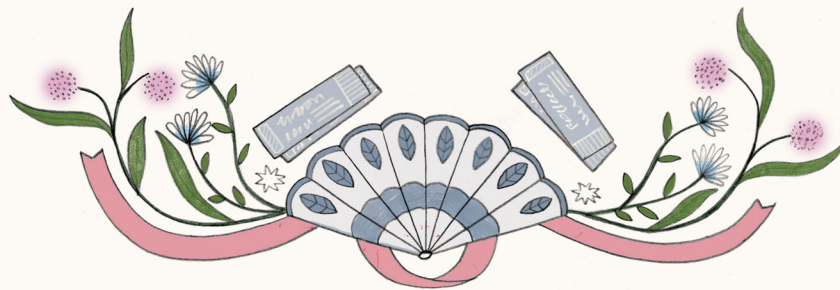


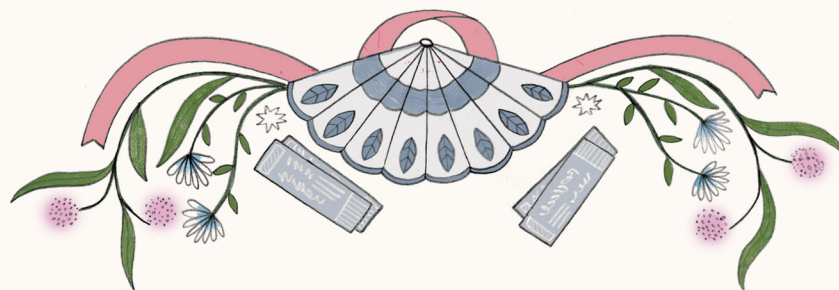
A Midsummer Night's Drama

Louie Stowell

Isobel Lundie



Teaching Guide

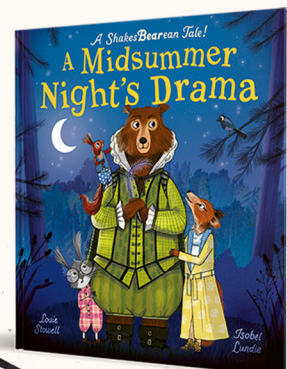


What's included:

6 English lessons covering Reading, Writing and Drama.
With opportunities for outcomes across Spoken language,
Reading Comprehension, Writing Transcription and Handwriting.

Suitable for:

Year 2 - Key Stage 1



LITTLE
TIGER



Lesson 1

National Curriculum links:

Reading: Comprehension

Predicting what might happen based on what has been read so far.

Reading: Comprehension

Listening to, discussing and expressing views about a wide range of stories.

Writing: Composition

Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.

Task 1:

Read the story as a class.
Stop at different points and ask:

**What do they think might happen next? Did they like the story?
What was the best part? Why do they think it was split into acts and not chapters?**

Task 2:

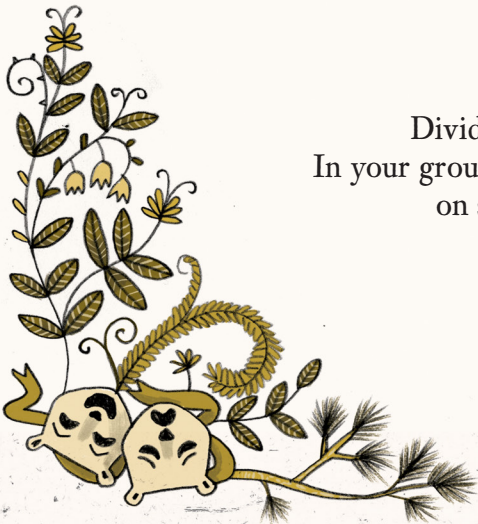
Explain that we are all going to write our own script based on this story.
We will then have the opportunity to act out our own short play.

Discuss how plays are split into acts. Who remembers how many acts this story had in it?

Share some examples of simple scripts on the board. Make a class list of important features of a script, e.g. character lists, props, speech marks, names of characters written before their line, so you know who says what in the play.

Task 3:

Divide the class into groups. Give each group an act.
In your groups read through your act and begin making plans/notes on sugar paper about how you are going to write your own version of the act.





Lesson 2

National Curriculum links:

Writing: Composition
Writing for different purposes.

Writing: Transcription
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Task 1:

Choose one group's sugar paper plans and stick on the board.
Model on the board how to turn the ideas into a storyboard plan.

Task 2:

Give the children a storyboard planning sheet (script themed/layout).

Children to sit in their groups sharing their large sugar paper plans as a guide and independently fill in their storyboard planning sheet.

Differentiation

Storyboard sheet can be adapted for different abilities.

Word banks can be used.

LSA/teacher support where necessary.





Lesson 3

National Curriculum links:

Writing: Composition
Writing for different purposes.

Writing: Handwriting
Use spacing between words that reflects the size of the letters.

Writing: Transcription
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Task 1:

Re-read the story.

Share some examples of what scripts look like on the board.

Recap features of a script.

Recap the main events that happened in each act of the story.

Task 2:

Use your story board plans as a guide and begin writing your scripts.

Task 3:

Bring the children back to the carpet and share some great examples of the scripts written so far.

Give children time to finish writing their short scripts.





Lesson 4

National Curriculum links:

Writing: Composition

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently.
- Proofreading to check for errors in spelling, grammar and punctuation.

Task 1:

Teacher to share an extract from the book written on the board with spelling, punctuation and grammar errors.

Ask children to spot any mistakes and model how to edit and improve the writing.

Task 2:


Use a coloured pen and word banks/dictionaries.

Edit your own writing, checking for correct punctuation, spelling and grammar.

Task 3:

Move back into your original groups, share your scripts with each other and choose one to use to help you create a short performance.





Lesson 5/6

National Curriculum links:

Spoken language: Participate in discussions, presentations, performances, role play improvisations and debates.

Spoken Language: Gain, maintain and monitor the interest of the listeners.

Spoken Language: Speak audibly and fluently.

Longer lesson required for practise and performance of plays. These 3 tasks should be spread across 2 lessons. Photocopy scripts for each group.

Task 1:

In your groups, give out characters and begin practising your short performance.

Task 2:

Performance.
Children go to the hall and the groups take turns performing their act from the book.

Task 3:

Evaluations of performances:

**What were the best parts?
What would you do differently next time?**

Further activities you could do with the class:

Children could work on their short plays and perform in assemblies to the rest of the school or to parents.

Using the last 2 pages of the book, children could start researching the life of William Shakespeare.

