

Emily Brown and the Thing by Cressida Cowell

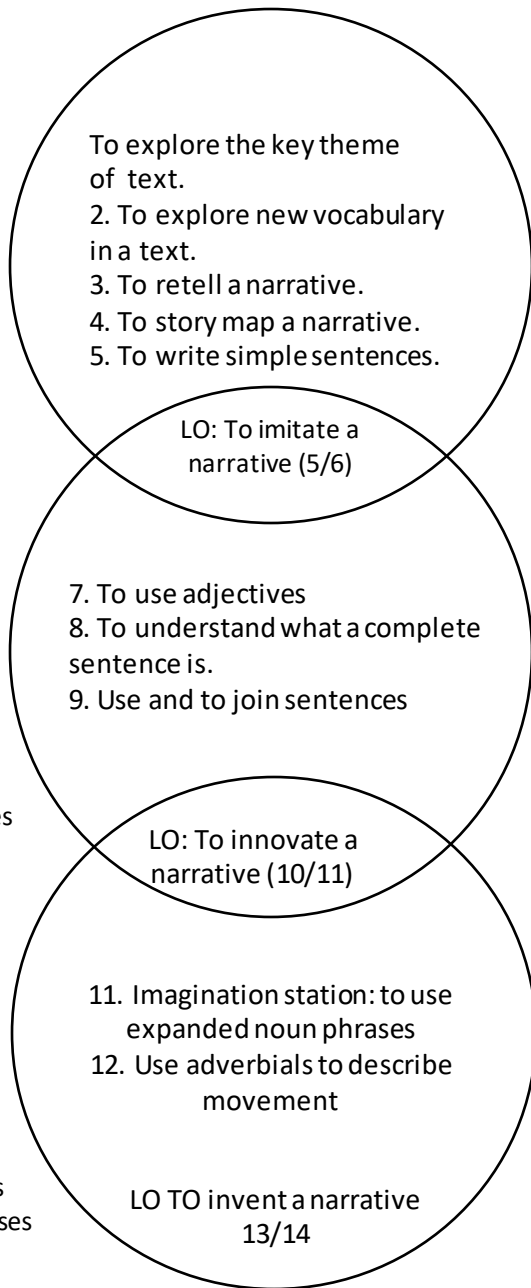
Key theme: fear

Tier 2 words: thing,

treetops, rumble, mention, rescued, exhausted

Related books for reading lessons and story time:

Tin Forest, Into the Forest – Anthony Browne, Foggy foggy forest by Nick Sharatt, Hansel and Gretel by Anthony Browne, A first book of nature by Nicola Davies, Emily Brown and the emergency elephant



SC:

1. Read back through my work and check it makes sense
2. Use new vocabulary
3. Use full stops and capital letters for every sentence

SC:

1. Write in complete sentences
2. To use adjectives
3. Use full stops and capital letters

SC:

1. Use and to join sentences
2. Use expanded noun phrases
3. Use adverbials

1. Theme: fear is fear always bad? When have you shown fear? When has society showed fear?
2. Tier 2 words: (ensure words taught not just in past tense) thing, treetops, rumble, mention, rescued, exhausted (Spend time learning TfW text too)
3. Retell the TfW text. Children work in small groups to retell a part of the story from memory. Think about where you would pause and expression. This then turns into a class retelling with each group performing their part. Swap round so they do another part of the story. (shorter session, longer feedback session with some writing practice – see below)
4. Retell the story again. Children create their own story maps and then retell the story to a partner (shorter session, longer feedback session with some writing practice – see below)
5. Children order images in the story. They then write simple sentences underneath the images.
6. Simple imitation with basic sentences for majority of class. HAPs could experiment with adding in adjectives and moving away from sentences if they would like to add more flair.

Feedback sessions for the first week to be spent establishing an understanding of how the star works (sense and punctuation). Model editing on the board and children edit examples given to them. Re-cap what a sentence is, giving examples of two sentences together without demarcation.

7. Changing setting – where could they go to find his cuddly? Share images of different settings, children choose two and write adjectives to describe what they can see in the picture. (The second location will be looking for his hanky because he keeps sneezing). LAPS to change 1 setting.

8. Change story map to include the setting changes – retell orally, encourage children to embellish story as they are retelling it. Sort sentence/not sentence (make sure punctuated as a sentence), finish/edit sentences to turn them into a complete sentence (relating to the text)

9. Discuss how and joins two sentences but you should only have and joining a sentence once – edit texts, first to remove ands, the next to add them in (relating to text/new settings). You can explain that there can be more than one conjunction per sentence but it is a different one and the same one isn't generally repeated.

11. Imagination Station: Immersion of the woods – objects, soundscape, images (teach expanded noun phrases)

12. Draw their story map. Break up so that each picture is a sentence (e.g. Emily puts on her coat -> picture)

13. Discuss an adverbial describes a verb. Add in adverbials at the start of the sentence and paired with verbs to the story map (e.g. Quickly, Suddenly..., She ran quickly). In Y2 only need to be one word adverbials. Rehearse retelling/Act out own version

Invented narrative – looking more closely at the journey Emily went on to get the cuddly in the woods.
 Structure: 1. Getting ready to go 2. Searching the environment 3. Wolves and trolls come and run away 4. Find cuddly up high and climb to get it

Talk for Writing Text:

Emily Brown and The Thing

Lesson 5

SC:

1. Read back through my work and check it makes sense
2. Use new vocabulary
3. Use full stops and capital letters for every sentence

One night, Emily Brown and her rabbit Stanley were trying to get to sleep but a noise was keeping them awake. SPLISH, SPLOSH. SPLISH, SPLOSH. SPLISH SPLOSH. A Thing was crying on her windowsill. "Emily Brown, Emily Brown," he wept. "I can't sleep without my cuddly. You must help me find it so off they went. They searched low in the tangles. They searched high in the treetops. They rescued the cuddly from the twistiest, thorniest tree.

Emily Brown and Stanley were trying to get to sleep but another noise was keeping them awake. COUGH, COUGH, COUGH, COUGH, COUGH. It was the Thing!

"Emily Brown, Emily Brown," he coughed. "I feel very poorly. I need my medicine from the Whiny Witches' Cavern." They climbed their ropes and crept through the cavern. They had to tell the Whiny Witches lots and lots of stories to get the medicine.

"Thank you," said the Thing.

"Don't mention it. Now you must be quiet," said Emily, "Stanley and I are trying to sleep." Five minutes later, Emily Brown and Stanley were trying to get to sleep but another noise was keeping them awake. SCRATCH, SCRATCH, SCRATCH, SCRATCH, SCRATCH, SCRATCH. It was the Thing!

"I've got an itchy leg," said The Thing.

"STOP!" shouted Emily Brown. "I've had enough! I'm exhausted. What is the matter?"

"I'm scared of things," said the Thing.

"But...you are a thing. A nice thing," said Emily Brown. "Night, night."

Emily Brown and The Thing

Lesson 9 & 10

L.O: To write an innovated narrative

SC:

1. Write in complete sentences
2. To use expanded noun phrases
3. Use full stops and capital letters

One night, Emily Brown and her old, grey rabbit Stanley were trying to get to sleep but a noise was keeping them awake. SPLISH, SPLOSH. SPLISH, SPLOSH. SPLISH SPLOSH. A big, scruffy Thing was crying on her windowsill. "Emily Brown, Emily Brown," he wept. "I can't sleep without my lovely cuddly. You must help me find it," so off they went. They searched the school. They looked under the tables and on the teacher's desk. They looked in the playground and they found the cuddly in the mud kitchen.

Emily Brown and Stanley were trying to get to sleep but another noise was keeping them awake. ACHOO ACHOO ACHOO. It was the Thing! "Emily Brown, Emily Brown," he sneezed. "I need my white hanky." They went to the park. They looked on the tall, green slide and in the sandpit. They went round the roundabout but still couldn't find it. Then they rescued it next to the wooden bench. "Thank you," said the Thing.

"Don't mention it. Now you must be quiet," said Emily, "Stanley and I are trying to sleep." Five minutes later, Emily Brown and Stanley were trying to get to sleep BUT another noise was keeping them awake. SCRATCH, SCRATCH, SCRATCH, SCRATCH, SCRATCH, SCRATCH. It was the Thing!

"I've got an itchy leg..." said The Thing. "STOP!" shouted Emily Brown. "I've had enough! I'm exhausted. What is the matter?"

"I'm scared of things," said the Thing.

"But...you are a thing. A nice thing," said Emily Brown. "Night, night."

Emily and the Thing wanted to rescue the cuddly. They **quickly** put on **their waterproof coats**. Then they put on their wellies. They packed **a ham sandwich** and they set off. It was **a long, tiring journey** to the forest.

They put on **their extra special glasses** to search for the Cuddly in the treetops. Then they looked in **a pile of crisp, brown leaves**. They went through **the spiky brambles**. They searched in the tangled bushes and they looked under some logs. There were **damp twigs** under the logs, but no Cuddly.

Emily and the Thing were looking so hard they didn't hear the growling behind them. The growling got louder and louder. Emily turned around and she shouted to the Thing, "RUN!!" Emily had seen a pack of wolves showing **their big, white, sharp teeth**. They looked menacing and Emily felt very frightened. They **quickly** ran away and they **carefully** hid behind a tree. Emily's heart was beating loudly in her chest and she was exhausted. She was struggling to catch her breath.

Just then, out of the corner of her eye, she saw **a little leg dangling from the treetops**. "I've found your Cuddly!" Emily said **happily**. The Thing reached up and rescued it. He hugged it to his chest. "Thank you," he said with a big smile on his face.

SC:

1. Use and to join sentences
2. **Use expanded noun phrases**
3. **Use adverbials**

Structure:

1. Getting ready to go
2. Searching the environment
3. Wolves and trolls come and run away
4. Find cuddly up high and climb to get it

Provide scaffold of how many pictures learners should draw in plans for each section e.g. Section 1 plan
3 things she does when getting ready and draw accompanying 3 pictures

Previous example of the imitate

Thursday 1st October
Le to imitate a story

Emely Brown and the thing

One night Emely Brown and her old grey rabbit Stanley were trying to sleep but a noise was keeping them awake.

SPLISH SPLOSH! A noisy thing was crying on the slidey window seat. I can't sleep without my cuddly said the weird thing. Will you help me find my cuddly? so off ^{*}they went. They surfed low in the tangles and surfed high in the treetops.

Then they found the cuddly in the twistiest thorniest trees. Emely Brown and Stanley were trying to sleep again but another noise was keeping them awake. COUGH COUGH!