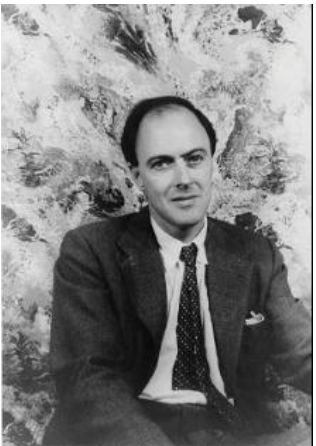


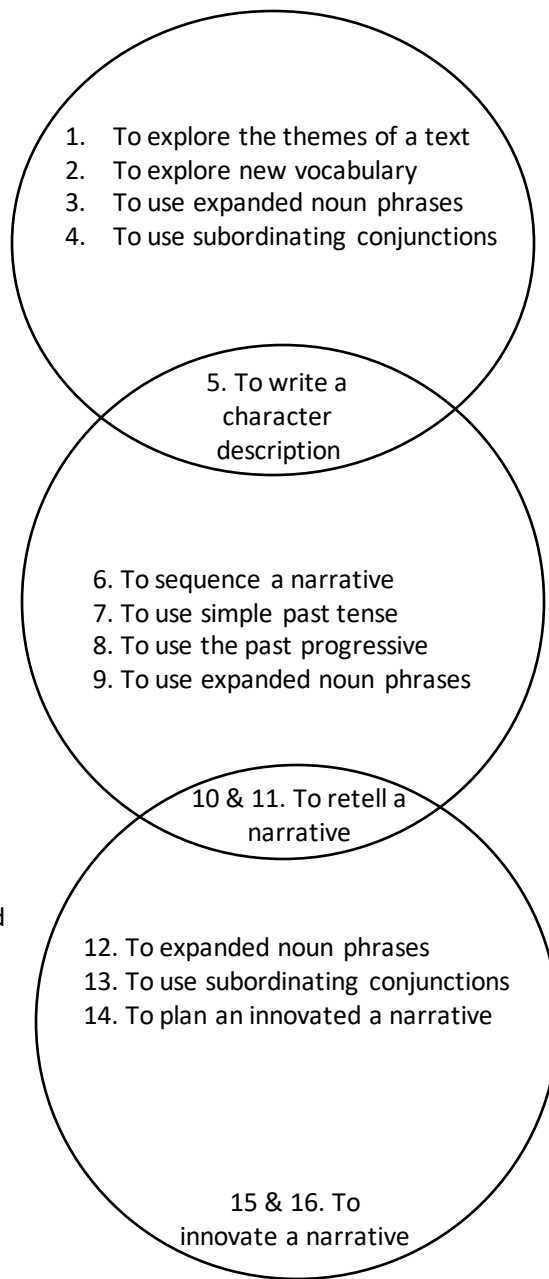
# *George's Marvellous Medicine by Roald Dahl*

Theme: Consequences

Tier 2 words: complaining, wrinkled, miserable,  
extremely, hunched, immediately



## George's Marvellous Medicine



SC:  
 Expanded noun phrases  
 Subordinating conjunctions

SC:  
 Expanded noun phrases  
 Subordinating conjunctions  
 Use simple past tense and past progressive

Daily starter: Recap how and why we use full stops and capital letters. Fix sentences with errors or repeated use of same conjunction e.g. more than one and.

1. Theme: consequences. What is a consequence? What does it mean? Can consequences be good and bad?
2. Tier 2 words: complaining, wrinkled, miserable, extremely, hunched, immediately
3. Recap Chapter 1 of George's Marvellous Medicine. Share model character description. Recap that each sentence must have a verb. Pick a part and discuss what we like. Show picture of grandmas. Model how to write expanded noun phrases within sentences. Children write sentences with expanded noun phrases making sure there is a verb e.g. She scratched her wiry, grey hair. Keep in past tense.
4. Show pictures of mean grandmas doing different things. When were they doing them? Why were they doing them? Explain that to explain you need to use because and when. E.g. She made a horrible sound when she ate food. She slurped because she had no teeth. Recap that verbs in past tense often end in ed. LAPs just to focus on using because. HAPs to be challenged to use both conjunctions in one sentence e.g. When she ate, she slurped her food because she had no teeth. Write sentences to describe the giphys/pictures in books using when and because. <https://giphy.com/search/grandma>. Keep in past tense.
5. Model starting a character description, modelling the thinking aloud (Write in past tense). Explain they must write about what they look like and what they do. Learners write a character description of Grandma. HAPs - Explain that an exclamation must have a verb in it.
6. Share T4W script. Choral reading. Highlight the key information within the extract, any ambitious vocabulary, etc. Discuss black hat words. Create a T4W story map with the class using 6 pictures to represent the 6 sections. Create actions together. Learners use class story map to retell the events.
7. Whole class retelling of story map. Recap adding suffix -ed rule for writing sentences to accompany freeze frames in past tense. Show examples of key irregular verbs: thought, made, heard, crept, smelt, ran, shot, hit, burst, set, got, went. Write sentences about the story using ed endings and some irregular verbs. SEN could just focus on spelling of ed endings and key irregular verbs e.g. Heard and took. He heard a bang. he heard a hissing noise.
8. Model how to also use the past progressive e.g. 'was growing' when something is going on for a longer time in the past. Show plural/singular - was/were difference. Model sentence structure using when with the past progressive and simple past (learnt yesterday) e.g. When Grandma was burning, George ran to get water. When Grandma licked the spoon, George smiled. George was laughing when Grandma shot through the ceiling. Learner practise putting these into sentences. SEN could just focus on spelling and agreement of was and were. He was smiling. Her legs were growing.
9. Retell story using 6 freeze frames to represent 6 sections. Model using expanded noun phrases to write sentences about the parts from story. Children practise in their books with pictures. E.g. Grandma's wrinkled hairy legs were growing.
10. Model write retelling pictures 1 to 3. Share thoughts aloud as modelling writing. Then cover up model and children write independently using story map pictures.
11. Model retelling pictures 4-6. Share thoughts aloud as modelling writing. Highlight examples of past progressive to show that things were happening for a while in the past e.g. she kept on growing, getting taller etc. Then cover up model and children write independently using story map pictures.
12. Recap the text map. Discuss how to change the character you are giving the medicine to e.g. parent, teacher, sibling. What else will you need to change so that the story makes sense? Model creation of own innovated character. Recap use of expanded noun phrases to describe them. Learners draw and label new characters and write a character description including 3 things in their appearance and 3 things they do. Recap structure of lesson 5.
13. Recap the text map with children's own characters. Model that we also want to change what the medicine does to them and we need 3 things that happen. Recap what subordinating conjunctions are and model examples. E.g. When Luna gave Mr Bog the medicine, he started to cough. Then he became really itchy because huge, purple spots sprang up on his skin. Learners write sentences using because and when to explain what happened to their new character when they drank the medicine.
14. Model how to put boxes over class story map with innovated changes and then use this to retell story also thinking about success criteria. Learners draw own innovated story maps and retell in pairs. Oracy focus.
15. Recap innovated text map. Model write sections 1-3. Share thoughts aloud as modelling writing. Then cover up model and children write independently using story map pictures.
16. Recap innovated text map. Model write sections 4-6. Share thoughts aloud as modelling writing. Then cover up model and children write independently using story map pictures.

### To write a character description

SC:

Expanded noun phrases

Subordinating  
conjunctions

Past tense verbs – ed  
endings

What an awful, old woman Grandma was!

She was selfish, grumpy and nasty. She had pale, brown teeth and a wrinkled mouth. She had bright, wicked eyes that she used to stare at you.

Grandma walked slowly because she was so old. When she went to shops, she always complained because she loved making people feel extremely miserable. She was horrible to George when they were alone because she liked to make him cry.

SC:

Expanded noun phrases

Subordinating  
conjunctions – focus on  
spelling of because

Focus on independent writing and spelling of she had, she was and because by the end of the week and capital letters and full stops.

LAPs:

She had pale, brown teeth. She had a twisted smile. She had bright, wicked eyes.

She was slow because she was old. She was mean because she liked making people cry.

SEN – HFW spellings –

she, had, was, because

SC:

Expanded noun phrases

Subordinating  
conjunctions

Use simple past tense and  
past progressive

#### **T4W script: Grandma Gets the Medicine**

- 1) Grandma **was sitting** hunched in her chair by the window. "Give me my medicine," she **snapped** angrily.
- 2) George carefully **poured the thick, brown mixture** onto the spoon. He **remembered** all the marvellous things in it. He remembered the shaving foam, the dandruff cure and the flea powder. He **stuck** the spoon between **Grandma's shrivelled, small lips**.
- 3) Grandma **yelled** "Oweeeeeee!" **because** she immediately **shot** up like a jack-in-the box.
- 4) Then suddenly smoke **came out** of her nose. George **grabbed** a jug of water and poured it over Grandma **because** she was on fire. She **sizzled** like a frying pan.
- 5) Then she began to bulge and swell. Was she going to explode? Then Grandma **started** to grow taller and taller. She **was getting** thinner and thinner.
- 6) When she finally **went** through the ceiling, George laughed. He thought the medicine was truly marvellous!

#### **T4W map structure**

- 1) Grandma was waiting impatiently.
- 2) George gave her medicine.
- 3) Grandma shot up.
- 4) Grandma burst into flames and George poured water on.
- 5) Grandma started growing.
- 6) Grandma went through the ceiling and George felt delighted.

### To retell a narrative

SC:

Expanded noun phrases

Subordinating  
conjunctions

Use simple past tense and  
past progressive

#### **Model writing live – Don't share beforehand**

Grandma **was waiting** for her medicine in a **filthy, old armchair**. She **snapped** at George **because** she loved being mean.

George **ran** in and carefully **poured** the **gloopy, sticky syrup** onto the spoon. Would she drink it? He **watched** and **waited**. **When** Grandma licked the spoon, George smiled **because** he knew it was full of disgusting things. He remembered the shaving foam, the dandruff cure and the flea powder.

**When** the medicine **trickled** down her throat, Grandma **screamed**. She then immediately **shot** up like a rocket going into space. She **banged** her head **because** she **hit** the ceiling. Then suddenly flames **burst** out of her mouth and **set** the armchair on fire. George **snatched a nearby vase of flowers** and **poured** the contents over Grandma. She sizzled **when** the **extremely enormous flames** went out.

Then all of a sudden, she **started** to bulge and swell. She **was starting** to grow taller and taller until she **was going** through the roof of the house. She **was getting** really skinny like a rake. George **thought** the medicine was absolutely fantastic.

SC:

Expanded noun phrases

Conjunctions – **because,**  
**and**

Use simple past tense

SEN – HFW spellings –  
she, had, was,  
were, because, heard,

### To retell a narrative – LAPs – one sentence per picture

Grandma was in her **filthy, old chair** **because** she was lazy.

George gave her the **sticky spoon**.

Grandma **took** it. He heard screams **because** she shot in the air.

Then she was on fire **and** George **poured cold water** on her.

Then she **started** to grow **and** she got taller.

The medicine was great **because** Grandma hit the ceiling.

SC:

Expanded noun phrases

Subordinating  
conjunctions

Use simple past tense and  
past progressive

### To innovate a narrative

#### Model writing live – Don't share beforehand

Mr Tum **was sitting** hunched at **his messy classroom desk**. What a revolting teacher he was! He looked as though he hadn't washed in fifty years **because** there were **black beetles** in his beard. He bellowed at Kate to get his tea. He loved to shout **because** he liked to make children miserable.

Kate immediately **sprinted** in and carefully **poured** the **thick, brown liquid** into his mug. **When** Mr Tum sipped it, he licked **his wrinkled lips**. Kate smiled **because** she knew it contained hair conditioner, dishwasher cleaner and shoe polish. The medicine was full of extremely poisonous things that would make Mr Tum unwell.

**When** Mr Tum swallowed the medicine, he gasped. It immediately made his skin turn **a strange, purple colour**. **Huge pink spots** burst onto his forehead. He was starting to scratch **because** he was so itchy. Then all of a sudden, he **began** to shrink. He **was becoming** smaller and smaller until he was almost invisible. Kate watched him disappearing. He **was getting** so small that she could no longer hear his shouting and complaining. Kate **thought** the tea was truly amazing. If it could get rid of Mr Tum, what else could it do?

SC:

Expanded noun phrases

Subordinating  
conjunctions - because  
Use simple past tense

SEN – HFW spellings –  
she, had, was, because,  
heard, took

### To retell a narrative – LAPs – one sentence per picture

Mr Tum was on **his dirty, green sofa**.

Kate gave him the **nasty, creamy tea**.

Mr Tum **took** it and **shouted because** he fell off the sofa.

Then he **turned** blue **and** George **got** him **a warm blanket**.

Then he **started** to disappear. She **heard** a hissing sound.

The medicine was great **because** he couldn't see Mr Tum anymore.