

## 10 Things I can do to Help my World by Melanie Walsh

This is a beautifully simple book which raises some of the most important matters for this generation without being at all preachy or controversial. As the children turn the pages they transform to reveal ten things that everyone can easily do at least one of so as to help conserve the world. Many of them, such as turning off the television properly, walking to school and turning off lights when leaving a room, are about conserving energy. Others, such as feeding the birds in winter and growing plants from seed, will encourage an understanding of nature and conservation.

### Overall aims of this teaching sequence

- To write for meaning and purpose in a variety of non-narrative forms
- To know where information can be found in non-fiction texts
- To know that information can be retrieved from a variety of sources
- To use talk to give explanations and opinions
- To identify some of the features of non-fiction texts
- To sustain relevant listening, responding to what they have heard with relevant comments and questions
- To use vocabulary influenced by books
- To enjoy an increasing range of books
- To compose and perform own poetry

This teaching sequence is designed for a Year 1 or Year 2 class.

### Overview of this teaching sequence.

This teaching sequence is approximately 4 weeks long if spread out over 20 sessions. The simple text in the book is accessible for all children and provides an excellent model of language for their own information writing. The illustrations are bold and bright and children will enjoy emulating the lift-the-flap design in presenting their own work. The sequence offers teachers a range of creative ways in which to engage children with the important issues of conservation and draw in a wider audience. Whilst the book is fairly light in text, can easily be extended and is an ideal springboard for teachers to support and inspire children in ways that provide both purpose and challenge.

### National Curriculum 2014 Links

#### Reading (Comprehension):

- listen to, discuss and express views about books at a level beyond that which they can read independently;
- discuss the significance of the title and events;
- link what they hear or read to own experiences;
- explain understanding of what is read;
- discuss the sequence of events in books and how items of information are related;
- discuss favourite words and phrases;
- answer and ask questions;
- predict what might happen on the basis of what has been read;
- draw inferences on the basis of what is being said and done;
- participate in discussion about what is read, taking turns and listening to others;
- express views about reading.

#### Writing (Composition / Vocabulary, Grammar and Punctuation):

- draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;
- sequence sentences to form short narratives;
- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;
- reread and evaluate writing to check it makes sense and make simple revisions;
- read writing aloud with appropriate intonation to make the meaning clear;
- use new and familiar punctuation correctly;
- use sentences in different forms;
- expand noun phrases to describe and specify;
- use past and present tense correctly and consistently;
- use simple conjunctions to link subordinate and co-ordinating clauses.

### Speaking and Listening:

- listen and respond appropriately to adults and peers;
- ask relevant questions to extend knowledge and understanding;
- consider and evaluate viewpoints, attending to and building on the contributions of others;
- participate in discussions, performances, role play, improvisations and debate about what has been read;
- use spoken language to develop understanding through imagining and exploring ideas.

### Cross Curricular Links:

This is a book which supports any work on the environment as well as making many natural cross-curricular links - D&T, art & design, English, Science, ICT, Geography etc

#### Maths

- Children can use the language of passing time when discussing how the world is changing for better or worse or when observing changes in the environment over periods of time.
- Children can measure and record the capacity of water used in everyday activities over given periods of time. They can explore the rising sea levels and how this is measured and recorded.
- Children can practice place value and solve problems in real terms by exploring changing quantities of, for example, endangered animals.
- Children can investigate fractions when learning about the diminishing rainforests of the world.
- Children can use and apply mathematics in their 'Charity Toy Shop' fundraising activities by:
  - Counting (resources, toys)
  - Experiencing money first hand (costing resources, pricing toys, creating a float, finding totals, counting money, calculating change and counting profits)
  - Measuring (length/shape/pattern in decoration)
  - Reading and using weighting scales (baking)
  - Exploring fractions (sharing between guests)

#### Science

Children can design and conduct simple conservation experiments, following practical scientific methods, processes and skills.

#### Chemistry:

- Children can generate and observe changes in materials by making their own compost:  
<http://www.bbc.co.uk/cbeebies/mr-blooms-nursery/radio/radio-mr-bloom-compost>
- Children can collect rain and test its acidity using litmus paper as well as simulating acid rain with a solution of water and lemon juice – even simulating its effect on plant growth
- Children can explore and evaluate materials used in making toys.

#### Biology:

- Children can research endangered animals and the impact of humans on:
  - habitat
  - life cycles
  - adaptation
  - food chains
- Children can grow and investigate the needs of plants (water, light, warmth) in their own garden, help tend a community space, research similarities and differences in plants in the locality and around the world.

#### Computing

- Children can use technology to record children's ideas and findings in order to engage a wider audience. This could be as simple as creating e-books or involving the children in the school's website or virtual learning platform, such as leading forum discussions or engaging the school community in conservation projects or competitions.
- Children might become familiar with blogs and perhaps create their own to record their growing awareness and ideas about conservation as well as sharing weblinks, practical activities and achievements.
- Children use the internet to conduct research, interacting with media such as podcasts, film and print and navigating search engines and hyperlinks

- Children can film role play, and take and use digital photographs to make books or present ideas.
- Children can create short simple text about the state of the local environment using PowerPoint/Moviemaker that combine words with images (and sounds)

**Personal, Social and Emotional**

- Children can explore viewpoints – human rights versus animal rights.
- Children can debate – should we judge what other people do? How can our actions really make a difference? Why should we if large corporations and governments don't?
- Children can learn to empathise – how would you feel if you lived near elephants or tigers?

**Geography**

- Children can investigate physical features of the world, describe areas using basic geographical vocabulary.
- Where are the habitats of the most endangered animals of the world? How do you know? How can we check? What or who else lives there? What is the ideal habitat for a given animal? Can it be restored? How?
- Children can compare their local area to contrasting localities around the world. Where would you rather live and why?
- Children can use aerial images and other models to create a simple plan/map of the ideal habitat for an endangered animal.
- Children can name and locate the world's continents and oceans.
- Children can make an environmental report about the world's oceans and the impact on marine life.
- Children can investigate the water cycle and associated vocabulary: source, stream, river, ocean, etc.

**Art and Design**

- Children can explore illustrations in the book, the page layout and paper design, imitating the bold style in their poster design and shop signage.
- Children can create artwork to represent what they love best about the world as well as responding to poetry.
- children can illustrate their own information books in a range of ways, including photography in e-books.

**Design and Technology**

- Children can use a range of tools and recycled materials, and collaborate to design and make a toy for the class 'Charity Shop'.
- Children can use a range of tools and materials to create lift-the-flap features in handmade books and posters.
- Children can design and make a board game based on the book and the conservation messages it conveys.

**Music**

- Children can create the sounds of the rainforests, in a musical composition that perhaps leads to silence as it diminishes to nothing.
- Children watch animals then compose and create music to represent the movement. Listen to or create a music score for this particular animal. Create a simple notation.

**P.E.**

- Children can explore, imitate and innovate a range of endangered animal movements

**Teaching Approaches**

- Book talk
- Responding to illustration
- Visualising
- Drama and role-play
- Drawing and annotating
- Conscience alley
- Mapping
- Debate and argument
- Writing in role Book-making

**Writing Outcomes**

- Shared Reading Journal
- 'Tell Me' responses
- Labels and captions for recycling displays and areas
- Conservation posters
- Letter to the headteacher
- Caption writing
- Call and response poem
- Information Writing
- Bookmaking

**Links to other texts and resources:**

**Other books by Melanie Walsh:**

'My Green Day 10 green things I can do today'

'My world, your world'

**Fiction:**

'George Saves the World by Lunchtime' by Jo Readman and Ley Honor Roberts

'The World Came to my Place Today' by Jo Readman and Ley Honor Roberts

'Oi! Get off our Train' by John Burningham

'The Journey Home' by Fran Preston Gannon

'Dear Greenpeace' by Simon James

'The Curious Garden' by Peter Brown

**Non-fiction:**

'Caring for Nature' by Charlotte Guillain (one of several from Acorn)-

'The Everything Kids' Environment Book: Learn How You Can Help the Environment-By Getting Involved at School, at Home or at Play' by Sheri Amsel

'Looking After My Environment' (Green Kids) by Neil Morris

**Activity Books:**

'This book is Totally Rubbish' A Maggie and Rose Activity Book (Walker)

'Don't throw that away' by Laura Bergan (one of several from Little Green Books)

'Eco-friendly crafting with kids' by Kate Lilley of Minieco

'Gardening LAB for kids' by Renata Fossen Brown

'Recycled Crafts Box' by Lauri Carson

**Links to other resources on the Power of Reading Website**

'Tell Me' grid

**Weblinks\*:**

- <http://www.charlieandlola.com/planet/>
- <http://www.ecofriendlykids.co.uk/>
- <https://www.woodlandtrust.org.uk/>
- <http://earthrestorationservice.org/>
- <http://www.edenproject.com/>
- [http://www.bbc.co.uk/learning/subjects/environmental\\_studies.shtml](http://www.bbc.co.uk/learning/subjects/environmental_studies.shtml)
- <http://www.rspb.org.uk/>
- <http://eartheasy.com/blog/2009/03/environmental-websites-for-kids/>

**Programmes:**

CBeebies Charlie and Lola. 'Look after your planet' (Series 2) based on book by Lauren Child:

- <https://www.youtube.com/watch?v=AV2QrqPbuYY>

BBC2 Springwatch

- <http://www.bbc.co.uk/programmes/b007qgm3>

CBeebies Green Balloon Club

- <http://www.bbc.co.uk/cbeebies/green-balloon-club>

Making compost:

- <http://www.bbc.co.uk/cbeebies/mr-blooms-nursery/radio/radio-mr-bloom-compost>

**\*Weblinks here and throughout the sequence were last accessed September 2014**

**Before beginning this book:**

- Gather a number of photographs, video clips, information books, posters and leaflets about conservation.
- Begin to collect together some containers that the children can use to sort recycling and look at the possibilities of creating a composting area, employing the help of the site manager and parents in preparing for this.
- Make a **class journal** capture the talk and the activities that the class create around worms.
- Consider the possibility of using technology to record children's ideas and findings in order to engage a wider audience. This could be as simple as creating e-books or involving the children in the school's website or virtual learning platform, such leading forum discussions or engaging the school community in conservation projects or competitions. You might even consider creating a blog for the children to record their growing awareness and ideas about conservation as well as sharing weblinks, practical activities and achievements.
- Put together a collection of story and information texts about conservation for the children to browse and read together and display them along with objects like a range of light bulbs, measuring containers, gardening equipment, junk modelling, etc.
- Create a large class display that will act as a working wall upon which to demonstrate the children's developing knowledge and ideas around conservation.

**Session 1: Response to illustration, Book Talk and discussion and debate.**

**Learning Objectives:**

- **Children draw inferences on the basis of what is being said and done**
- **Children consider and evaluate viewpoints, attending to and building on the contributions of others**
- **Children use spoken language to develop understanding through imagining and exploring ideas**
- Show the children the last illustration in the book, of the earth with the flap down: 'I love my world.' Ask the children to discuss what this means to them, noting ideas in thought bubbles around the illustration in the class journal.
  - *What does it mean to love your world?*
  - *How do we show the world that we love it?*
  - *Does everyone show that they love the world?*
  - *Do WE show it all the time?*
- Some children will have examples of what they do at home to offer but others won't and it will be important to discuss this without making children feel unhappy about what happens in their own homes.
- Show the front cover of the book to the children and discuss with them why they think the world might need some help. *How can and do we help our world?*
- Ask the children, in small groups, to brainstorm all the ways in which we can help our world, discussing and sharing ideas with other groups and writing or recording each of them on light bulb templates.
- Set the challenge for them to choose the ten most important ways that we can help our world, continuing to discuss within groups.
- As a class look at the children's ideas and discuss any similarities and differences in each of their groups' '10 Things'. Model for the children how they can support and justify their ideas and opinions, using appropriate language and listening carefully to the ideas and responses of other children.
- Take all the ideas and categorise them into different types of conservation. Demonstrate this by adding and arranging the light bulbs accordingly on the large Earth display using headings composed together.

## Session 2: Reading aloud, shared reading, re-reading and composing questions

### Learning Objectives:

- Children draft and write by noting ideas and composing and rehearsing sentences orally
- Children ask relevant questions to extend knowledge and understanding
- Before beginning this session, you may find it useful to have a low energy light bulb and 18 empty glasses ready to show the children. Talk Read the book aloud encouraging the children to predict and join in to read the bigger print as you do so. Model orchestrating a range of reading cues through shared reading if the children become confident enough to read with you. Pause judiciously and talk together about why certain suggestions can be a helpful things to do, e.g. *Why do we need to use both sides of the paper? How does it help the world?*
- Re-read and look at the additional text on each reveal page, following the children's predictions or your musings, making explicit the additional information we gain from reading these asides and questions they throw up such as, *Why do we need to reduce the number of trees we chop down? How is paper made from trees?*
- In pairs, the children consider what more they want to know about helping our world. Following shared writing, pairs independently orally compose and write their questions, perhaps on thought bubbles to add to the appropriate section of the class display for reference. Some questions may apply more generally and can be arranged as such.
- As a class think about how we will find answers to these questions? *Who might we ask? Where can we look?* Compile a list of ideas in the class journal and show the children a few helpful websites (including their local borough's recycling page) and simple information texts, such as: '*Caring for Nature*' by Charlotte Guillain, '*The Everything Kids' Environment Book: Learn How You Can Help the Environment-By Getting Involved at School, at Home or at Play*' by Sheri Amsel and '*Looking After My Environment*' (Green Kids) by Neil Morris.

## Sessions 3: Shared reading, finding information in a range of texts and presenting research

### Learning Objectives:

- Children link what they hear or read to own experiences
- Children participate in discussion about what is read, taking turns and listening to others
- Look at the questions and discuss what the children want to find out. Small groups of children can decide which area of conservation they would like to research, such as littering, woodlands, water and, within that, the questions that will find answers to in pairs.
- Through shared reading, model how we can find the answers through using age appropriate non-fiction texts, employing the content page and index to navigate the information efficiently. Books such as: '*The Kapok Tree*' by Lynn Cherry, '*10 Things I can do to Help my World*' and '*My Green Day*' by Melanie Walsh, Burningham's '*Oi Get off my Train*' and '*Dear Greenpeace, There's a Whale in Emily's Pond*' by Simon James are excellent texts to support children to learn about environmental issues.
- Make accessible age-appropriate websites that support the children's research, again modelling navigation and constantly revisiting the question to remind yourself which information is most relevant:
  - <http://www.charlieandlola.com/planet/>
  - <http://www.ecofriendlykids.co.uk/>
  - <https://www.woodlandtrust.org.uk/>
- Demonstrate making notes and drawing pictures around the question.
- In pairs, find and record information around their question, discussing and comparing their research with their peers in their particular conservation group. Support the children in deciding what they will present to other groups and allow them time to rehearse how they will do this.
- In groups, children present their research to the class as a whole or as experts within mixed-up groups. Expect children to listen carefully to what has been found out and encourage them comment on anything they find particularly interesting or puzzling. Note down further questions that may need researching as a result.

## Sessions 4&5: Information writing – conservation poster, paper engineering – and shared writing

### Learning Objectives:

- Children discuss how items of information are related

- **Children consider and evaluate viewpoints, attending to and building on the contributions of others**
- **Children write for different purposes including non-fiction and real events**
- Show the children a range of information posters relating to aspects of conservation. With the children, discuss what makes the poster successful in conveying its message and being persuasive to the reader - pulling out effective features and looking closely at how the information has been represented within the printed text and imagery.
- Re-read '10 things I can do to help my world' looking at the way in which it has been constructed and designed, paying particular attention to the lift-the-flap paper engineering and why it enhances the experience for the reader; making us think about what we might do ourselves before being told.
- Taking the questions on which you made notes in the previous sessions, model how we might turn this piece of research into an information poster. Tell the children you would like to employ a lift-the-flap feature to enable the reader a more interactive experience and elicit thinking. When you have thought through and created a simple design for the poster and illustration, use shared writing to orally rehearse and write simple headlines, sentences or captions for the poster. It might be helpful to provide the children with a framework on which to model their own writing, perhaps asking the reader a question based on the 10 suggestions in the book, such as:
  - 'Do you use both sides of the paper?' with concealed print and illustration explaining why it is so important underneath a tree flap or
  - 'Do you turn water off when you brush your teeth?' with explanation under a tap flap
- Ask pairs of children to make large posters asking a question from the suggestions in the book that relates to their conservation group's research and hiding the reasoning under an appropriate flap design. Ask the children to use recycled materials as much as possible, allowing them time to experiment with appropriate joining techniques that make for strong, well designed lift-the-flap posters.
- Evaluate successful features of the posters and make simple revisions where appropriate. Pin the posters up around the school and in the locality to provoke thinking and discuss among the school and local community.
- As a class discuss what you wish to gain from putting the posters up around the school. How can you publicise them further. Shared write a letter to the Headteacher asking him or her to devote an assembly on conservation, using '10 things I can do to help my world' as a starting point.

### Session 6: Book talk and Readers' Theatre

#### Learning Objectives:

- **Children participate in discussions, performances, role play, improvisations and debate about what has been read**
- **Children use spoken language to develop understanding through imagining and exploring ideas**
- **Children show understanding by reading with appropriate intonation**
- Investigate the possibility of supporting the Headteacher's assembly with a performance reading of '10 things I can do to help my world'. Re-read the whole book, modelling the change in tone when switching from the main text in first person to the additional pieces of information in third person.
  - *Who do you think is talking about helping the world? What makes you think that?*
- Prepare copies of the text for groups to read, adapt, rehearse and perform. Read through the first few suggestions together. Encourage the children to consider ways to emphasise, through intonation, the different things we can do to help the world and how to create suspense in the pauses before the reveal. How can this be performed in the group? Model marking the extract with ideas around expression and creative touches as well as discussing how the different voices can be assigned to a number of children as well as having children assigned to 'special/creative effects' roles; there is much scope for the use of physical expression in the performance as well as props.
- Children mark the text, make adaptations and rehearse the sequence.
- Children perform their reading to the class. Feedback on the creativity that went into their adaptations as well as the performance itself. Discuss particularly effective elements that support author intent.

### Sessions 7&8 Shared writing, bookmaking and independent writing – information book

#### Learning Objectives:

- **Children write for different purposes including non-fiction and real events**
- **Children reread and evaluate writing to check it makes sense and make simple revisions**

- Talk with the children about the ways in which they already help (or could easily begin to help the world) and list their ideas under the following headings:  
*I try to...*  
*I like...*  
*I will....*  
*I can....*  
*I help...*
- Using shared writing, model how these can be made into sentences within a large hand-made zig-zig book or e-book. This work can be continued in a group writing session with illustrations added.
- Some children may offer suggestions as to why they might help in various ways and the writing can be extended as such. Model how to provide the reader with this additional piece of information in much the same way as Melanie Walsh does in '10 Things', orally rehearsing and shared writing sentences; making explicit the shift in viewpoint from first to third person, perhaps then considering font-size and text layout within the page.
- Children can be provided with or make small individual zig-zag books or create e-books in which to write and illustrate their own sentences. Some children may feel more supported when orally rehearsing and writing fewer sentences on a page as part of a larger book within a small focus group - others will be confident in writing independently with the support of peer response partners, making simple revisions throughout the publishing process.

### Sessions 9& 10: Expanding vocabulary and shared writing – call and response poetry, performance and publishing

#### Learning Objectives:

- **Children link what they hear or read to own experiences**
- **Children participate in discussions, performances, role play, improvisations and debate about what has been read**
- **Children use spoken language to develop understanding through imagining and exploring ideas**
- Acting as scribe and using shared writing begin to write a poem writing the title '10 things I can do to help my world' at the top of large paper, then drawing on the ten ideas (and vocabulary) from the book, for example,  
*'If you want to help the world this is what to do...'*  
*Switch the lights off when you can*  
*This is what to do,*  
*This is what to do...'*
- Children continue to compose and write a verse each in pairs, re-reading and making simple revisions. They might choose to make a suggestion that isn't in the book, based on the research that they have undertaken about ecological issues. Provide the children with a display of the vocabulary associated with conservation.
- Pairs can rehearse performing their verse as a call and response poem, checking the suggestion line works in terms of rhythm and tone; calling on peer response partners and making further revisions if required.
- When the poems are finished work on it as a class together to create a few poems called '10 things I can do to help my world.' After the verses have been arranged into poems, check there are indeed ten things and shared write further verses if necessary.
- In large groups or as a class, rehearse and present the call and response poems as a piece of readers' theatre.
- Some children will also enjoy neatly presenting an illustrated poem or their own verses in a class anthology - to be displayed in the reading area or library and read by peers.

### Session 11: Following instructions, drawing and annotating: How to make a bird feeder

#### Learning Objectives:

- **Children follow instructions involving several ideas or actions**
- **Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future**
- Show the children 'Blue Peter' (CBBC) - How to make a bird feeder:  
<http://www.bbc.co.uk/cbbc/makes/how-to-make-a-bird-feeder>
- Re-read/re-run and discuss the required resources and steps we need to take. Talk with partners and take notes in

the class journal.

- With the children's help, gather and check the resources and begin to follow the instructions. You will need to take a tablet or laptop to watch to video outside as you make the bird feeder.
- Provide a digital camera for the children to record each step. This may need modelling.
- When the bird feeder is finished, take about what we did and how the children found the task. What else do we need? Hang the bird feeders in the garden to attract a range of garden birds.
- Leave a Bird feeder log book (alongside bird spotter reference books and posters) for the children to record observations through drawing and annotation. Leave occasional notes from the birds, thanking the children for the food and providing occasional 'bird facts' or questions for the children to find answers to.

### Session 12: Writing instructions: How to make a bird feeder

#### Learning Objectives:

- **Children express themselves effectively, showing awareness of listeners' needs**
- **Children answer 'how' and 'why' questions about their experiences and in response to stories or events**
- Show the children a finished bird feeder and explain that there are children in another class who would like to learn how to make a bird feeder. *How can we help them? If they didn't have internet access what would we do? Elicit ideas about how we could instruct them? What if we weren't there to teach them?*
- Once the need to record in writing has been established, discuss what we would need to tell the other children. Talk about and recount what we did, recasting sentences orally to include useful time markers and other adverbial phrases.
- Through shared writing, model writing a set of instructions – 'How to make a bird feeder' – using the photographs taken as a stimulus for oral rehearsal and writing each step. Mirror the adverbial phrases used in the recount and model the explicit use of imperatives, demonstrating the difference between 'bossy' (but helpful!) instructions, telling the children what to do for themselves rather than telling them what we did, how it felt, etc. Ensure that the instructions are presented clearly and ask a group of children to take them to that class as a present.
- Read a thank you card from the garden birds for passing information on to others, reiterating why feeding them is so helpful to the world.

### Session 13: Research and shared writing

#### Learning Objectives:

- **Children link what they hear or read to own experiences**
- **Children explain understanding of what is read**
- Have a member of the school office 'interrupt' the start of the session with a note from the Headteacher thanking the children for their assembly suggestion and their thought-provoking posters s/he has seen around school. Perhaps they could come up with a conservation competition to incentivise the children and parents to help the world.
- In pairs, ask the children to discuss what this competition could entail. Use the book and the class display as a stimulus for initial ideas which can be noted in the class journal.
- Show the children the Charlie and Lola episode: 'Look after your planet' (<https://www.youtube.com/watch?v=AV2QrqPbuYY>) to stimulate further ideas.
- Show the children that there are very often competitions run by the borough in which they live and conduct an internet search, gathering further ideas or looking at those that consolidate their own. It may be possible to get the school involved in a wider competition so is worth researching this. The Charlie and Lola website: <http://www.charlieandlola.com/planet/> is also worth a look and is appropriate for the children to look at independently.
- As a class, agree on the basis of a manageable competition, such as one that involves making a poster or creating a toy from recycled materials. Shared write a letter to the headteacher listing a few options.

### Sessions 14 and 15: Shared reading and writing, art and design: fundraising project – using recycled materials to make toys to sell in a class 'charity shop'

#### Learning Objectives:

- **Children participate in discussions, performances, role play, improvisations and debate about what has been read**
- **Children write for different purposes including about fictional personal experiences, poetry, non-fiction and real events**
- **Children follow instructions involving several ideas or actions**
- Before beginning this session it is useful to have already anticipated and prepared most of the resources for the children to easily access in preparing to make their chosen toys. Instructions can be enlarged ready for shared reading and a display of toys made from recycled materials put on display. The whole school community can support in supplying resources, following a simple appeal in advance.
- Ask the children to recap what they have found out about charities and organisations that help us to help the world, e.g. The World Wildlife fund (WWF). CBBC Newsround has a number of article on the website that provide a simple outline of some of the work it does, including one reporting on a huge donation by actor, Leonardo de Caprio: <http://www.bbc.co.uk/newsround/25056570>. It is worth supporting the children in a discussion about why donations are so important and how we can all help in some way. Ensure sensitivity whilst enabling the children to understand charity work by discussing the children's own experiences, such as visits to charity shops or donations made by members of family to known charities or involvement in fundraising events. Elicit the children's ideas and understanding about fundraising options in the class journal.
- Tell the children that we are going to conduct a fundraising event by making toys from recycled materials that could be sold in our own charity toy shop, the proceeds going to a conservation charity such as WWF.
- Give the children a short time to brainstorm ideas for toys and look on websites or in activity books, such as: *'Eco-friendly crafting with kids'* by Kate Lilley of Minieco, *'Recycled Crafts Box'* by Lauri Carson or *'Gardening LAB for kids'* by Renata Fossen Brown.
- Remind the children that the aim of this project is to raise as much money as possible for the charity, discussing the criteria for the toys to be sold, e.g. popularity (based on current fads and trends), manageability (simple to make well), cost effective (minimal resources), quality (works well and looks attractive) and easy to replicate (to increase production). Write the agreed checklist in the class journal for reference and agree which homemade toys fit the criteria, perhaps agreeing on a few, such as: toy vehicles, bound notebooks made from attractive recycled paper, jewellery, large coloured chalks, watercolour paint sets in bottle tops, kaleidoscope, magnetic fishing game, wind chimes, rock bugs. Ensure the toys chosen appeal to the age-range of the children in the school community and group accordingly.
- Shared write a list of resources needed for each toy then reproduce for children to source around the school and at home in preparation for the toy making activity.
- Once the resources have been gathered, children make their toys in groups. Group reading sessions employed to shared read instructions for making toys, following the guidelines of the checklist then children could be organised to ensure peer support and tutoring takes place. Ask the children to take photographs of each step or make tutorial videos for other children to access if necessary. These might be sold in the shop alongside the toys!
- Children might continue this work at home as part of a family learning project, perhaps discussing and exploring toys enjoyed by different generations or by children in different countries. Family members might be invited in to talk about toys they played with that were made from recycled materials in some way as well as perhaps offering a tutorial on how to make and play with these simple toys.
- When the toys have been made, shared write a letter to all members of the school community inviting them to the grand opening of the charity shop which could be after school in the playground.
- Children can produce posters about the toys and gather everything necessary to set up an attractive 'shop', deciding on assigned roles before, during and after the sale. Enlist the children's help in writing signs for the shop, price lists and cards, receipts for shoppers, sometimes writing alongside the children as part of the play. This may be a longer term project, eventually involving more members of the school and could be linked to the school competition the Headteacher will talk about in the special assembly.

\*The following poetry sessions are from the 'Natural Wonders' part of a teaching sequence around Julia Donaldson's anthology, 'Poems to Perform', the rest of which can be found on CLPE's Poetryline: [www.poetryline.org.uk](http://www.poetryline.org.uk). They provide additional ideas for sessions that fit beautifully with the work around '10 things I can do to help my world'

#### \*Session 16: Responding to imagery and expanding vocabulary

##### Learning Objectives:

- Children begin to learn a poem by heart, appreciating and reciting it, with appropriate intonation to make the meaning clear

##### Poem: 'The Treasures' by Clare Bevan ('Poems to Perform' ed Julia Donaldson)

- Show the children a prepared treasure chest and ask them to guess what precious things are inside. Elicit and discuss different and similar ideas. *What is your most treasured possession? Why? How do you care for it?*
- Gradually show the children the contents, one at a time: a feather, a scented flower, the sound of the waves (imagine letting the sound out whilst playing), an 'icicle' (use the finger of a rubber glove as a mould). Try to engender a sense of awe and wonder whilst bringing the treasures out of the bag. *Why are they in a treasure chest? What is so special about these things?* Ask the children to choose one of the treasures with a partner and think of three things that makes it precious. Share with the group and scribe in the poetry journal around an image of each. *Who do we think might want to keep the treasures safe in the chest? Why should we look after them?* Elicit ideas and discussion.
- Read the poem aloud. Check the children know the animals. Discuss the message the poet is trying to convey. *Why is it a child keeping the treasures safe rather than an adult?*
- Watch the footage (<http://www.youtube.com/watch?v=GELKWLDCTv8>) showing these and many other treasures as the world wakes up to Springtime, asking the children to describe the feelings it evoked in them. *How have the scenes been filmed? Draw out that some of the filming is time lapse, some close up and some from a bird's eye view. Has the film helped you to see anything differently to before?* How could they describe some of these natural wonders portrayed in the film? Map the collection of words and phrases within a zone of intensity, (see resources).
- Watch the footage again, this time asking the children to choose their favourite natural wonder from the scenes, large or small. Discuss the smaller wonders, those that we might have taken for granted before. Explore and discuss what each of the children loves best about the world; what they consider most precious and why.
- The children can depict their 'treasure' in chalk pastels, collage or another preferred medium. You could put some images of natural wonders at tables for the children to reference. They can include words, phrases or a caption to describe why it is so precious, how it makes them feel, why it is in danger or why we should take care of it. The footage can be repeated or music, such as 'The Lark Ascending' by Vaughan Williams played to inspire creativity.
- Display the children's artwork, evaluating any similarities in the choices made and asking the children to justify them. Discuss how we might keep these well-loved animals, people or places safe for the future. Refer back to '10 things' and the information gathered in class research for suggestions. Note ideas in the class journal.

#### \*Session 17: Shared Reading and Reader's Theatre leading to a performance

##### Learning Objectives:

- Recognise and join in with predictable phrases in the poem and begin to recite by heart
- Read poetry with appropriate intonation to make the meaning clear
- Perform poetry using actions and intonation

##### Poem: 'The Treasures' by Clare Bevan

- Read the poem again, then a second time but with the children joining in; splitting the class into parts, some being the child asking 'Who..?' and individuals taking each of the animals' parts. Discuss the impact of performing in this way rather than reading alone.
- Look at an enlarged version of the poem, and ask the children to consider why the poet has linked those particular animals to the treasures she speaks of. *Where do the shadows the tiger will give come from? What will happen to the tigers if there were no shadows? How does this make you feel? How would you read or perform this? What about the Minnow...why is it sighing? How does this contrast with the sound of the Barn Owl or Peacock?*
- Show the children how to prepare the poem for performance by marking the text in agreed ways, e.g. to denote

pause for dramatic effect and the contrasting tempo and dynamics involved. Assign some parts, including creative effects and have a go at performing, discussing the performance and model making some revisions.

- Assign a small group to each verse, some children assigned to ask the question, one to voice the animal and perhaps the narrator / creative effects. Ask each group to text mark their verse (with adult support if appropriate), rehearse, revise their recital, ready to join in a class performance of the whole poem.
- Groups could make simple costumes or masks to enhance the performance.
- Each group performs the poem for the class. Comment on successful aspects of each performance and ask the groups if they would make any revisions. Discuss similarities and differences in each of the performances. Where there were similarities, identify the structure or language of the poem that led this to happen. Discuss the poet's intent and the power of the words she has used.

## Sessions 18 & 19: Discussion and debate, Conscience Alley and e-bookmaking

### Learning Objectives:

- **Children link what they hear or read to own experiences**
- **Children participate in discussions, performances, role play, improvisations and debate about what has been read**
- **Children use spoken language to develop understanding through imagining and exploring ideas**
- Re-visit the theme of 'The Treasures' then read aloud a book such as, 'Oi! Get off our Train' by John Burningham
- 'The Journey Home' by Fran Preston Gannon.
- Discuss what might happen if we don't look after our world and its precious things. Share ideas and opinions about harmful things people do and their effects on the world. Note them in the class journal around a fitting image from the story.
- From the notes, ask the children to find the things that they feel they could change quite easily; things that happen in their own local community or by people they might be able to influence such as parents, teachers, neighbours, shopkeepers and community leaders.
- Hone in on littering which will have been suggested by the children earlier. Provoke a discussion amongst the children by suggesting that *a tiny toffee sweet wrapper you might drop is hardly going to make a difference to the huge wide world we live in.* You and one or two more confident children can start a debate by presenting arguments to the class for and against dropping the sweet wrapper with the rest of the children then joining in appropriately. Model listening respectfully to others, answering points relevantly and using the language of debate to challenge or support viewpoints, offer opinions or counter arguments effectively.
- Ask a child to go into role as someone walking down the street eating something messy. What do the children think s/he should do with the sticky paper?
  - *What might make someone throw their rubbish down in the street?*
  - *What might you say that would persuade them not to do this?*
- Put the children into two columns: one line's role is to try and persuade you to throw the rubbish down and the other column is to try and think of arguments for why you shouldn't. Now ask the child to walk between them. How convincing can the children be? When the child has walked to the end of the alley, ask him or her to decide what to do, based on the most persuasive argument given.
- Take groups of children for a walk around the local area looking for the places that they think are well cared for and for the places that aren't. Suggest children take photographs of these and record a commentary on what they find using a device such as an MP3 player.
- On their return, help the children to use both photographs and sound files to make an e-book. Discuss with children how to give the book a positive ending and when it is finished present it with the Headteacher in assembly or to another class as a starting point for discussion.
- Shared write a letter to people in the community that they think might be able to influence positive change on any areas that the children found to be uncared for.

## Session 20: Book talk 'Tell Me' and freeze frame

### Learning Objectives:

**Children are able to articulate the answer to a question**

**Children express simple views of the book giving reasons for their answers**

- Re-read aloud the book.
- Talk briefly with the children about their responses to the book, using the 'Tell Me' grid:
  - *What did you like and/or dislike?*
  - *Did anything surprise you? Why?*
  - *Did you find anything particularly interesting or effective? Why?*
  - *Did the book remind you of anything else?*
- Referring to the working wall or class journal, cast different groups of children into each of the 10 scenarios used in the book. Give the groups time to dramatise then freeze frame the most salient part of the scene.
- Sitting in a large circle, invite each group of children to come into the centre of the circle to freeze frame their part of the book, asking the class to guess which suggestion they have acted out. Players in the group can be asked questions and their responses can act as clues.
- Ask the class to consider why the book was so important for the class and what they have learned from their subsequent research. Revisit the children's learning journey since the early sessions in the sequence:
  - *Have we answered our questions?*
  - *How did the book help us?*
  - *What else did we do to find answers?*
  - *Which were the best information books or websites? Why do you think that?*
  - *Is there more we would like to find out?*
  - *What might we do next? Who can we involve?*
- Through shared writing, write a few sentences to capture the children's ideas and review the learning.
- Re-read the book together and decide as a class what action you could take as a class to help the world. Choose one idea to carry out for a set period of time such as a term. The children might decide, for example, to use both sides of the paper for drawing as much as possible, to recycle the class's rubbish or to grow plants and sell them for the class fund.
- Display this and other class work prominently as part of a drive to engage the school community in helping the world.

## **Word Reading and Transcription (National Curriculum 2014)**

### **Use and Application of Phonics and Spelling**

**The following words could be used to exemplify learning at phonic phases:**

**Phase 2:**

ten, can, tap, put, in, bin,

**Phase 3:**

things, light, room, turn(ing), much, less, teeth, help, bulb, brush, away, keeps, shall, feed/ing, box, avoiding, car, less, air, seeds,

**Phase 4:**

helps, nesting, Spring, trees, from,

**Phase 5:**

**Alternatives:**

/ai/ saves, eighteen, safe, greatly, make, making, paper,

/ee/ leave, every, clean, ready, everybody, greatly, mummy, means,

/igh/ I, my, try, time, tidying, sides, remind, like,

/oa/ low, both, old,

/oi/ enjoy, toys,

/ur/ birds, journeys,

/u/ water, litter, winter, number, paper, good,

/e/ ready, healthy,

/c/ school,  
 /or/ wall, walk,  
 /ch/ switch,

**Alternative Pronunciations:**

/c/ recycle, reduce  
 /g/ energy,  
 /a/ water, always, paper, all, wall, walk, also, half,

**Regional Pronunciation:**

The following words are considered Phase 5 as the 'a' has an alternative pronunciation of /ar/. However, its pronunciation remains /a/, and therefore Phase 4, with when taught in some regions:

glasses, plant:

**High Frequency Words:**

I, do, to, my, off, the, when, use, you, this, of, them, in, the, if, did, it, would, we, to, both, at, there, is, can, our, much, less, something, than, love, because, all

**Topic Words:**

world, valuable, energy, electricity, water, reduce, reuse, recycle, recycling, litter, fuel, paper, trees, pollution, exercise, plants, grow, healthy, rubbish, new, love, help,

**Spelling:**

Suffixes	'-ed' suffix				'-ing' suffix			
	root word	simply + 'ed'	double consonant then +'-ed'	-e then + '-ed'	change y to i then + '-ed'	simply + '-ing'	double consonant then + '-ing':	-e then + '-ing'
	remember	remembered				remembering		
	switch	switched				switching		
	turn	turned				turning		

'-s' plurals	
simply + '-s'	change y to i then + '-es'