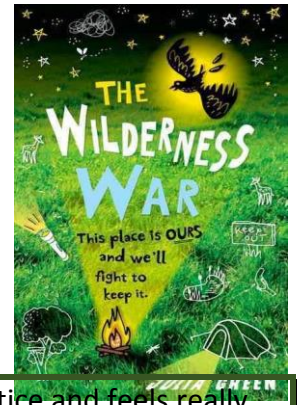


Wilderness War By Julia Green



In Chapter 2 of Wilderness War by Julia Green, Noah comes across the 'Land for Sale' notice and feels really sad. He doesn't know what to do about it. They can't sell the land when it is home to so much wildlife and is such a great place for them to play.

Core Lesson 1

Design a poster.

Resources needed

- A4 or larger paper
- Felt pens or colouring pencils

Additional resources needed

This activity could be done on computers.

Advanced Preparation

Display teaching points on whiteboard for the class to read.

Lesson Introduction

Imagine you are Noah or one of his friends. You are going to design a poster to tell people all about the Woods and why it shouldn't be sold off for housing. Here are some helpful hints to remember when designing a poster:

PAF

- Purpose – What is the point of your poster?
- Audience – Who is the poster for? Who will read it? Who needs to read it?
- Form – What style of poster is most relevant? What layout will look best?

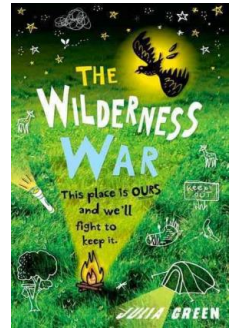
Think how you would use the following:

- Font
- Images
- Logo
- Language.

Don't just place them anywhere on the poster. These devices have to be eye-catching to an audience.

Wilderness War

By Julia Green



Presentation devices

- Colour – thoughtful and pleasing to the eye
- Fonts – easy to read
- Images - relevant
- Slogan – catchy or witty
- Alliteration – memorable phrase that readers can repeat
- Imperative verbs – convey urgency
- Rhetorical questions – these make the readers think
- Emotive language – to engage the reader

Lesson Activity

Now start your poster. Use the devices to meet the follow the success criteria:

1. Make sure your presentational devices are well laid-out.
2. Use colour.
3. There must be a least 2 images.
4. Use at least one imperative verb.
5. Include information about wildlife in the woods.

Experiences and Outcomes Covered

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

LIT 1-28a / LIT1 -29a

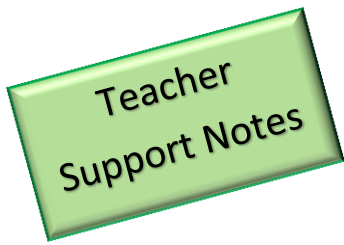
Learning Statements

- I am learning about different genres
- I can write for different purposes
- I recognise some of the features of different types of writing and am beginning to use these in creating my own texts.
- I can include my opinion in writing.
- With support, I can develop the use of ideas and word choice.

Assessment

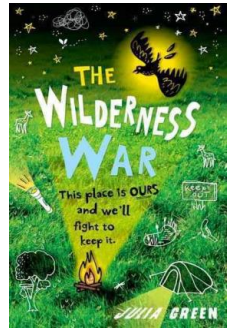
Learners should be able to:

- consider purpose audience, language and layout when planning
- include facts / opinions as appropriate to genre
- check and edit work



Wilderness War

By Julia Green



Throughout the book, we learn a lot about Noah and his interests. He likes to investigate and learn about wildlife. He enjoys being outside.

Core Lesson 2

Listening and talking. Introducing a friend to a group of people.

Resources needed

- Wilderness War book
- Pencils
- Paper

Advanced Preparation

Some descriptive passages taken from the text may be useful.
Notes table put onto whiteboard to be copied by the pupils.

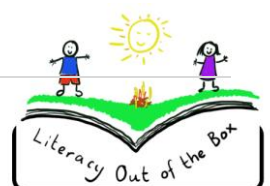
Lesson Introduction

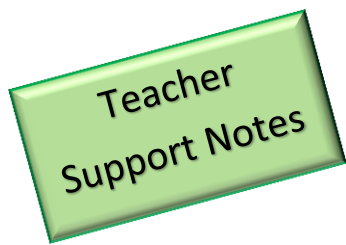
Imagine you are Noah's best friend. In class on Monday, you are asked to talk about your best friend to the foreign pupils on the Skype Classroom in Thailand.

Lesson Activity

Working in pairs can you fill in the columns below to help you create notes to help you remember all the things you know about Noah so far. You can use your book for reference. When you have notes in each column you can practice your talk.

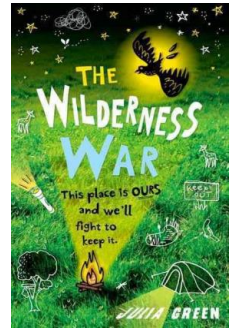
| Personal details (name, age, where he lives) | Likes and interests | Dislikes |
|--|---------------------|----------|
| | | |





Wilderness War

By Julia Green



You must have the following success criteria in your talk:

1. You include personal details about Noah, i.e. his age
2. When talking you use appropriate body language, eye contact and facial expressions.
3. You share the information you have gathered about Noah in an interesting manner.
4. You speak clearly and can be heard by your listener
5. Your talk lasts a minimum of 1 ½ minutes.

Experiences and Outcomes covered

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 1-01a / LIT 2-01a

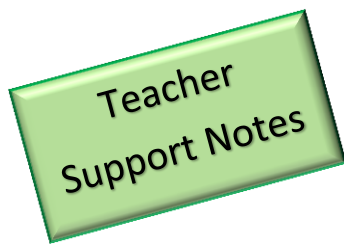
Learning Statements

- I am beginning to select texts / topics that I want to talk about and can use props to enhance my presentation.
- I can share my thoughts on what I have seen or heard.
- I can share and justify my opinions on what I have watched or listened to.
- I can use what I have learned from listening / watching to create a range of texts.

Assessment

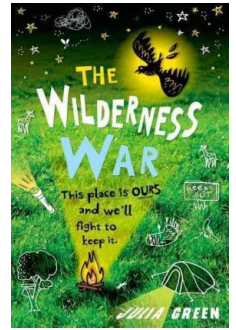
Learners should be able to:

- share and justify opinions
- use what they have learned when creating a range of texts
- understand that there are different ways of talking to people in different situations
- show confidence when listening and talking with others
- use new information effectively to carry out tasks
- show understanding through retelling in their own words
- use an appropriate pace, tone and emphasis



Wilderness War

By Julia Green



Noah and his friends have been using the Wilderness and building dens for a long time. They each understand that the dens are special places. Probably without even talking to one another about it, they understand that dens should be treated with respect and need to be cared for.

“Rule number one of dens: do not go into someone else’s den unless they are your best friend and say you can. Except in an emergency. Everyone knows that.” (Chapter 17 pg 135)

Core Lesson 3

Read a chapter then make a rules charter.

Resources needed

- A4 or larger paper
- Felt pens or colouring pencils

Additional resources needed

This activity could be done on computers. Reading should take place in a greenspace outdoors.

Advanced Preparation

Take the class outside to read chapter 17. They could do this on their own or in pairs.

Lesson Introduction

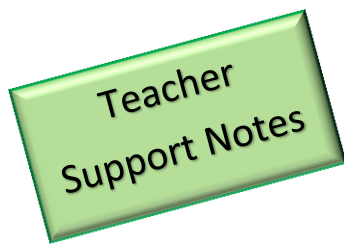
Noah and his friends are very proud of their dens. They have a set of rules that are not to be broken. The friends all honour these rules. If you had a den what rules would you create?

Lesson Activity

On your own or in pairs, read chapter 17 of the Wilderness War. Think about what you would like to be the rules of your den. Would you be happy to let anyone go in it? Think about why we have rules? What other rules do you have to follow?

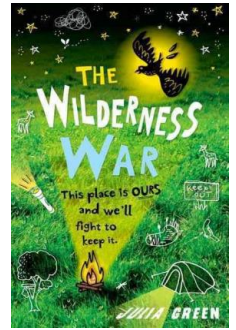
The success criteria for this lesson are:

1. The rules should be written in short, clear sentences.
2. You should have a least 3 rules and no more than 5.
3. You should be able to justify why you have the rules you have picked.
4. You should use bullet points.
5. There must be a verb and an adjective in each rule.



Wilderness War

By Julia Green



Experiences and Outcomes covered

By considering the type of texts I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a

Learning Statements

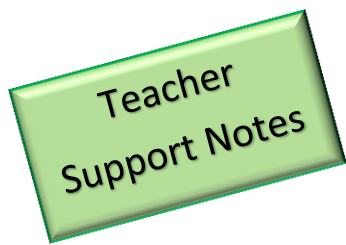
- I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation).
- I can write my ideas in a logical sequence.
- I can include one or two details which are linked and relevant to the task.
- I can organise information in my own words under heading.

Assessment

Learners should be able to:

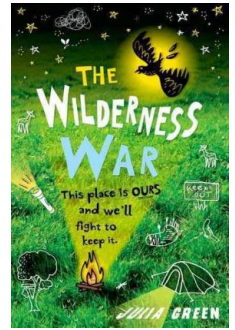
- use bullets, numbers or language to sequence text
- consider purpose audience, language and layout when planning
- spell most common / high frequency words correctly
- use knowledge of the alphabet to find words in a dictionary or other reference source
- use adjectives and adverbs in descriptions





Wilderness War

By Julia Green



Asha and Noah explore the Wilderness together looking for a rare, special plant or creature which would mean the space could be designated a Site of Special Scientific Interest and would have to be protected. They don't have much success but then they are reminded that Holly had once said,

“Everything matters in the Wilderness.” Chapter 12 pg 100

Core Lesson 4

Create a set of top trump cards on a species of insect, plant or animal, that you have seen or would like to see.

Resources needed

- Top trump template
- Pencils
- Colouring pencils

Additional resources needed

This activity could be done on computers.
Field Studies Guides (in equipment box)
Tracker guides (in Teacher Resource Folder)
Fact books

Advanced Preparation

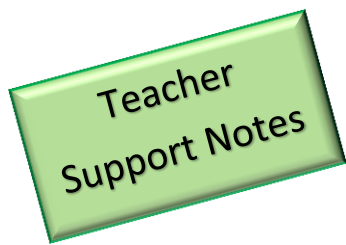
Pupils should have been outside and used the bug collectors, hand lenses and id guides.

Lesson Introduction

You have recently explored the wilderness and greenspaces around your school. Did you find anything that you were able to identify with the guides? You are going to create fact cards all about the species of your choice.

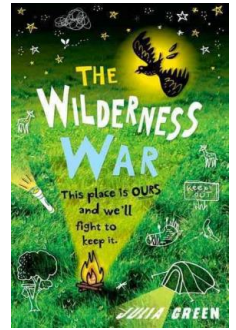
Lesson Activity

Using the guides, books and the internet have each child create their top trump cards about four different species of plant or animal. Agree as a class what will go on each line; you will need to put its name at the top, draw a picture of it and then add 4 facts i.e. how big it grows, how many of them there are in the world. When the class has completed four they could be laminated and cut up and used as a top trump game.



Wilderness War

By Julia Green



Experiences and Outcomes covered

By considering the type of texts I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a

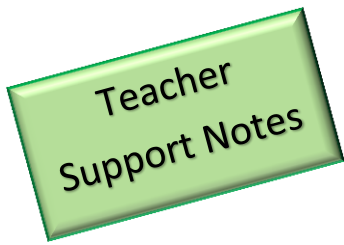
Learning Statements

- I can write facts about a topic.
- I can write about a given topic.
- I can include relevant information appropriate to the purpose (fiction and non-fiction) of my writing which is organised in a logical sequence.

Assessment

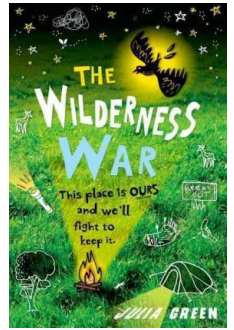
Learners should be able to:

- make notes using different formats and use them to create new texts in own words
- include facts / opinions as appropriate to genre
- check and edit work



Wilderness War

By Julia Green



Core Lesson 5

Creating a glossary of new words

Resources needed

- Glossary Template sheets
- Fact books about nature
- Dictionaries

Lesson

We often come across unfamiliar words when we are reading. *The Wilderness War* will contain new and interesting words that the children may have not come across before. Each time a chapter or two is read, have the children add new words to their own glossary, they could use dictionaries or books to find the meaning.

Experiences and Outcomes

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new texts. LIT 1-25a

GLOSSARY

A glossary is like a mini dictionary. Create your own glossary of words from the book. Write the word and its meaning. See the two examples given below.

Trampling

Walking on top of something, perhaps damaging it.

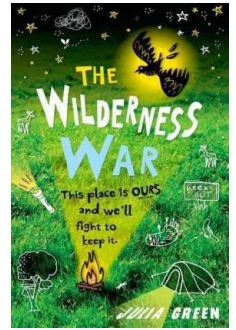
Froglet

A young frog which is not yet a full sized adult

Teacher
Support Notes

Wilderness War

By Julia Green



Name:

GLOSSARY

A glossary is like a mini dictionary. Create your own glossary of words from the book. Write the word on one line and then its meaning on the lines below.
