Lesson 1: Reading

The Sun and the Wind

The Sun and the Wind are always arguing. The Sun thinks he is stronger than the Wind. The Wind thinks he is stronger than the Sun.

Scene 1

<table>
<thead>
<tr>
<th>Setting</th>
<th>In the sky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>The Sun, the Wind, the Cloud, the Man</td>
</tr>
</tbody>
</table>

The Sun and the Wind often argued. The Sun thought he was stronger than the Wind. The Wind thought he was stronger than the Sun. One day they met in the sky. The little Cloud was near them.

The Wind: I’m very strong. I’m stronger than the rain. I’m stronger than the snow. I’m stronger than you!

The Sun: I’m very strong. I’m stronger than the rain. I’m stronger than the snow. I’m stronger than you!

The Wind: No, you are not!

The Sun: Yes, I am!

The Wind: I can blow and blow. Yesterday, I blew the trees and made them fall over. I blew the clouds and made them move.

The Sun: I’m made of fire. I can burn and burn. Yesterday, I shone on the dry grass and it caught fire. I shone on the water in the river and it dried up.

The Cloud: You are always arguing! I’ve got an idea. We can see who is stronger.

We can have a test.

The Wind: A test? What do you mean?

The Cloud: There’s a Man walking in the valley. He’s wearing a heavy coat. Let’s see who can make the Man take off his coat.

The Wind: I can do that.

The Sun: I can do that.

The Man is walking in the valley. The Cloud asks the Wind to try first.

The Wind: I’m going to blow and blow. I’m going to blow off the Man’s coat.

The Wind blew and blew.

The Man: It’s very windy! I must hold on to my coat.

The Wind: I must blow harder. The Man is holding on to his coat.

The Wind blew and blew but the Man held on to his coat.

The Wind: I’m very tired. I can’t blow any more.

Now it was the Sun’s turn.

The Sun: I’m going to use my fire and shine and shine.

The Man: It’s getting hotter and hotter.

The Sun: Look! The Man is getting hot.

The Man: I’m very hot. I must take off my coat.

The Sun: Look! The Man is taking off his coat. My fire made the Man take off his coat. I won! I am stronger than the Wind.
Warm-up
1 Elicit and list all weather types, rain, fog, storm, etc. Ask What weather do you like/not like? Why? Do you like snow/fog, etc? Why? Why not?
2 Ask different children to give reasons.

Poster 1

Before reading
1 Children look in their books at pages 8 and 9. Ask: What is the title of the play? What is the setting for the first scene? How many characters are in the first scene? What are their names?
2 Ask the same questions about the second scene.

Shared reading
1 Play LC 1 Tracks 1–2. Children listen and follow.
2 Read sections to the class. Ask: (Scene 1) What do the Sun and the Wind argue about? who is stronger They say they are stronger than two other kinds of weather. What are they? rain, snow What can the Wind do? blow and blow What did he do yesterday? blew trees over, made clouds move Ask the same questions about the Sun. burn and burn, burned grass, dried up water
3 Write a phrase on the board, e.g. golden sun, noisy wind. Ask children to use it in a sentence. Encourage them to make their sentences interesting by using adjectives and adverbs, e.g. The golden sun shone brightly in the blue sky. The noisy wind blew angrily around the houses.

Lesson aim Reading a play script
Lesson targets Children:
• learn about the text type: a play
• follow the text and listen for pronunciation and intonation
• read aloud with accurate pronunciation and intonation
• understand the sense of the text as a whole and answer questions

Key vocabulary valley, coat; arguing, blow, burn; strong, dry, heavy
Key language irregular past tenses
Key structures The wind blew. The man held on to his coat. Whose idea is it to have a test? the Clouds What is the test? to see who can make the Man take off his coat (Scene 2) What is the Wind going to do? blow and blow What happens? The Man holds on to his coat. Why? He doesn't want it to blow off. What is the Sun going to do? shine and shine What happens? The Man takes off his coat. Why? He is too hot The Sun says it is stronger than the Wind. Do you agree?

Reading practice
See detailed notes in Introduction, page 9.
Lesson 2: Comprehension; Vocabulary

Warm-up
Do an Alphabetic order activity. Choose one from page 284.

Comprehension
Re-read The Sun and the Wind on pages 8–9.

Activity 1
1 Read the first sentence with ending a, then read it with ending b. Ask Which is the correct sentence? Elicit The Wind thought it was stronger than the rain. Point out that ending a is circled.
2 Ask a child to read the next sentence with ending a. Another reads with ending b. Elicit the correct sentence. Children circle.
3 Continue with the other sentences.
Answers: 2 b 3 a 4 b 5 a

Activity 2
Children may look back at the text to find answers to 1–3. Help them to suggest their own answers to 4 and 5. Accept any reasoned answer. Encourage children to think of a variety of possibilities for question 5.
Answers: 1 ... because it blew the trees and made them fall over. It blew the clouds and made them move.
2 ... because it burned the grass and it made the water in the river dry up.
3 ... to have a test.
4 Example answers: It was a good idea because they found out who was strongest./It wasn’t a good idea because the test was not fair.
5 Examples: cross, angry, surprised, unhappy, stupid

Vocabulary
1 Read Wordsworth’s bubble.
2 Write yesterday on the board. Underline the letters yes. Write yes on the board. Do the same with the other example words.
3 Children make other words. To help them, write the letters scattered in any order.
Whole class activity: write the letters on cards. Stick them up in scrambled order.

Children volunteer to arrange letters to make a word. They may find, e.g. ate, ear, eat, eyes, say, star, red, stare, read, tear, tree, year.

Activity 1
If you wish, write the letters out of order on the board. Children work in pairs. They may find, e.g. 1 stone, nest, rest, song; 2 wear, ring, ear, win, wing; 3 hard, red, read, dear, head.
Children make words from the letters in character. Divide the class into groups. Write the word character on the board. Ask for the meaning: a person in a play or story. If you wish, write the letters in scrambled order or give a set of letter cards to each group. Allow several minutes for groups to find as many words as they can.

Ask a group to tell you their words from character. Write them on the board. Other groups listen and cross them off their list if they have them too. Ask another group for any words not already mentioned. Groups cross them off if they have them.

Continue until all the words have been said. Children may find: act, rat, tear, tree, eat, ate, heat, teach, teacher, hate, hare, are, reach, each, race, care, the, there, hear. If their vocabulary is extensive, they may know, e.g. ache, create, trace, etc.

Practice Book (pages 2–3)
Prepare children by checking they understand the tasks. Remind them to read what Wordsworth says before they begin.

Answers: Comprehension 2 4 1 8 6 2 5 7 3
Vocabulary 1 Example answers: 1 walk 2 read/dear 3 hold/old 4 ring/rang
2 Example answers: 2 swing/swinging 3 clean/cleaning 4 stick/sticking
Lesson 3: Language building

Unit 1

Warm-up
Play Simon says. See page 284. Include pointing to objects in the classroom.

Language box (1)
1. Read what a noun is and the example. Ask for other examples of nouns. Write them on the board.
2. Read what a proper noun is and the example. Ask for other examples of proper nouns. Write them on the board.

Activity 1
1. Ask individuals to read the words in the box and Bernie’s bubble. Point out the first answer. Ask who this person is. Remind the class of the character on page 7.
2. Children write the other four proper nouns. Check answers with the class.

Answers: Wednesday, Bernie, Wordsworth, July

Language box (2)
1. Read what an adjective does and the example.
2. Elicit similar examples. Show, e.g. a pencil. Class names it. Write pencil on the board. Ask for an adjective to describe it. Elicit, e.g. red. Write on the board the red pencil. Ask Which word is the noun/adjective? Label the noun and the adjective. Repeat with one or two more objects if you wish.

Activity 2
1. Ask an individual to read the first sentence. Ask Which word is the adjective? Elicit orange.
2. Do the same with the second sentence. Elicit long. Check that the whole class agrees. Children write.
3. Continue with the other sentences. If children have any difficulty with this activity, repeat step 2 for Language box (2).

Answers: 2 long 3 dark 4 heavy 5 hot

Language box (3)
1. Read what an adverb does and the example.
2. Elicit other examples from the class.

3. Do an action in a particular way, e.g. walk quietly. Ask What did I do and how did I do it? Elicit You walked quietly. Write the sentence on the board. Repeat with other actions, e.g. open a door noisily, carry books carefully, etc. Elicit each sentence and write them on the board. Class reads the sentences.
**Activity 3**

1. Ask a child to read the adverbs.
2. Elicit one or two sentences for each adverb. Encourage children to add interesting detail, e.g. *The boy ran quickly./The tall boy ran quickly along the busy street.* Write two or three of the sentences on the board. Class reads. Children write their own sentences in copy books.

**Extension**

*Parts of speech*

1. Ask a child to read out a sentence from Activity 3. Write it on the board. Alternatively, write up a sentence of your own.
2. Individuals volunteer to identify any nouns, proper nouns, adjectives, verbs or adverbs in the sentence. Use different coloured chalks or markers to underline each part of speech. Alternatively, ask children to box nouns, circle adjectives, underline verbs and double underline adverbs. Continue with other sentences.

**Practice Book (page 4)**

Prepare the class by checking they understand the tasks. Remind them to read Bernie's bubble at the top of the page before they start.

**Answers:**

1. Nouns: tree/water/coat/hat  Proper nouns: Tilly/January/Friday/Professor Inkspot
2. 1 red  2 green  3 blue  4 orange  5 yellow
3. Children's own answers
4. 1 pretty  2 snow  3 meal  4 boy  5 teacher  6 ball

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**Lesson aim** Language building: revision of nouns, proper nouns, adverbs, adjectives  
**Lesson targets** Children:
- practise identifying nouns, proper nouns, adjectives and adverbs  
- compose sentences using different parts of speech

**Key vocabulary** words from Lesson 1  
**Key language** nouns, proper nouns, adverbs and adjectives  
**Materials** LB page 11, PB page 4  
**Time division**
Lesson 4: Grammar

Warm-up

1. Ask about holidays around the class: Where did you go in the holidays? What did you do? Who/What did you see? etc.
2. Write a few sentences with irregular past tenses on the board. Ask volunteers to underline the verb(s) in each sentence.

Bernie’s Grammar focus

1. Read Bernie’s bubble. Ask individuals to read the sentences.
2. Write the verbs in a list on the board. Ask What tense are these? Elicit The past tense. Remind the class that this tense is used for completed actions in the past.
3. Ask the class to tell you the present tense of each of the verbs. Write them on the board.

Activity 1

1. If you wish, go through the past tenses orally before children write.
2. They circle the words in the word snake and check their spelling. Check answers with the class.
   Answers: 2 had 3 took 4 held 5 shone 6 caught 7 blew 8 saw 9 burnt

Activity 2

1. Write the verbs on the board.
2. Write wind – trees. Demonstrate the example question, pointing out the verb in the box.
4. Continue with the other sentences.
   Answers: 2 Did the trees fall over? Yes, they did. 3 Did the Sun burn the grass? Yes, it did. 4 Did the grass catch fire? Yes, it did. 5 Did the Cloud see the Man? Yes, it did. 6 Did the Man have a thin coat? No, he didn’t. 7 Did the Wind blow softly? No, it didn’t.

Activity 3

Ask individuals to read sentences. Elicit true/false and correct the false sentences. Children write in their copy books.

Answers: 1 false: The wind did not blow a house over. 2 false: The Sun did not burn a forest. 3 false: They did not see a woman in the valley. 4 true 5 false: The Man held on to his coat.
Extension

Past tense team game in two teams: A child from team 1 takes a verb card from your desk, reads it out and shows it to his/her team. The team must give the correct past tense. If they make a mistake, team 2 can try. Then it is team 2’s turn to pick a card.

Practice Book (pages 5–6)

1 Prepare children by checking they understand the tasks. Go through the activities orally, if you wish.
2 Make sure children understand they must make up their own answers to the last question. If you wish to extend this activity add these questions: Why did she come? What was in the bags and boxes? What happened next?

Answers: 1 blew 2 caught 3 went 4 got
2 The boy did not see a plane. 2 The girl did not hear a cat.
3 The tree did not fall down. 4 Mum did not make a cake.
3 1 What did Anna buy? 2 Where did Bill and Ben go?
3 Why did Uncle Bob come here? 4 How many slices of pizza did Joe eat?
5 Example writing: Joe went to the window. He looked along the road and he saw a car. The car came closer in a cloud of dust. It stopped outside Joe’s building. A woman got out. She had a balloon and (she was carrying) a box. It was ...

Lesson aim Grammar
Lesson targets Children:
• practise past tenses
• compose past tense questions
• change past tense affirmative statements into the negative

Key vocabulary words from Lesson 1
Key language irregular past tenses; past tense questions; affirmative/negative short answers
Key structures The grass caught fire. Did the Wind blow softly? Yes, it did./No, it didn’t.
Materials LB page 12, PB pp 5–6, verb cards for Extension
Preparation Make verb cards of irregular or a mixture of regular and irregular verbs

Time division

Warm-up Bernie’s focus Grammar activities Extension Practice Book
Warm-up

1. Children look at pages 2, 3 for a few moments. Say You are going to hear a radio programme. What do you think it is called? Let’s go! What is in the programme? Elicit items from the shapes. Ask Who is in the programme? Elicit names.

2. Play FC Introduction all the way through. Children listen. Ask Who did you hear first? Jaz, Benni. Who are the young reporters? Ross, Anna, Ellie, Max. What did they all say? Welcome to Let’s go!

Before listening

Children look at pages 4, 5. Ask them to find Jaz and Benni. Remind the class that they are radio presenters. Read, or ask children to read, the words at the top of page 4. Explain These things are in the programme. Ask children to find and point to each item (they are all on page 5). Ask Who is in the story? Elicit, e.g. A girl, a boy and an old lady.

Shared listening

1. Play FC Programme 1 all the way through without stopping. Children listen and follow.

2. Ask general questions about the adventure story. What are the children’s names? Who are they going to stay with?

3. Play the programme again. Children listen. They answer the young reporters’ questions in the pauses.


5. Continue. Pause in the puzzle for children to write answers.

6. Play the story again and ask questions. Is Aunt Bea’s house strange? What strange things are in it? Do you think Aunt Bea is a detective? Why? What do you think is going to happen?

After listening

1. Children do the competition as a quiet class activity or for homework. Write up the questions Jaz and Benni asked. Ask a few children the questions before the class writes. Hear some children read their accounts in this lesson or on another occasion. Each child who completes the task gets a sticker.

2. Write up the song. Class reads. Rub off the last word of each line. Children say the rhyme with the missing word. Rub off another significant word in each line. Children say the rhyme with the missing words. Continue until all the words are rubbed off and the rhyme has been learned. Children sing the song.

Lesson aim: Fluency

Lesson targets: Children:
- listen to a short radio programme and follow the items in the FB
- talk about their favourite clothes
- write about their holiday

Materials: FB pp 2–5, FC Introduction (Track 1), FC Programme 1, (Tracks 2–4)

Preparation: Listen to FC Introduction and Programme 1 and look at the FB pages before the lesson

Time division:
- Warm-up
- Before listening
- Shared listening
- Chatterbox
- Puzzles, story, questions
- After listening
Jaz: Hello! Hi!
Benni: Hi!
Jaz: Welcome to Let's go! presented by me, Jaz ...
Benni: And me, Benni.
Jaz: Here in the studio we've got lots of exciting things for you to listen to.
Benni: In the Let's go! club we've got puzzles and jokes.
Jaz: And there are lots of great competitions, and some very exciting stories!
Benni: You're going to hear some interviews.
Jaz: And we're going to places all round the world!
Benni: We've got lots of special features, so you're going to be very busy!
Jaz: It's going to be great!
Benni: So what's first?
Squirty 4: It's time to meet the Let's go! reporters.
Anna: Hi! I'm Anna.
Ross: Hello. My name's Ross.
Max: Hi! I'm Max.
All: Welcome to Let's go!
Jaz: Hi, everybody!
Benni: Hello there! Welcome to the first Let's go! programme.
Jaz: We've got a great competition for you today ...
Benni: ... and a puzzle, a song and the first part of our brilliant new adventure story!
Jaz: But first here are the Let's go! reporters.
Benni: Yes, they're back from their summer holidays and they're here to tell us about the really cool clothes they bought on their travels. Anna, what have you got to tell us about?
Anna: I went to the seaside in August and I bought this T-shirt – purple's my favourite colour and I love the duck on the front.
Squirty 1: It's so cute!
Benni: What about you, Max?
Max: My big brother gave me this cap. I wore it all the time in the holidays with my favourite jeans and T-shirt. It kept me cool and I looked cool too!
Squirty 2: Wow! How cool is that?
Benni: Really cool! And important to wear a hat in the sun. OK, Ross, it's your turn.
Ross: Well, I got these great sunglasses in New York. My uncle bought them for me. All my American cousins wear them. I think they're amazing, don't you?
Squirty 3: Oooh. Check out those shades!
Benni: Great, Ross, we really like them. And Ellie, how about you?
Ellie: Well I didn't need sunglasses, because I went to England, it rained every day! I went shopping with my mum and I chose this really cool raincoat. I love the colour, I think it's great. I wore it with shiny blue boots.
Funny Bod: Get that cool style!
Benni: OK, did you get all that? Here's a quick quiz.
Ellie: Why did I buy this raincoat?
Ross: Where did I get my sunglasses?
Max: Who gave me my cap?
Anna: When did I get my T-shirt?
Funny Bod: It's Chatterbox time!
Jaz: What clothes do you like? Talk to your friends.
Yek: Yakesi Yaki!
Benni: Welcome to the Let's go! Club! This is where you can join in with the fun. First, here's a competition ... and it's about holidays. What did you do on holiday? Where did you go? What did you see? What was your favourite day? What did you wear? Draw a picture and tell us all about it.
Jaz: Have a go! All entries win a prize.
Benni: And to get you in the mood, here's a summertime rap.
[SONG] Summertime, summertime,
We all love summertime,
Come and have fun,
Let's have fun,
Lots of fun,
In the summer sun.
We all love summertime,
Wonderful, (woo!) glorious, (Yeah!) fabulous, stupendous (woo hoo!)
Summertime!

Benni: Hey! That was great!
Jaz: And how it's puzzletime! Listen to these clues.
What's the word?
Benni: Number 1: Anna bought a purple one on her holidays.
Jaz: Number 2: Ellie wore these with her raincoat.
Benni: Number 3: Ross got some of these in New York.
Jaz: Number 4: You should always wear this when it's hot and sunny.
Benni: Number 5: Ellie bought one in England.
Jaz: Number 6: You put this up when it rains.
Benni: Number 7: This is what the weather is like in summer.
Jaz: Did you know all those words? Tricky, huh?
Benni: We hope you got them all! And now here's the first part of our exciting new adventure story, The Tiger's Eye.

Narrator: The Tiger's Eye. Episode 1
Jenny: Do we have to visit Great Aunt Bea?
Mum: Your Great Aunt Bea is a kind old lady.
Dad: It's very nice of her to look after you while we're away.
Jaz: This visit is going to be so boring!
Dad: Oh, you're going to see lots of interesting things.
There's a wonderful old castle.
Mum: Yes, it has some beautiful old pictures and jewellery in it.
Jaz: I don't like old things!
Dad: The train is stopping. We're arriving at Greystone Station.

Mum: Thank you for looking after them, Aunt Bea.
Aunt Bea: It's no trouble at all.
Jenny: Goodbye, Mum.
Tim: Goodbye, Dad.
Dad: Don't worry, Tim. We're only away for a few days.
Jenny/Tim: Goodbye!

Aunt Bea: Come along, Jenny and Tim. Follow me!
Jenny: Look at all these old things! It's like a museum!
Tim: Look at that clock!
Jenny: Look at the telephone! Oh, this is going to be awful!
Aunt Bea: This way!
Tim: What's that on the table?
Jenny: It's a huge magnifying glass!
Tim: And look at those! They're cameras. And there's a telescope.
Jenny: Why has Great Aunt Bea got all these things?
Tim: I don't know!
Aunt Bea: Tomorrow I'm going to take you to Greystone Castle. It's very interesting. Would you like a biscuit? I made them this morning.
Jenny: Thank you, Aunt Bea.
Tim: There's some old jewellery in the castle, isn't there?
Aunt Bea: Yes, there is. It's very valuable jewellery.
Aunt Bea: Miss Bea Dash speaking ... Ah, good evening, Inspector Pen ... You found the missing money? I'm so pleased ... Tim: Did you hear that, Jenny? Aunt Bea is talking to a policeman!
Jenny: Do you know what I think? I think Aunt Bea is a detective!
Tim: That's impossible. Mum and Dad didn't tell us.
Jenny: Perhaps they don't know.
Tim: You mean she's a secret detective?
Jenny: Cool! You saw the magnifying glass and the cameras and the telescope. What do you think?
Jaz: Wow, Benni, that was good. Do you think Jenny is right?
Benni: Well ... yes, I do. After all, Aunt Bea's got cameras and a telescope.
Jaz: And a magnifying glass! It's very strange.
Benni: We're going to hear more about Great Aunt Bea next week. Until then, goodbye, everyone.
Jaz: Goodbye!
Lesson 6: Spelling, Reading for enrichment

UNIT 1

Warm-up
Do a *Word chain* on the board with the class in two teams. A child from team 1 says a word. Write it up. A child from team 2 must say a word beginning with the last letter of the first word. Write it up next to the first word. Continue in this way until the chain stretches across the board.

Spelling box
Play LC 1 Track 3. Children repeat *valley* and *key*. Check for good pronunciation. Repeat if necessary.

Activity 1
Children complete the words. Class reads words. Check they understand the meanings.

Activity 2
Individuals read the sentences. Elicit answers. Children write the words. Class reads.
Answers: 1 money 2 honey 3 donkey

Activity 3
Children compose their own sentences. Remind them to make the sentences interesting. If you wish, ask them to include an adjective in each sentence.

Extension
Divide the class into teams. Give definitions of target words from the lesson. The first team to say the correct word wins a point. They get another point for spelling it correctly.

Practice Book (page 7)
Prepare children by checking they understand the tasks. Remind them to read what Captain Superspell says before they begin. For exercise 2, encourage children to make up interesting sentences using adjectives and adverbs.
Answers: 1 monkey 2 turkey 3 jockey 4 chimney 2 Children's own sentences
Reading for enrichment

1. Play LC 1 Track 4. Children listen and follow.
2. Ask questions to check understanding, e.g.
   When did the fire happen? Where did it start?
   Did London Bridge burn? Why?
   How many days did the fire last?
   How did people stop it?
3. Ask individuals to read sections. Encourage good expression.

Project: A new London Bridge

1. Tell the class that they are going to design a new bridge for London.
2. Ask the class what the old London Bridge was like:
   What was good about it? What was bad about it?
3. Tell the class to think about these questions to help them design a new bridge:
   Are there houses on it? Why? or Why not?
   Are there shops on it? Why? or Why not?
4. Children draw the new bridge. They label the materials in the bridge.
   They label anything that is built on the bridge.
5. They write a short description of the bridge. The description should explain what materials are in the bridge and why they are good materials to use.
   It should also explain what buildings are on the bridge and why they are there, or why there aren’t any buildings on the bridge.
6. Ask several children to show and describe their bridges. If you wish, groups of children arrange their designs and descriptions on posters and stick them on. They write a title for the poster. Display the work and encourage children to look at each other’s designs.

Lesson aim: Spelling, Reading extension
Lesson targets: Children:
• read, pronounce and spell target words with ey
• understand the meanings of target words
• read about the Great Fire of London
• design and label a new London Bridge

Target words: chimney, donkey, honey, jockey, key, money, monkey, turkey, valley
Materials: LB pages 13 and 15; LC 1 Tracks 3 and 4; PB page 7
Time division

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Session 1: Class writing

Warm-up
Play the *Chain game* with clothes + adjectives. See page 284.

Before writing

1. Ask the class to tell you what happened at the end of the play in Lesson 1: *The Sun made the Man take his coat off. The Sun said it was stronger than the Wind.*

2. Read Penny Pen's Writing box to the class.

3. Help the class to work out what happens. Ask questions, e.g.  
   - *When the sun is hot, do you wear a hat? If the sun gets hotter, do you take your hat off?*  
   - *When it is windy, do you hold onto your hat? If the wind gets stronger, do you let go of your hat or do you hold it on more tightly? Do you take it off so that it can't blow away?*

   **Note:** Children could make different suggestions for the scene:  
   The Sun shines hotter and the Woman keeps her hat on to shade her head (the Sun does not win); The Wind blows strongly but the Woman holds on to her hat (the Wind doesn't win either); The Wind blows so strongly that the Woman can't hold her hat on and it blows away (the Wind wins); The Wind blows so strongly that the Woman takes her hat off so that it can't blow away (the Wind wins).

Shared writing

Activity 1
Agree on these items and write them on the board.

Activity 2
Ask questions, e.g.  
- *How is the Wind/Sun feeling? What is it doing? Does the Cloud see someone? What do you think the Cloud is doing when the scene begins?*

Activity 3

1. Use the Writing box to help the class work out the first three lines. Begin the scene with the Sun trying first. Help children to complete the dialogue, following the events that the children suggested in *Before writing.*

2. Ask four children to read the finished dialogue.

3. Clean the board before children write. Remind them that they can change or add other details in their own writing.

After writing
Children work in groups of four. Choose a scene written by one of them for all the children in the group to read to the class. Ask children to think what each character should look like. They draw pictures of them. Children learn their lines. If you wish, they can dress up and perform to the class or to another class.
Session 2: Practice Book writing

Warm-up
Ask Which sort of weather do you think people need more, wind or sun?
Which one do you think is most useful to people? Why? What does it do?
Which one is the most destructive (destroys the most)? Why do you think so?

Preparation task, exercise 1
1. Penny Pen’s bubble. Read or ask a child to read it.
2. Read the text about what the Man said and what the Woman said with the class.
3. Read out the questions in exercise 1.
4. Children write a few sentences recounting what happened in Scene 2 (written in Session 1). They should recount the events in the same sequence as in Scene 2.

Writing task, exercise 2
1. Explain the task for exercise 2; read out Penny Pen’s bubbles.
2. Children write Scene 3. First, the Man tells the Woman what happened to him. Then the Woman tells the Man what happened to her.

After writing
Children work in pairs and read to the class. One reads the Man’s lines and the other reads the Woman’s.

Key writing features: the next scene of the play
Look for these features in assessing the task:
• Characters speak in the first person.
• Each character recounts what happened to him/her.
• The characters’ recounts follow the events described on PB page 8.