaflet and a poem.
- The outline and structure of the unit is as follows:





Week 1	Week 2
Focus on the leaflet for summarising and the core text for retrieval and sequencing	Focus on the poem for inference and the core text and the poem for a personal response

At the end of this unit, pupils will ...	
Know:	Be able to:
The difference between an author and an illustrator	Retrieve information from pictures
The meaning of words can be inferred from the context	Summarise text into an image







This book demonstrates how solace can be found in our imagination. When the central character's anger and frustration overwhelms him, he is sent to bed without any dinner. Using his imagination, he creates some wild beasts to play with and satisfy his angry impulses. Despite being made king and being in control of his life in this fantasy world, he soon finds that he misses the comforts of home. In summary, his imagination becomes the tool that allows him to deal with and successfully manage his emotions.

Learning Sequence: Y1 Where the Wild Things Are


Week: 1/2	Focus: Summarise, retrieval and sequence		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>1. fluttery tense clench</p> <p>Connection focus: explain how each of these words can connect to an emotion</p>	<p>Read along Extract 1 (<i>Anger</i>).</p> <p>Focus on modelling decoding of words that are phonetic but may not be familiar to pupils, e.g. <i>clench, control, trust ...</i></p>	<p>Summarise: Explain that when we read a text there are lots of words giving us information. If we have understood what was read, we can recall what the most important bit was and either say it in our own words or represent it as a sketch (a quick, rough drawing). Using the Example task, talk through extracting the main information from the two sentences and then deciding how you could represent this in a quick sketch, e.g. butterflies in the tummy for fluttery and a heart with lines to represent a rapid heartbeat. Read the second step in <i>Spot the danger</i> and have pupils make a sketch to reflect their understanding of the main point of these sentences. For the Attempt task, read all the steps and after each step ask pupils if they can match a sketch provided to that step. Have pupils explain their answers.</p>	<p>Can summarise text into an image</p>
<p>2. mischief wild</p> <p>Definition focus : mischief – bad behaviour but not intended to cause harm</p>	<p>Echo read p1 – 10 (from ... <i>The night Max wore ... to and grew ...</i>).</p> <p>Focus on changing the volume to reflect the growing vines and trees.</p>	<p>Retrieve: Teach pupils the difference between the author (the writer of a book) and the illustrator (the person who draws the pictures for a book). Ask pupils how we can find out the names of the author and illustrator of a book. Discuss how this information is usually on the cover page. Read the cover page of the core text to demonstrate this. Teach that in picture books the illustrations play a vital role as they can provide extra information and help explain the text. As this book is both written and illustrated by the same person, we know that a lot of the story will be told through the pictures. Using Q1, model how to retrieve information from the picture. Ensure pupils recognise that even though they have found out one thing, they need to keep looking as there may be more information to find. Discuss how there was more information given in the picture than the words. In pairs, pupils complete the Attempt and Apply tasks.</p>	<p>Can retrieve information from pictures</p>

Learning Sequence: Y1 Where the Wild Things Are

Week: 1/2	Focus: Summarise, retrieval and sequence		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>3. ceiling vines gnashed terrible</p> <p>Analysis focus: which letter is silent in gnashed?</p>	<p>Model read p11 – 18 (from ... <i>and grew until his ceiling ... to ... terrible claws ...</i>) pointing to each word as you read.</p> <p>Re-read p17 – 18 and focus on pupils joining in with the repeated adjective <i>terrible</i> by pausing just before the word.</p>	<p>Sequence: Teach that to sequence means putting events in the order that they happened. Ask pupils if Max was sent to bed before or after causing mischief. Ensure pupils understand the meaning of before and after. Model using the text to check by talking through your thinking – both these things happened at the start of the book so you will look at the start to find the answer. In pairs, pupils say which event they think happened first then as a class check the answer using the text. Re-read p5 and then have pupils attempt Q2. Next, explain to pupils how numbers can be used to order events. Number one will be the event that happens first, two will be the event that happens after that and so on. Before completing the Apply task, ensure pupils have the core text open on p17 – 18. Model finding the action that happened first and then have pupils work with their partner to number the remaining actions.</p>	<p>Can sequence events in the order that they happened</p>

Pupil Tasks: Y1 Where the Wild Things Are

Week 1, Lesson 1: Summarise

 **Explain:** A sketch is ...

 **Example:** (draw)

Your heart beats faster. This might give you a fluttery feeling in your tummy.

Create a sketch to show your understanding of these sentences.



 **Attempt:** (draw)


Blood rushes to your face. This makes it go red and feel hot.

Create a sketch to show your understanding of these sentences.

 **Apply:** (match)

Listen to each step from *Stop the danger* and decide if there is a sketch below that reflects that sentence. Explain your answer.



 **Challenge:**

Label each sketch with a key word to explain the sketch.

Answers: Week 1, Lesson 1

Example:
As given in the modelling

Attempt:
Any sketch that shows a blushing face, e.g.



Apply:



Give yourself time to think. A good way to do this is to slowly count to ten.




Anger can give you too much energy. Let off steam by doing some star jumps, going for a walk or dancing to a song you like.



Go and find someone you trust and talk to them about it.


Pupil Tasks: Y1 Where the Wild Things Are

Week 1, Lesson 2: Retrieve

 **Explain:** An author is ...
An illustrator is ...

 **Example:** (say) p2



1. What mischief is Max getting up to?


 **Attempt:** (say) p4

2. What mischief is Max getting up to?

 **Apply:** p10

Tick the statements that are correct and put a cross next to those that are incorrect.

Statement		
There are nine trees.		
The shutters are closed.		
Max is smiling.		
The sun is out.		

 **Challenge:** (say)

Can you tell a story using just pictures?

Answers: Week 1, Lesson 2

Example:


1. putting a nail in the wall, standing on books, hanging his toys, tying up bedclothes ...


Attempt:

2. chasing the dog, running down the stairs ...

Apply:    


Week 1, Lesson 3: Sequence

 **Explain:** To sequence means ...

 **Example:** (say)


1. Which event happened first?

Vines hung from the ceiling. OR
Max set sail in a boat.

 **Attempt:** (say) p5

2. Which event happened first?

Max shouted at his Mum. OR
Max's Mum called him wild.

 **Apply:** p17 – 18


3. Number the order of the actions done by the wild things. We will do the first one together.

rolled their terrible eyes

showed their terrible claws

roared their terrible roars

gnashed their terrible teeth

 **Challenge:** (say)

Why is the order of a story important?

Answers: Week 1, Lesson 3

Example:

1. Vines hung from the ceiling

Attempt:

2. Max's Mum called him wild.

Apply:

3.

rolled their terrible eyes

3

showed their terrible claws

4

roared their terrible roars

1

gnashed their terrible teeth

2

Anger

We all get cross from time to time. There is nothing wrong with it. In fact, it can be bad for you to pretend you are not angry.

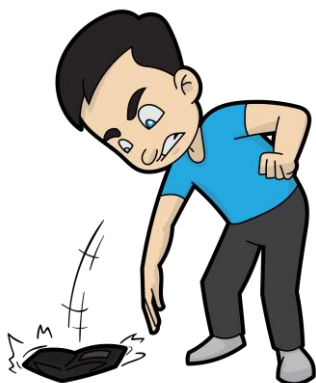
Even so, anger can get out of hand. It can make us do things we feel sad about later. It can make us say things that hurt others. So, it is much better to find ways to control it.

Spot the danger





- 😡 Your heart beats faster. This might give you a fluttery feeling in your tummy.
- 😡 Blood rushes to your face. This makes it go red and feel hot.
- 😡 You feel tense. This might make you clench your fists.

Stop the danger

- 😊 Take long, slow breaths. This will help to calm you down.
- 😊 Give yourself time to think. A good way to do this is to slowly count to ten.
- 😊 Anger can give you too much energy. Let off steam by doing some star jumps, going for a walk or dancing to a song you like.
- 😊 Go and find someone you trust and talk to them about it.





Learning Sequence: Y1 Where The Wild Things Are

Week: 2/2		Focus: Inference and personal response	
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
1. haunts snorts snuffles Application focus: can you compose a sentence including both the words haunts and ghost?	Performance read Extract 2 (<i>The Grabbler</i>). Split pupils into six groups and have each group repeatedly read an allocated verse until they are fluent. The groups then each perform their verse consecutively so the whole poem is performed. Focus on making eye contact with their audience.	Infer: Explain that when we are reading, we can come across unfamiliar words that we may be able to decode but we do not understand the meaning of. Teach that we can use the context (the words around it) to find clues that will suggest what the meaning will be. Using Q1, model how to use the words around it to infer the most likely meaning, e.g. make the link with smelt. Demonstrate checking your answer by substituting the chosen meaning into the line to see if it still makes sense. Pupils then attempt Q2. Teach that we can also work out the meaning of a word by understanding what part of the word means. For example, stink is a bad smell so stinky is most likely describing a bad smell. Have pupils complete Q3 with their talk partner.	Can infer the meaning of unknown words from the context
2. without anything Deconstruction focus: compound words	Paired read p5 (from ... <i>his mother called him ... to ... without eating anything.</i>). Focus on providing pupils with an opportunity to practice adding emphasis to the words in capital letters through repeated reading.	Personal Response: Ask pupils to share any similarities between <i>Where the Wild Things Are</i> and <i>The Grabbler</i> . Agree that they both introduced a monster. Have pupils draw what they think The Grabbler looks like – remind them that there are lots of clues in the poem to help them decide what he looks like. Once their drawings are complete, have pupils compare their drawing to a wild thing and share what is the same and what is different between them.	Can compare characters from different texts

Pupil Tasks: Y1 Where the Wild Things Are

Week 2, Lesson 1: Infer

 **Explain:** Context means ...

 **Example:** (say)

It reeks of unwashed armpits

1. Circle the most likely meaning of the word *reeks*.

smells

leaks

 **Attempt:** (say)

I think it roams around my home

2. Circle the most likely meaning of the word *roams*.


teaches

wanders

 **Apply:** (say)

Its teeth are sickly green.

3. Is *sickly green* likely to be a nice green to look at? Explain your answer.

 **Challenge:** (say)

What does the name Grabbler suggest about this monster?

Week 2, Lesson 2: Personal Response

Using the information from the poem, draw a picture of The Grabbler.

Compare your picture with a wild thing.

Share what is the same and what is different between the two characters.

Answers: Week 2, Lesson 1

Example:

1. smells

Attempt:

2. wanders

Apply:

3. No, as *sickly* is made of the root word sick, which is a horrible thing to look at.

Supporting Text: Week 2, Lesson 1 (Extract 2)

The Grabbler

Have you seen The Grabbler?

It haunts my darkest nights.

I think it roams around my home

When Mum turns out the lights.

Have you seen The Grabbler?

It must be very mean.

I bet its eyes are yellow and

Its teeth are sickly green.

Have you heard the Grabbler?

According to reports,

When it doesn't growl or roar,

It snuffles, sniffs and snorts.

Have you smelt the Grabbler?

Everyone agrees

It reeks of unwashed armpits

And very stinky cheese.

Have you seen the Grabbler?

The thing that really shocks

Is how it stays so hidden

And only eats my socks.

If you see the Grabbler,

Tell him it's not funny.

If Mum has to buy more socks

She'll use my pocket money.

