

# The Woo in the Wild Woods

Greta Yorke

On page 23 Jamie has finally got his familiar. He leaves the wild woods feeling very pleased and happy. When he returns home he decides to write a letter to the Owl, thanking him for the Owlet.

## Core Lesson

Write a thank you letter.

## Resources needed

- None

## Additional resources needed

This activity could be done on computers.

## Advanced Preparation

Display teaching points on whiteboard for the class to read.

## Lesson Introduction

After reading the story, use the owl puppet to talk to the children about how pleased Jamie is with his new familiar. Ask them about their own pets and how they look after them, encourage them to think about how they feel about their pets, are they part of the family? Do they get to sit on the sofa? Are they kept outside? How do they make you feel when you cuddle /pet them?



## Teaching Points

- Letters usually begin with a 'Dear...'  
It's a way of saying 'Hello'
- Write what you are saying thank you for – a gift or a kind deed.
- Include the words, 'thank you'.
- Thank you letters often end with 'Love from ...' if it's a letter to someone we know well like a member of the family. It's a way of saying 'Goodbye' as you finish your letter.

## Lesson Activity

1. Talk to the children about thanking people when they do something nice for you.
2. Show them a thank you card or letter that you have received. (Google images could be used.)
3. Ensure pupils know what the key elements to writing a thank you letter are.

## Experiences and Outcomes covered

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*

**LIT 1-26a**

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## Greta Yorke

### Learning Statements

- 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.

### Assessment

In addition to teacher's own priorities (eg finger spaces, full stops, spelling as appropriate to the specific learner) -

Learners should be able to:

- Use the convention – 'Dear...'
- Write for the intended purpose – to thank someone for a gift or kind deed in this case.

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Jamie is very good at casting spells and throughout the book he is able to use them to help the animals in the woods.

## Core Lesson

Writing a spell.

## Resources needed

- Paper and pencil
- Colouring pencils
- Owl puppet (in resource box)

## Lesson Introduction

Read the story to the children and then discuss or list, all of the spells that Jamie casts.

## Lesson Activity

As well as spells, Jamie can make potions. Discuss with the children that potions are like recipes; you need ingredients and a method of making. Children are going to make a potion recipe and then they can all be put together to create a Potion Book.

Brainstorm all of the ingredients that you could use in a potion i.e. frogs legs, rats tails .....

Ensure the pupils are aware of the teaching points and then allow them to complete the template for the potion. Once this is complete they may decide to add some drawings to their potion sheet.

## Experiences and Outcomes covered

*Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.*

ENG 1-31a

## 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 use what I have learned from listening / watching to create a range of texts.
- I can create texts using an appropriate format, on an agreed topic.

## Teaching Points

- a potion or a recipe is a set of instructions
- from these instructions you learn what you need (the ingredients) and what you do (the method)
- your potion/recipe will have a title
- make a list of what you need
- write a list describing what tasks you do in the order you must complete them

# The Woo in the Wild Woods

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## Assessment

Learners should be able to:

- use new information effectively to carry out tasks
- show understanding through retelling in their own words
- use an appropriate pace, tone and emphasis

## Template for a Potion

This potion is called \_\_\_\_\_

You Will Need

- 1.
- 2.
- 3.

What you must do

1. First, ...
2. Next, ...
3. Then, ...

# The Woo in the Wild Woods

## Greta Yorke

Throughout the book, we learn a lot about Jamie and his interests.

### Core Lesson

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

### Resources needed

- Pencil
- Paper, could have notes table already on it.
- 2 minute timer (In resource box)



### Advanced Preparation

Some descriptive passages taken from the text may be useful. p1; intelligent, p2; Allergic , p8; kind  
Notes table put onto whiteboard to be copied by the pupils.

### Lesson Introduction

Read the story to the class and then complete the table below on the whiteboard finding out facts about Jamie from the book.

### Lesson Activity

The children are going to give a 2 minute talk about their partner to the class. Ensure that they are aware of the criteria for presenting and quality listening. Be strict and use the 2 minute timer to keep the talks moving along.

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

# The Woo in the Wild Woods

Greta Yorke

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Remind the children that we used a table to make notes about Jamie. The children fill out a table about themselves. Once the chart is completed the children should get into pairs and pass their table of information to their partner. Once they have been read then they should ask each other questions ie Why don't you like pizza? What is your dog's name? Encourage quality listening and talking. They may add notes to the table so that they are able to talk about the person more easily. The notes are then used as a prompt for introducing their partner to the rest of the class.

You must meet the following success criteria in your talk:

1. Include personal details about your partner.
2. When talking you use appropriate body language, eye contact and facial expressions.
3. Share the information you have gathered about your partner in an interesting manner.
4. Speak clearly so you can be heard by your audience.
5. Your talk should last two minutes.

## Experiences and Outcomes covered

*As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.*

*Lit 1-05a*

## 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:

- understand that there are different ways of talking to people in different situations



# The Woo in the Wild Woods

Greta Yorke

- show confidence when listening and talking with others
- use new information effectively to carry out tasks
- use an appropriate pace, tone and emphasis

We are introduced to a number of characters in the book. Each character has their own part to play in the story, has their own viewpoint of what is happening and has their own problems, fears and priorities and needs.

## Core Lesson

See the story from the viewpoint of a particular character.

## Resources needed

- the book in text or video form
- a Hot Seat - a special place to sit for the chosen character (a chair, a log)
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## Lesson Introduction

The children read, watch or listen to the story. Children are told that some of us are going to get the chance to take on the role of one of the characters from the book and other children will have the chance to ask the character some questions.

## Lesson Activity

Choose the character who will sit in the Hot Seat. Begin by choosing one of the key characters – Jamie, for example. Choose a pupil who will assume the role of (Jamie). That pupil sits in the Hot Seat and so long as they are in the seat they must stay in role and respond to questions as though they were the character.

## Teaching Points

- characters in story do not see the story the same way or as completely as the reader
- characters have their own viewpoints
- to make our questions clear, it is useful to begin with a question opener such as who, what, where, why

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The audience are allowed to ask questions of the character. For example, how did it feel when you first set off into the woods? Out of the creatures you met, which was your favourite and why?

The pupil in character will be able to demonstrate their understanding of the character and the themes of the book in their answers. The audience will be able to demonstrate that they can formulate questions appropriate to the text and to the character in the Hot Seat.

If this is the first time children have tried Hot Seating, it may be useful for the teacher to sit in the Hot Seat and to answer questions from the pupils in role.

## Experiences and Outcomes covered

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

## Learning Statements

Learners will

- know that characters from a particular story may know only part of the story and do not know the story in the same way that the reader does
- learn that, using the information we are told about a character within a particular setting or story, we can make a good guess (infer) what a character may do or say when placed in a new setting

## Assessment

Learners should be able to:

- formulate questions using a conventional format (e.g. begin with *Who, What, When or Why*)
- ask questions that are relevant to the character and the story
- ask questions that show an understanding of the character's viewpoint (e.g. *Were you frightened when you were alone in the Wild Woods?*)
  
- answer questions in role
- answer questions that are in keeping with what we know about the character's experiences and personality