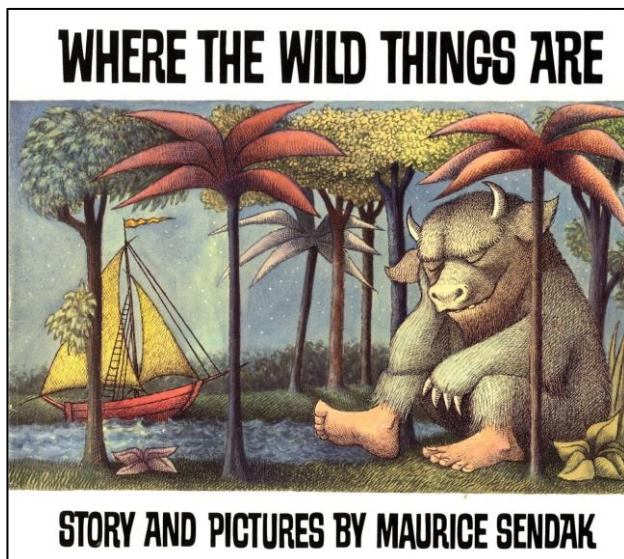


Year 1 Reading Unit: Block 3/18

- 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 narrative extract and a conversation.
- The outline and structure of the unit is as follows:





Week 1	Week 2
Focus on the core text for summarising and retrieval and the narrative extract for sequencing	Focus on the conversation for inference and the core text for beginning to understand themes and a personal response

At the end of this unit, pupils will ...	
Know:	Be able to:
The plot is made up of connected events that create a story	Link events to the different parts of the plot
A theme is the topic a text is about	Infer character traits from what characters say







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: Summarising, retrieval and sequencing		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>1. tamed rumpus frightened</p> <p>Archaic language focus: rumpus – a noisy disturbance, explain that this is an old-fashioned word and is not used as much today</p>	<p>Echo read p19 – 28 (from ... <i>till Max said "BE STILL!"</i> to p28.).</p> <p>Focus on changing pace and volume to reflect the build up to the upcoming rumpus.</p>	<p>Summarise: Remind pupils of the skill they practised in the previous unit where they summarised the main points of some sentences into a sketch. Explain that they are now going to do the opposite by writing a summary sentence for an image. Teach that a summary is a brief sentence that reflects the main points. Using Q1, model careful examination of the image by saying your observations out loud, e.g. there is a bright, full moon, it is night-time; Max's and the wilds things' mouths are wide open, suggesting they are shouting or perhaps howling; a wild thing is jumping in the air and the others look like they are stomping their feet. Explain that this is a lot of information and a decision is needed to determine the main action to compose a summary sentence. Talk through your thinking by beginning with a longer sentence and demonstrate how to remove extra information so you are left with a simple, short sentence that captures the main action. In pairs, pupils do the same for Q2 and then complete Q3 as a group discussion.</p>	<p>Can say a summary sentence for an image</p>
<p>2. lonely private still</p> <p>Application focus: choose one of the words above and put it into a sentence of your own</p>	<p>Read along p29 – 37 (from ... <i>"Now stop!" Max said ... to ... and it was still hot.</i>).</p> <p>Focus on pausing every now and then to explain why you choose to emphasise a word.</p>	<p>Retrieve: Explain that there are many words that mean something similar (almost the same). Provide a couple of common examples, e.g. fast and quick, and challenge pupils to suggest examples of their own. To understand what we read, we need to know the meaning of the words. To demonstrate this understanding, you may be asked to find a word that means something similar in the text. Talk through how to answer Q1 by demonstrating how to eliminate the words you know the meaning of and then replace the word with the one you think it is to see if the phrase still makes sense. Remind pupils that they need to only find one word that means something similar. As a challenge, have some pupils find and copy the word. Pupils attempt Q2 in pairs, talking through how they have arrived at their answer. Then in small groups, pupils complete Q3 and Q4.</p>	<p>Can find and say words with a similar meaning</p>


Learning Sequence: Y1 Where the Wild Things Are

Week: 1/2	Focus: Summarising, retrieval and sequencing		
Vocabulary to teach 	Fluency exercise 	Taught content 	What success looks like 
<p>3. fault allowed charity shop</p> <p>Definition focus: charity shop – a shop that sells second-hand items to raise money for charity</p>	<p>Model read Extract 1 (<i>Tiger</i>).</p> <p>Focus on having a dialogue with pupils on different ways of reading some sentences, e.g. read a short sentence in a monotone voice and ask for suggestions on how you can improve. Unpick the reasons for their suggestions.</p>	<p>Sequence: Explain the meaning of plot (a term used to describe the connected events that make up a story). The plot follows a simple structure of a beginning, middle and end. Divide the pupils into three groups and have each group recall events that happened in the beginning, middle and end respectively. Pupils share their answers in the order they happened. Provide opportunities for the rest of the class to make suggestions of any important events that may have been left out. Explain that you are going to share an event and they need to link that event to the part of the story it occurred in. Re-read the story once again, before pupils complete Q1 and Q2 (the questions should be read to pupils). Pupils then work independently to draw three events from the story onto a timeline in the order that they occurred. Conclude with a discussion on what pupils think Den felt he needed to say to his parents. What might his parents have said to him in response? Share ideas about the importance of forgiveness.</p>	<p>Can link events to the different parts of the plot</p>


Pupil Tasks: Y1 Where the Wild Things Are

Week 1, Lesson 1: Summarise


 Explain: A summary is ...

 Example: (say) p23 – 24

1. Say a short sentence to explain the main action taking place in this picture.


 Attempt: (say) p25 – 26

2. Say a short sentence to explain the main action taking place in this picture.

 Apply: (group discussion) p27 – 28

Which summary sentence best reflects the image?
Explain the reasons for your choice.

- a. Max is getting a piggyback.
- b. Max and the wild things are pounding through the forest.

 Challenge: (say)

Using the images from p24 – 28, decide which wild thing is the naughtiest. Give a reason for your choice.

Answers: Week 1, Lesson 1

Example:

1. Max and the wild things are stomping and howling.


Attempt:


2. Max and the wild things are climbing trees.

Apply:

Option b
Option a only focuses on one small detail and does not reflect the main action which is all the characters pounding through the forest.


Week 1, Lesson 2: Retrieve

 Explain: Similar means ...

 Example: (say)

... *showed their terrible claws* ...

1. Find and say **one** word that means the same as talons.

 Attempt: (say)

... *gnashed their terrible teeth* ...

2. Find and say **one** word that means the same as fangs.

 Apply: (say)

And Max the king of all the wild things was lonely ...

3. Sam says all the words below are similar in meaning to king. Do you agree?


ruler friend emperor

... *sent the wild things off to bed without their supper* ...

4. Mo says all the words below are similar in meaning to supper. Do you agree?

dinner yummy tea

Challenge: (say) p37

 Re-read this page. Can you find a word that means the opposite of cold?

Answers: Week 1, Lesson 2

Example: claws


Attempt: teeth


Apply:

3. No, *friend* does not mean something similar
4. No, *yummy* does not mean something similar

Pupil Tasks: Y1 Where the Wild Things Are

Week 1, Lesson 3: Sequence

 Explain: The plot of a story is ...

 Example:

1. Den was looking for his tiger. Tick which part of the story this event occurred in.

beginning

middle

end

 Attempt:

2. Den realised he was lucky to have so many toys. Tick which part of the story this event occurred in.

beginning

middle

end

 Apply:


Draw or write an event from the beginning, middle and end on this timeline.



beginning

middle

end

 Challenge: (say)

How was Den feeling at the beginning of the story, in the middle of the story and at the end of the story?

Answers: Week 1, Lesson 3

Example:

1. beginning

Attempt:

2. end

Apply:

3. Any events organised in the order they occurred

Tiger

Den looked. Then, he looked again. Where was Tiger?

Tiger was a small, soft toy. Nan got it for him when they went to the zoo. It had been in the box under his bed for months. Now he needed it for his game but Tiger was not there.

Den asked his mum and dad if they had seen it. They both went quiet. Then, they stared at each other. They looked worried.

Dad said that it was his fault. He had been looking for things to give to the charity shop. He had not seen Den playing with Tiger for a long time. He thought Den did not want Tiger anymore.

Den was very angry. He shouted at his parents. Dad said he was sorry and that he should have checked before giving it away. Den stormed off to his room.

After a while, Dad tapped on his door. He asked if he could come in.

Den told him to go away.





A bit later, Mum knocked on his door. She asked if Den was alright. She said that they had been wrong to give Tiger away. Mum said she was sorry. Den did not answer.

Den stayed in his room all afternoon. He got out all his toys and tried to play with them. He had so many! Some were great. Others he sort of liked but they seemed a bit young for him. The rest made him wonder why he had them in the first place. He knew he was lucky. Many children did not have as many toys as him. Even so, they were his and only he was allowed to say what happened to them. But when was the last time he had played with Tiger?

Dad called up to say that tea was ready. Den said he was coming. He had something he wanted to say to them.





Learning Sequence: Y1 Where The Wild Things Are

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. bright burnt amazing</p> <p>Application focus: can you think of another word that means the same as amazing?</p>	<p>Performance read Extract 2 (<i>Conversation</i>).</p> <p>Read Extract 2 out loud with pupils following the text with their fingers. Divide pupils into groups of four and have them read the dialogue for their chosen character. Pupils will read their lines repeatedly until they are fluent. Each group will perform the conversation to another group.</p> <p>Focus on beginning to add expression to reflect the character's personality.</p>	<p>Infer: Explain that character traits are qualities that a character has that makes up their personality – they can tell us who the character is. Provide some example traits and link them to well known fictional characters, e.g. Humpty Dumpty is clumsy, Jack from <i>Jack and the Beanstalk</i> is foolish. Explain that we can infer what a character is like through things that they say. Using Q1, model extracting clues from what Ava says to determine her character trait. She can see monsters in the dark, she thinks wild things live in the sea and believes that she can go and visit them. These suggest she has a strong imagination. In pairs, pupils complete Q2, focusing on Tim. Next, as a class or group, discuss possible traits for Jacob. List pupils' suggestions and then ask them to decide on the most suitable trait based on the strongest reason given, e.g. he is clever as he knows stars are suns or he likes facts.</p>	<p>Can infer character traits from what is said</p>
<p>2. through waiting</p> <p>Connection focus: can you think of three other words that you can connect to waiting?</p>	<p>Paired read p33 – 37 (from ... <i>and sailed back over a year ... to ... and it was still hot.</i>).</p> <p>Focus on fluent reading of common exception words: where, was and the.</p>	<p>Personal Response: Ask pupils who they think had left supper out for Max. Agree that it was most likely his mother. Discuss what might have changed since she was cross with Max at the beginning of the story. Explain that the mother has forgiven Max. Remind pupils of Extract 1 which also addressed forgiveness. Teach the term theme and discuss that although the stories were different, they shared a common theme.</p> <p>Ask pupils to share their favourite event in the story of <i>Where the Wild Things Are</i>. Challenge pupils to create a freeze frame of that event. The rest of the class need to try and work out which event they are representing. Encourage pupils to be creative, use vivid facial expression and consider using themselves to represent both characters and objects, e.g. a boat.</p>	<p>Can begin to recognise a common theme between two texts</p> <p>Can recall and represent an event in a freeze frame</p>

Pupil Tasks: Y1 Where the Wild Things Are

Week 2, Lesson 1: Infer

 Explain: A character trait is ...

 Example:

1. Clap when you hear the character trait that best describes Ava. I will read them twice.

rude imaginative


 Attempt:

2. Clap when you hear the character trait that best describes Tim. I will read them twice.

worrier jolly

 Apply: (say)

3. Name a character trait for Jacob. Explain your answer.

 Challenge: (say)

Does Max from *Where the Wild Things Are* share a character trait with any of the characters in Extract 2? Explain your answer.

Answers: Week 2, Lesson 1

Example:

1. imaginative


Attempt:

2. worrier

Apply:

3. clever – he knows stars are suns, he likes facts

Week 2, Lesson 2: Personal Response

 Explain: A theme is ...

Pick your favourite event from *Where the Wild Things Are*.

Create a freeze frame of this event.

Think about your facial expressions and using your body for gestures or representing an object.

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



Jacob

There are no wild things as monsters are not real.



Ava

Yes, they are. I see them as soon as the lights are switched off. They are my friends.



Tim

I don't like the dark. It makes my tummy flutter.



I like the dark because it makes the stars shine bright. It makes me want to dance across the night sky.



Don't be silly, you will get burnt. Stars are suns!



Saira

I like the sun and the sea.



I won't go into the sea. You can't see the bottom.



I believe there are amazing wild things that live at the bottom of the sea. I might go and visit them tonight.