



The Dragon Machine

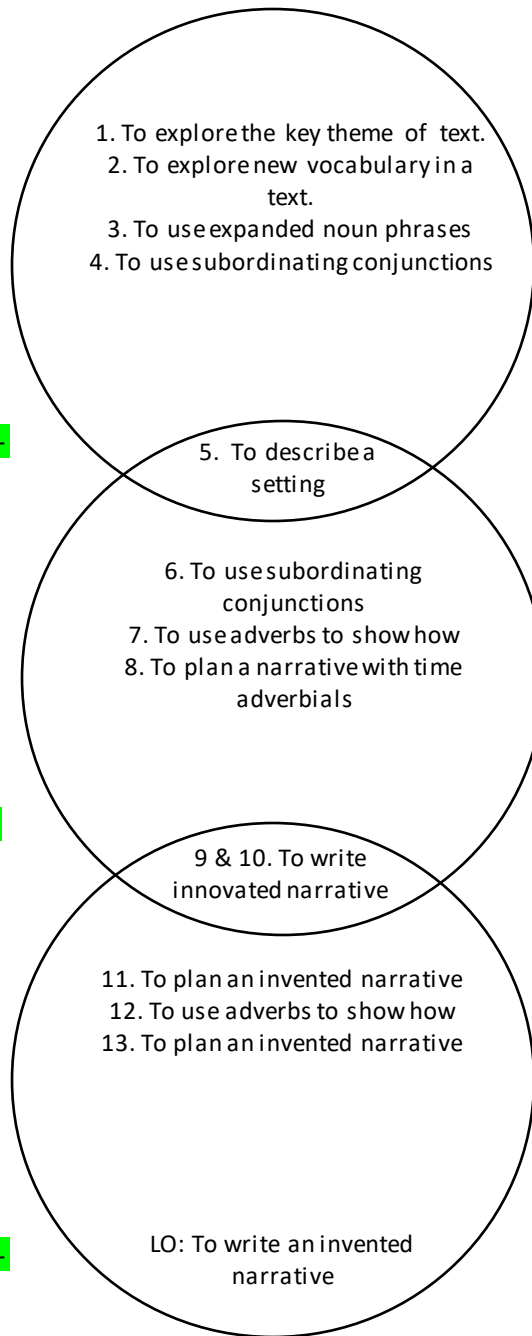
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Key theme: Belonging

Key vocabulary: overlooked, perched, havoc, unnoticed, devoured, fragrant, desperate

Books to read at storytime:

Dragon Post



SC:

- To use subordinating conjunctions – when, because
- Expanded noun phrases

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- How and when adverbs

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1. Theme: belonging. What does it mean to belong somewhere? Where do you belong? Show images, which ones show belonging? Can you belong in more than one place?
2. Tier 2 words: perched, havoc, unnoticed, devoured, fragrant, desperate
3. Re-cap what an expanded noun phrase is. Use image of dragons in the sweetshop. Children generate adjectives and build expanded noun phrases. Then they put these into sentences.
4. Subordinating conjunctions – focus on when and because. Model use at the start of sentence and in the middle to join two clauses.
5. Describe dragons interacting with sweet shop setting.

6. Share pre-prepared teacher version of story map for innovated write with simple plot – George sneaks dragons into school. Dragons do 3 mischievous things. Teacher reaction. George's reaction. Give photos of dragons in school. Recap expanded noun phrases and subordinating conjunctions. Children write captions underneath using when and because about what the dragons are doing. E.g. Because they were hungry, they sniffed the lunchbox.

7. More photos of dragons in school. Input on how adverbs and how these can modify the verb. They write sentences about the dragon using adverbs. Model use of adverbs at the start and in the middle/end of sentences and discuss effect. E.g. Quietly, the dragons waited behind the coats. Or The dragons quietly waited behind the coats. The dragons waited behind the coats quietly. Make human sentences to show.

8. Look at teacher story map. Give children a version and opportunity to innovate with blank bits (small changes, what the dragons do etc), depending on ability – think about how George gets into school, how dragons escape and how they leave at the end. Model use of time adverbials to sequence events but stress this should not be every sentence just a few to prompt the reader about when things happened in sequence. e.g. Then, next, finally and get them to add to plans and practise writing one or two sentence that start with a time adverbial. Give children time to practise orally retelling.

9/10. Dragons in the school Structure: 1. Dragons sneak into school in George's pockets 2. Cause chaos 3. Caught by George and George reacts.

11. Creating new character (different to dragons) and setting. Children create their own, draw and annotate ideas.

12. Provide pictures of different creatures in different normal settings e.g. a dinosaur in a supermarket, a mermaid in a swimming pool. Remodel adverbs to show how. Write sentences using adverbs of manner e.g. The clumsy dinosaur accidentally tipped over the baked beans in aisle four.

13. Provide boxes for learner to write or draw ideas for sequence of story and extension column to add expanded noun phrases and time adverbials. 1. Creatures sneak into somewhere in George's pockets 2. Cause chaos 3. Caught by George and George reacts.

13/14. Writing invented narrative

Lesson 4 & 5

L.O: To describe a setting

SC:

- To use subordinating conjunctions – when, because
- Expanded noun phrases

Live modelling during extended writing – don't share beforehand

The small room smelt delicious because it was full of sweets. When the excited, hungry dragons dived out of George's pockets, they started to cause havoc. One ran along the rough, wooden shelves and jumped on a colourful, glass jar. The others hid fragrant, strawberry sherbets under their wings so the shopkeeper wouldn't notice them. The largest dragon perched on the top shelf and tipped over a jar of fruit pastilles. Because it wanted to devour them, it quickly popped them in its mouth. When it ate them, they melted in its mouth.

Lesson 9 & 10

L.O: To write an innovated narrative

SC:

- To use subordinating conjunctions – when, because
- Expanded noun phrases
- How and when adverbs

George felt nervous. He walked past the big, iron gate and he tried to smile. Luckily, Mr Rodeck was talking to another boy so he didn't notice him. George tapped the dragons hiding in his pockets because he wanted to check they were safe. Then, he snuck into his classroom and he sat down at the back just in time for the register. The other children were sitting silently. That's when it all went wrong.

When the dragons jumped out of his pockets, they started to create havoc. Because they hadn't been in a real school before, they were desperate to explore. One perched on the top of the shiny whiteboard and it devoured the teacher's new pen. Another one tried to have a shower in the slippery sink but it forgot to turn the taps on. Some built towers out of books so they could reach the ceiling. When they finally got to the top, they came tumbling down with an enormous crash. Next, one climbed up the teacher's leg to say hello but she shrieked loudly.

George quickly collected them up. Then he put them in his lunch box and he closed the lid. He apologised to the teacher because he didn't want them to tell his parents. Finally, he ran out of the room desperate to take the dragons home.

Lesson 13 & 14

L.O: To write an invented narrative

SC:

- To use subordinating conjunctions – when, because
- Expanded noun phrases
- How and when adverbs

George felt worried because he didn't want Mum to notice the unicorns. He hid them in his pocket and he ate his breakfast quickly. Luckily, Mum was singing along to the radio and she didn't pay any attention to him. He snuck the unicorns a few mouthfuls of sugary cheerios so they wouldn't get hungry. They devoured them. Then he speedily ran out of the house to the busy park. That's when it all went wrong.

When he reached the park, the unicorns jumped out of his pockets. They were desperate to explore because they hadn't been in a real park before. It smelt of fragrant spring flowers and juicy ice lollies. They perched on top of the slide and then took it in turns to whizz down. Some of them span round the roundabout and they got so dizzy they fell over. When the largest unicorn galloped over the wobbly bridge, it accidentally got its hooves stuck. It squealed loudly so George had to rescue it. After this all the other children were staring at them amazed because they had never seen real unicorns.

George desperately called them all over. Then he put them in his rucksack and he closed the zip. He ran home, hoping none of the other children would tell their parents about the unicorns.

Lesson 4 & 5

L.O: To describe a setting

SC:

- Capital letters and full stops
- Spelling of common exception words: sugar, floor, door, poor,
- Spelling of ed endings on past tense

Lesson 9 & 10

L.O: To innovate a narrative

SC:

- Capital letters and full stops
- Spelling of common exception words: floor, door, poor,
- Spelling of ed endings on past tense

Lesson 9 & 10

L.O: To invent a narrative

SC:

- Capital letters and full stops
- Spelling of common exception words: floor, door, poor, children
- Spelling of ed endings on past tense

LAPs

The dragons started to cause havoc. One sprinted along the floor and jumped on a glass jar. One hid a green lolly. One pink dragon tipped over some sugar. One ran out the door with a toffee. The poor shopkeeper cried.

George walked past the big, iron gate. He tapped the dragons in his pockets. Then, he walked into his classroom. The other children were writing. That's when it all went wrong.

The dragons jumped out of his pockets and they started to create havoc. One ran along the floor shouting. One jumped on top of the door. One washed itself in the slippery sink. One drank poor Miss Lackie's tea.

George grabbed them. Then he put them in his lunch box and he closed the lid. Finally, he ran out of the room.

George ate his breakfast quickly. He fed the unicorns some sugary cheerios. They devoured them. Then he sprinted out of the door to the busy park. That's when it all went wrong.

The unicorns jumped out onto the floor. They whizzed down the slide. One big unicorn galloped over the wobbly bridge. It squealed. All the children were staring at them.

Poor George called them all over. Then he put them in his rucksack and he closed the zip. He ran home.