


Narrative: A Star in the Jar – Week 3

	Teacher Input	Tasks
<p>Monday</p> <p>Day 9</p>	<p>Experience Day 3 – Reward Posters</p> <p>W.A.L.T: Design lost/reward posters for Sparkle the star, using key ‘feelings’ vocabulary.</p> <p>Before this session, hide our class star on the Nun’s Walk</p> <p>At the start of the session, open a letter from the school cleaners which says:</p> <p>Dear Miss Soper,</p> <p>When I came in to check on your classroom last night, I noticed that the new member of your class Sparkle was not in its normal position.</p> <p>I know the children have become attached to Sparkle and I was worried about how they might feel.</p> <p>I know how sad it is to lose something that is important. I lost my marbles when I was younger and I’m not sure I’m over it. I hope you can find Sparkle soon.</p> <p>Kind regards,</p> <p>Nigel and Hazel</p>	<p>Children to design missing/reward posters to be displayed around the school.</p> <p>The reward for finding the star could be a bag of Milky Way Magic Stars. Posters should include key ‘feelings’ vocabulary (e.g. devastated, distraught, inconsolable).</p>

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<p>Wednesday</p> <p>Day 10</p> 	<p>Sentence Stacking Lesson 7 – Giving the Star Back.</p> <p>W.A.L.T: write effective sentences for our story, using adverbs, feelings and similes.</p> <p>Learning Chunk 1: Adverbs</p> <p>Teacher to role play as Tom, sending the star back to the sky.</p> <p>Children to generate adverbs that show HOW the teacher is doing this – e.g. gently, carefully, kindly, softly, tenderly, fondly, affectionately, respectfully.</p> <p>Model: Model how to write the sentence: Tom lifted his new best friend gently back to the sky.</p> <p>Learning Chunk 2: Feelings</p> <p>Working in pairs, one child to act out Tom holding the empty jar; the second child to be narrator (then swap).</p> <p>The narrator describes Tom’s feelings –</p> <ul style="list-style-type: none"> • devastated • destroyed • desolate, • heartbroken. <p>Discuss the word ‘utterly’ and gather a bank of similar words for emphasis:</p> <ul style="list-style-type: none"> • absolutely • totally • completely • entirely • overwhelmingly <p>Model:</p>	<p>Adverbs: Children to include an adverb to show how Tom lifted the star. Children to share their sentences with the class.</p> <p>HA: Deepen the moment.</p> <p>Feelings: Children to describe Tom’s feelings, using one of the emphasis words.</p> <p>HA: Deepen the moment.</p>
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	<p>Model writing the sentence - He felt utterly heartbroken.</p> <p>Learning Chunk 3: Similes</p> <p>Show children four photographs (a tree, a rose, a lit candle and a book).</p> <p>Discuss what each of these items could lose – e.g. roots, leaves, petals, scent, wax, flame, cover, ending, pages.</p> <p>Children to build similes to describe Tom’s desolation.</p> <p>Model: Teacher model: He felt as devastated as a tree that had lost all its leaves.</p>	<p>Similes:</p> <p>Build a simile that conveys Tom’s sense of loss.</p> <p>HA: Deepen the moment.</p>
<p>Thursday</p> <p>Day 11</p>	<p>Experience Day 4 – Act of Kindness</p> <p>W.A.L.T: Explore acts of kindness and different ways of being kind.</p> <p>Read/watch the animation of ‘The Happy Prince’ by Oscar Wilde and – through circle time – discuss acts of kindness in detail.</p> <p>Explore different ways we can be kind, linked to British values.</p> <p>Consider the difference between big and small actions.</p> <p>Think about how we can consider people’s feelings.</p> <p>https://www.youtube.com/watch?v=IP7ESTU4Pxs&safe=active</p>	<p>Acts of Kindness:</p> <p>Give each child an envelope containing another child’s name and ask them to write an anonymous kind note to them.</p>
<p>Friday</p> <p>Day 12</p>	<p>Sentence Stacking Lesson 8 – Message from the stars</p> <p>W.A.L.T: write effective sentences for our story, using repetition, simile and dialogue.</p>	

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	<p>Collect synonyms for 'writing' – painting, sketching, etching, drawing, doodling.</p> <p>Explore vocabulary that emphasises the message was uniquely for Tom – e.g. individual, personal, special, exclusive, memorable, unique.</p> <p>Model:</p> <p>Teacher model: His special star moved like a night-time pen, drawing an individual message to him.</p> <p>Learning chunk 3: Dialogue</p> <p>Children to create their own special message from the star.</p> <p>Provide a bank of helpful vocabulary – e.g. forever, relationship, guide, watch, follow, reach, believe.</p> <p>Model:</p> <p>Model: It read, 'You will always be my friend.'</p>	<p>Dialogue: Include a kind message for Tom.</p> <p>HA: Deepen the moment.</p>
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