



Choose Me!

Book Band Lime

RR Level 25, 26

Genre Play: Fantasy

Length 24 pages (882 words)

Letters and Sounds Phase 6

Year 2, term 3


Phonics Bug Up to Unit 30

Interest words calm, none, patient, rough, fierce, guard

Summary

Five excited children wait in the pet shop. Dogs come here to select their owners but they are very choosy. Some dogs list what they want and when the children hear, they don't want to be chosen after all. Finally, Pooch arrives. Pooch is the perfect dog and now everyone wants to be picked.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 ENG 1–19a (CfE) RS8 (W) R8 (NI)	Reading Explain and discuss their understanding of books, poems [...].	Y2 t3, Personal Response and Evaluation of Text Use empathy to help them understand characters and their motivation.
Y2, RC, p.18 ENG 1–03a (CfE) OS13 (W) T&L2 (NI)	Spoken Language Make inferences on the basis of what is being said and done.	Y2 t3, Making Inferences [Make] inferences on [...] what is said and done and listening to [others].
Y2, WC, p.21 LIT 1–26a (CfE) WS8 (W) W6 (NI)	Writing [Plan by] writing down ideas and/or key words, including new vocabulary.	Y2, Planning The child can write some useful words, phrases and/or pictures in a planning frame.



Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)


WC = Writing – composition, National Curriculum in England (2013)

First Steps

- Invite children to talk about any pet dogs they have or know. Ask about the sort of dog they have, or would choose.
- Read the title and blurb and ask children to imagine what it would be like if pets chose their owners.

Download cards for other curricula from:

<http://mybugclub.pearson.com>



Session 1: Reading & Spoken Language

Before Reading

Reading plays

Check that children can recall the features of a play and how to read a playscript.

Scene: identify where this play takes place.

Scene setting: find sentences that introduce the scenes.

Characters: point out the characters' names on pages 2–3.

Explain that everyone except the shopkeeper will read two parts: a child in the shop and a dog customer.

Lines: discuss which parts are read out loud.

- Allocate character parts to children. (Note that the character with the most speeches is at the top of page 2, and the others are laid out in descending order.)
- Look through the play and ask children to identify the first line for each of their characters.

During First Reading

- Read the opening stage directions, ensuring children understand the concept of 'another dimension' (it could be explained simply as a 'fantasy world').
- Read the play together, with each child reading the text for their character out loud when it is their turn, whilst the others follow in their own books.
- Pause at the end of page 20 and ask children to predict what will happen next.

Main question: **How did children feel about each dog who came to look in the shop? (Y2 t3, Personal Response and Evaluation of Text)**

After First Reading

- Ask children to describe each dog customer and to imagine how the children felt when each one came into the shop.
- Ask children to give their views on the play's ending and to imagine what might happen next.
- Challenge children to think of themselves in the characters' places. Ask how they would have felt when Fierce Dog read out his list. Encourage them to look for evidence in the play.

During Second Reading

- Ask children to look at the dog characters on pages 2–3 and talk about what each one is like.
- Involve all the group in experimenting with voices for the dog-customers that reflect their characters (e.g. Fit Dog would speak in a fast, excited way). Repeat with the human characters.
- Listen to examples and agree on the best type of voice to use, challenging children to make the two parts they play sound different from each other.

Main question: **What clues help us know the type of voice a character might have? (Y2 t3, Making Inferences)**

After Second Reading

- Ask the child playing the shopkeeper to give feedback to the others on the voices they used for each of their characters.
- Think together about other ways to enhance this aspect of the performance and make it more entertaining for an audience.

Session 2: Writing

Main focus: **Writing an additional scene for the play. (Y2, Planning)**

Before Writing

- Remind children that all the children want to be chosen by Pooch. Ask them to suggest what might happen next, encouraging them to think imaginatively (e.g. introducing additional dog characters).

Multi-claused sentences using conjunctions

Write: *Choose me...* on the board. Ask the children how they would persuade Pooch to choose them. Get feedback and write up some of the best ideas. Model adding the children's ideas to the main clause (e.g. *Choose me **if** you want to be pampered **and** have a cool time*). Say that you have used conjunctions (*if, and*) to join the main clause to the subordinate clauses. Ask children to write a sentence that starts with the clause *Choose me* and is joined to their idea with one or more conjunctions.

- Draw together children's suggestions and decide on the best ideas for a scene. Make notes.
- Encourage children to think about how each character would be feeling and what they would say. Note effective words and phrases.

During Writing

- Ask children to write a new scene for the play using the PCM.
- Remind them to lay their writing out like a play script.
- Encourage them to say the lines out loud before they write, rehearsing and improving each line until they are happy with it.

After Writing

- Select a child's scene, allocate parts and ask children to read as the others listen. Involve them all in giving feedback and making suggestions to make it more like a play script or to improve the ending.

Extension: Ideas for Performance

- Children could design and make masks or hats to wear as the dog characters, to make the play easier for an audience to follow.
- Encourage them to keep using the distinctive voices for the two different characters they are playing and to develop these further.