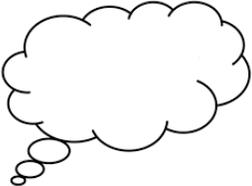


Lesson 1: Reading Handa's Surprise - descriptive language	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL02-SPL01: Attempt to express ideas precisely, using a growing vocabulary</p> <p><u>WALT:</u> Attempt to express ideas precisely, using a growing vocabulary</p> <p><u>TIB:</u> We want to pay close attention to the vocabulary used to help the story come alive</p> <p><u>SC:</u> By the end of the lesson I can:</p> <ul style="list-style-type: none"> - Speak with a clear purpose (to explain or to entertain) (A) - Add to the discussion (B) - Use a variety of grade level appropriate vocabulary and words that describe (D) 	<p>By this point in the Social Studies unit you may have already looked at a world map and pointed out countries from which people in Bermuda came. Make sure that students know Africa is a continent made up of many countries. This book is set in Kenya (<i>read the inside page about who the book is for / who the author thanks</i>). Identify it on a map.</p> <p>Ask students: Does anyone know anything about Kenya?</p> <p>Explain that as you read Handa's Surprise, students are to use the See, Think, Wonder routine (<i>see resource</i>), with these prompts written on the board:</p> <p>What do you see? What do you think about that? What does it make you wonder?</p> <p>Begin by using the routine with the front cover by modelling. For example, <i>I see a girl carrying a</i></p>	<p>Read Handa's Surprise to the class. As you read, talk about the book - what do they see? Think? Wonder?</p> <p>Make a note of which animal takes which fruit as you go, ie monkey takes banana Ostrich takes guava</p> <p>What effect does the descriptive language (powerful language) have? Repeat some of the phrases together, eg soft yellow banana.. How does that make you feel? Hungry?!</p> <p>----</p> <p>Students go to tables and cut out the animals and fruits and match them according to who took what.</p> <p>Have the book at the front of the room so they can check (you may wish to cover the flip chart, or keep it out - it would be a good memory exercise!)</p>	<p>Students then stick the pairs in their books and underneath each pair write a descriptive sentence. Do one together as a class. For example: <i>The sneaky ostrich crept through the grass and gobbled the sweet guava</i></p> <p>At the end of the lesson, ask students to read their favourite sentence to the class. How does the audience feel when they hear such powerful language? How does it compare to just saying, for example, <i>the zebra took the orange</i>?</p> <p>The author creates an image in our mind, we can even taste the fruit!</p>

	<p><i>basket of fruit on her head through a field, and an ostrich is looking at her, and a banana peel is falling from the tree. The girl looks like she can maybe hear or see something. I think that the ostrich might want some fruit and is making noises in the tall grass. It makes me wonder if something is going to happen to the girl and the fruit.</i></p> <p><u>Note:</u> Some students may be ready to use the routine in one go, ie respond to all the prompts at once. Others may answer just one prompt as a starting point.</p>		
<p>Lesson 2: Re-reading Handa's Surprise - Handa's feelings</p>	<p>Introduction</p>	<p>Main</p>	<p>Plenary / Reflection</p>
<p>Learning Intentions:</p> <p>EL02-REA05: Make simple inferences.</p> <p><u>WALT:</u> <i>make inferences about Handa's feelings throughout the story</i></p> <p><u>TIB:</u> <i>It's important to consider how character's feel so that we can understand them more, and make connections</i></p>	<p>Ask students about different ways they can tell how someone is feeling, eg how could they tell if their friend is feeling happy? (by what they say / how they say it / body language). Ask some students to come to the front and model different emotions using just their body. Now try using just facial expressions!</p> <p>Re-read Handa's Surprise, this time really focusing on Handa's facial expressions - it's amazing</p>	<p>Individually or in pairs at tables, students now consider the feelings of the fruits, as they get snatched from the basket!</p> <p>Using the story cards, give one picture to each pair of students to study and then write the thoughts and feelings of the fruit in the bubble</p> <p>For example, with the giraffe taking the pineapple: Eg. <i>Ah! Why me? Just because I'm the biggest? I'm scared! Not</i></p>	<p>Ask students to come up to the front and role play their fruit - don't tell the class what fruit they are, just say what you are thinking and how you are feeling!</p> <p>The rest of the class then have to guess which fruit they are, and say the feelings, eg <i>I think it's the pineapple, and it's feeling really scared and worried!</i></p>

<p><u>SC:</u> By the end of the lesson I can:</p> <ul style="list-style-type: none"> - Score2: Infer meaning of story or content from pictures that add meaning to the text (A) - Talk about the pictures, revealing interpretation of a problem or of character's feelings (B) - Score 3: Infer causes of problems in fiction or of outcomes in non-fiction texts (D) 	<p>how much a face can tell us!</p> <p>As you read through the book, ask students to do the same facial expression as Handa. What thoughts might be going on in your head? Children share their thoughts and feelings with their partner. Share out with the class, and write out in a thought bubble on the board:</p>  <p>Have printouts of each double page along the board, to write underneath. OPTION: Students can sequence the story themselves (practicing the standard WRI01 Score 2 students can sequence the story themselves, using the sequence cards if necessary)</p>	<p><i>the hair, please, get your tongue off me. How are you even going to fit me in your mouth? Or are you going to take little bites out me?!</i></p> <p>-----</p> <p>Or, you could give out individually and students make inferences of how she is feeling at each stage, writing her thoughts in the speech bubble and her feeling underneath.</p>	
<p>Lesson 3: Performing Handa's Surprise - articulating our voices</p>	<p>Introduction</p>	<p>Main</p>	<p>Plenary / Reflection</p>
<p>Learning Intentions: EL02-SPL01: Attempt to</p>	<p><i>This drama lesson is for you to have fun with your class in whichever way you see best</i></p>		

<p>express ideas precisely, using a growing vocabulary; Articulate clearly so that others can hear</p> <p><u>WALT</u>: Attempt to express ideas precisely, using a growing vocabulary; Articulate clearly so that others can hear <i>(To speak slowly and clearly when performing a play)</i></p> <p><u>TIB</u>: <i>We want others to be able to tell what we are saying!</i></p> <p><u>SC</u>: <i>By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - <i>Score 3 (A): Speak with a clear purpose (to explain or to entertain)</i> - <i>speak with enthusiasm and confidence (inflections in voice, facial expressions, hand gestures) (C)</i> - <i>Speak at an appropriate rate to be understood by</i> 	<p><i>Options:</i></p> <p><i>Divide the class in two, and have two groups create their own plays, using the lines provided if you wish</i></p> <p><i>As a class, have some students play the animals and make up lines, and some students can be the fruit, and make up lines (using the prior learning)</i></p> <p><i>As a class, some students could also act out the setting, like the tall grass - what noise would that make? Or the tree.</i></p> <p><i>Some students could make the props, like the basket or the fruit, while others practice lines.</i></p> <p><i>Etc! We look forward to hearing about and seeing the creativity in your classroom - perhaps you could perform it to another class?</i></p>		
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<p><i>the audience (E)</i></p> <ul style="list-style-type: none">- <i>Enunciate words clearly (F)</i>- <i>Speak with appropriate inflection (G)</i> <p>Time allocation : 2 x 30 minute lessons</p>			
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