

The accompanying scheme of work and all other lesson plans in addition to these are available free to download from the Guided Reading section of www.nate.org.uk



Two Weeks with the Queen	Morris Gleitzman
Lesson 3	Group card TW3

Objectives: R4 Note making
R6 Active reading

Resources: Sugar paper, ruler

As a whole group we have:

- revised the range of reading strategies you have available to you;
- explored narrative hooks;
- explored character, setting and mood.

Now you are going to:

- explore how the characters are developing.

Group reading

Read chapter 5 together.

Group task:

1. One person should recount what has happened so far.
2. Divide into two groups – Group A and Group B.
 - Group A** – focus on Colin's positive characteristics. Reread chapter 4. Discuss what makes you proud of Colin.
 - Group B** – focus on Colin's negative characteristics. Discuss what makes Colin a difficult child/why Colin sometimes makes you cross with him.
3. Share your findings with the whole group, using supporting evidence. When did the writer explicitly tell you about Colin's character? When did you have to infer meanings or read between the lines?
4. On a piece of sugar paper draw two columns and list Colin's good and bad points.

Homework

Read chapter 6 by next lesson.

Two Weeks with the Queen Morris Gleitzman		
Lesson 3		Guided card TW1
Teaching objective(s):	R8 Inference and deduction R6 Active reading	Resources: Strategy check-card, Character web sheets
Focus	Chapters 1-6	
Teaching sequence: Introduction to text:	Teacher clarifies objectives and identifies what is meant by plot and characterisation. Use the character web sheet to demonstrate the interconnections between characters. Draw lines between those who inter-relate.	
Strategy check:	Distribute Strategy check-card and discuss expectations for developing active reading skills. Ask pupils to remember and explain/illustrate appropriate strategies that they have used recently. Then focus on the difference between finding explicit information and inference and deduction . Stress that these are essential skills for engaging with, and enjoying, texts and achieving the higher levels.	
Independent reading and related task:	Ask pupils to skim read the chapters independently with a focus on extracting information about what has happened to Luke and what Colin has done to help him by finding a cure for his cancer. Check pupils' skills and their organisation of character web charts.	
Return to text: developing response	Ask pupils to work in pairs devising and asking questions of the characters, linking cause and effect in their relationships. Allocate roles and listen to hot-seating, to guide and support.	
Review (reading target and next steps):	Lead a discussion of characters' responses with the group. Focus on textual evidence to support and discuss what they have learned about the characters, their roles and relationships.	
	Guide the recording of additional information on the character web sheet.	
	Summarise the use of inference and deduction, and where the story may move next. Ask pupils to summarise what they have been doing and remind them of the purpose of the session.	

Homework: Read chapters 8-9.

Evaluation:



