

Early/First Level

Read the story below. You will need the following sensory props: toy rabbit, carrot, something to tap to make noises.

Other books that you could use on this theme are:



Once upon a time, there was a rabbit called Carrot Top, who was out in a farmer field with his brothers and sisters eating his breakfast of carrots. Everything was very quiet and still. All that Carrot Top could hear was sound of his brothers and sisters nibbling away at the carrots. Soon their tummies were beginning to feel rather full.

Carrot Top felt so sleepy after his breakfast of carrots that he curled up into a tiny ball to have a quick sleep and soon, one by one, his brothers and sisters did the same

Then Carrot Top started to dream. He dreamt about an enormous field full of every kind of juicy vegetable that he liked. There were carrots and cabbages and turnips and spinach. It was a GOOD dream.

All of a sudden one of the carrot tops in the field began to grow out of the ground. The green hairy leaves were not on top of a carrot, but were the hairs on top of a giant rabbit. The giant rabbit began to eat all of the vegetables. CRUNCH, CRUNCH, CRUNCH! Carrot Top had to stop him.

He stood up and thumped his feet loudly trying to scare away the giant rabbit.

'Be quiet,' murmured his brothers and sisters. 'We are trying to sleep'.

Carrot Top started running up and down to scare away the giant rabbit. He tried to run quietly but his hop, hop, hopping woke his brothers and sister up.

'Be quiet,' grumbled his brothers and sisters. 'We're trying to sleep'.

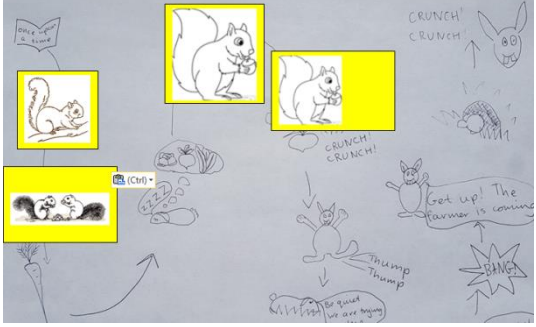

Suddenly the stillness and quietness exploded as the sound of a gun shot rang through the air.

Quickly Carrot Top forgot about the giant rabbit. He thumped each of his brothers and sister. 'Get up,' he yelled. 'The farmer is coming'.

No one said, 'Be quiet!' They all jumped up and scurried as fast as their little legs could carry them back to the safety of their burrows.

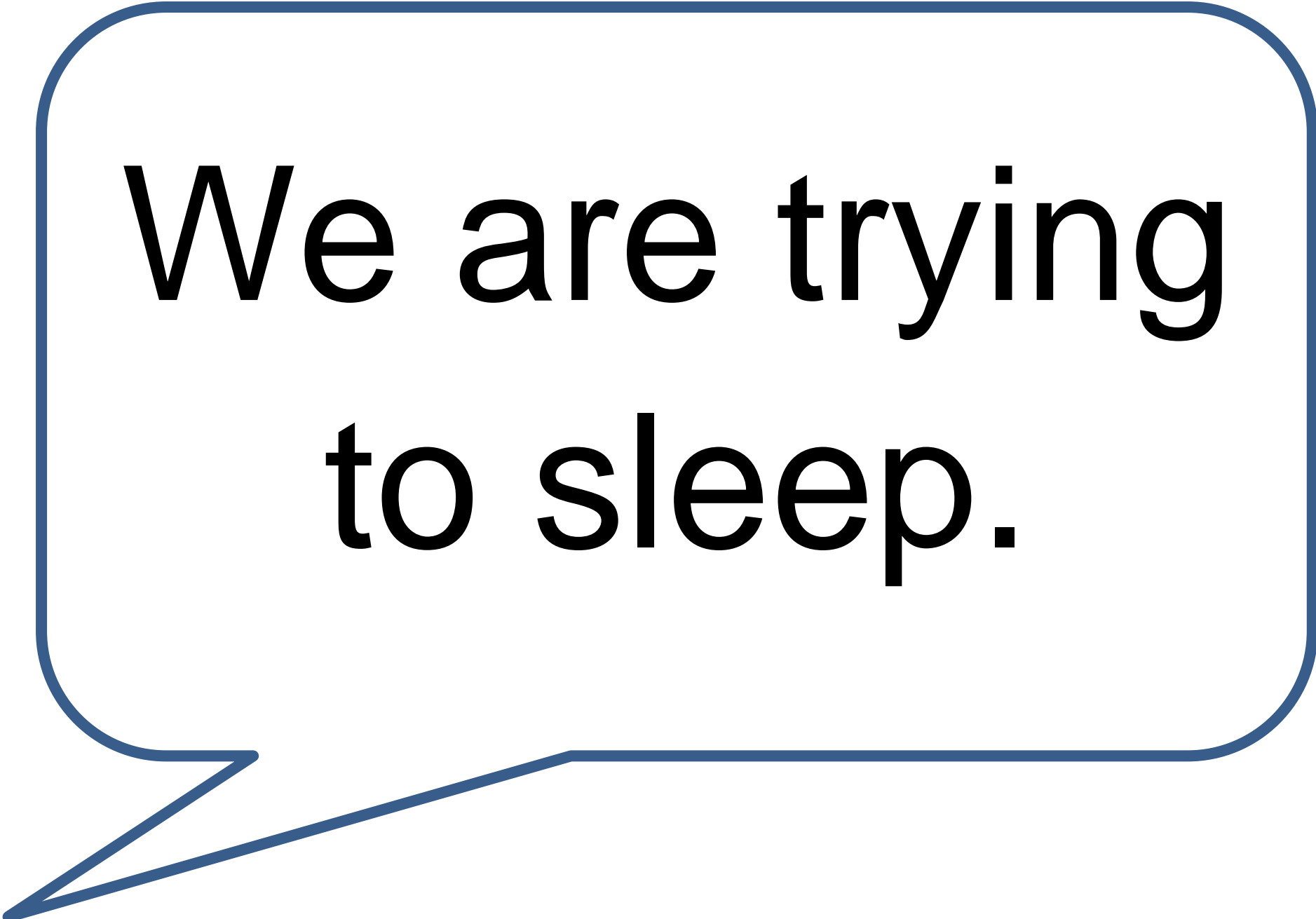
They listened to hear if the farmer had followed them. But all they could hear was their own beating hearts and their out of breath breathing.

Then Carrot Top heard, 'CRUNCH, CRUNCH!'

<p>Read the Story about Carrot Top (or another story of your choice with the theme: Everything was very quiet and still.</p>	<p>You will need the following sensory props: toy rabbit, carrot, something to tap to make noises.</p>	
<p>Read the story a couple of times, talking about the vocabulary. Talk about interesting words like 'crunch' which are onomatopoeic. Talk about good phrases such as, 'the stillness and quietness exploded'. Talk about any words which you think your class may not understand.</p>	<p>Write the interesting words and phrases onto a word wall.</p>	
<p>As you read the story again, encourage the children to read the words that are spoken by the rabbits. (Appendix A)</p>	<p>Appendix A Spoken words for prompting joining in.</p>	
<p>Draw a story map of the story. You can create your own together with the class or use the one provided.</p>	<p>(Appendix B)</p>	
<p>Talk and dramatize your way through the story using expression and actions. Build up the story saying it, and asking the pupils to repeat it beginning with the first group of sentences then adding the next group of sentence etc. until the whole story has been rehearsed and the pupils are familiar with retelling the story.</p>		
<p>Show the pupils how to spell (encode) important words. Do this using the: Hear it and say it, stretch it and count it, write it and grow it spelling method. Hear it and say it - crunch Stretch it and count it: c-r-u-n-ch 5 sounds Write it – put a code for each sound: <u>crunch</u> See if you can grow the word: <u>Crunches</u>, <u>crunched</u>, <u>crunching</u></p>	<p>I'm going to...  Hear it and say it,  Stretch it and count it,  Write it and grow it,  Because I'm... <b>SPELLING!</b></p>	<p><u>crunch</u>  <u>thumped</u>  <u>quietness</u>  <u>scurried</u>  <u>breathing</u></p>
<p>Give pupils post it notes. They can then choose to change elements of the story map. They may cover all the rabbits with a person and all the vegetables with sweets or however they want to adapt the story.</p>		
<p>Let them tell their new story to their friends using their story map.</p>		
<p>Check what story variations they have come up with. Work on any new vocabulary that might</p>		

be needed.																	
Create a word wall using the vocabulary that you have encoded.																	
Remind the children about your success criteria.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Success Criteria</th> <th style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">I left spaces between my words.</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">I began each sentence with a capital letter.</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">I ended each sentence with the correct punctuation mark. (.?!)</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">I used speech marks to show direct speech.</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">I used interesting words.</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">I took a new paragraph each time something in my story changed.</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">I used a variety of connectives.</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table>	Success Criteria	<input checked="" type="checkbox"/>	I left spaces between my words.	<input type="checkbox"/>	I began each sentence with a capital letter.	<input type="checkbox"/>	I ended each sentence with the correct punctuation mark. (.?!)	<input type="checkbox"/>	I used speech marks to show direct speech.	<input type="checkbox"/>	I used interesting words.	<input type="checkbox"/>	I took a new paragraph each time something in my story changed.	<input type="checkbox"/>	I used a variety of connectives.	<input type="checkbox"/>
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<p>Now let them write.</p> <p>As they write work around the class, highlighting in pink evidence of the success criterial as you go. Highlight in green things that need some attention. (Be choosy in what you highlight in green. Don't overburden the child)</p>	<p><i>Once upon a time, there was a squirrel called George, who was high up in a tree with his brothers and sisters eating his breakfast of nuts. Everything was very cwite and still. All that George could hear was sound of his brothers and sisters cracking away at the nuts. Soon their tummies were beginning to feel stuffed!</i></p>																

**Be quiet!**



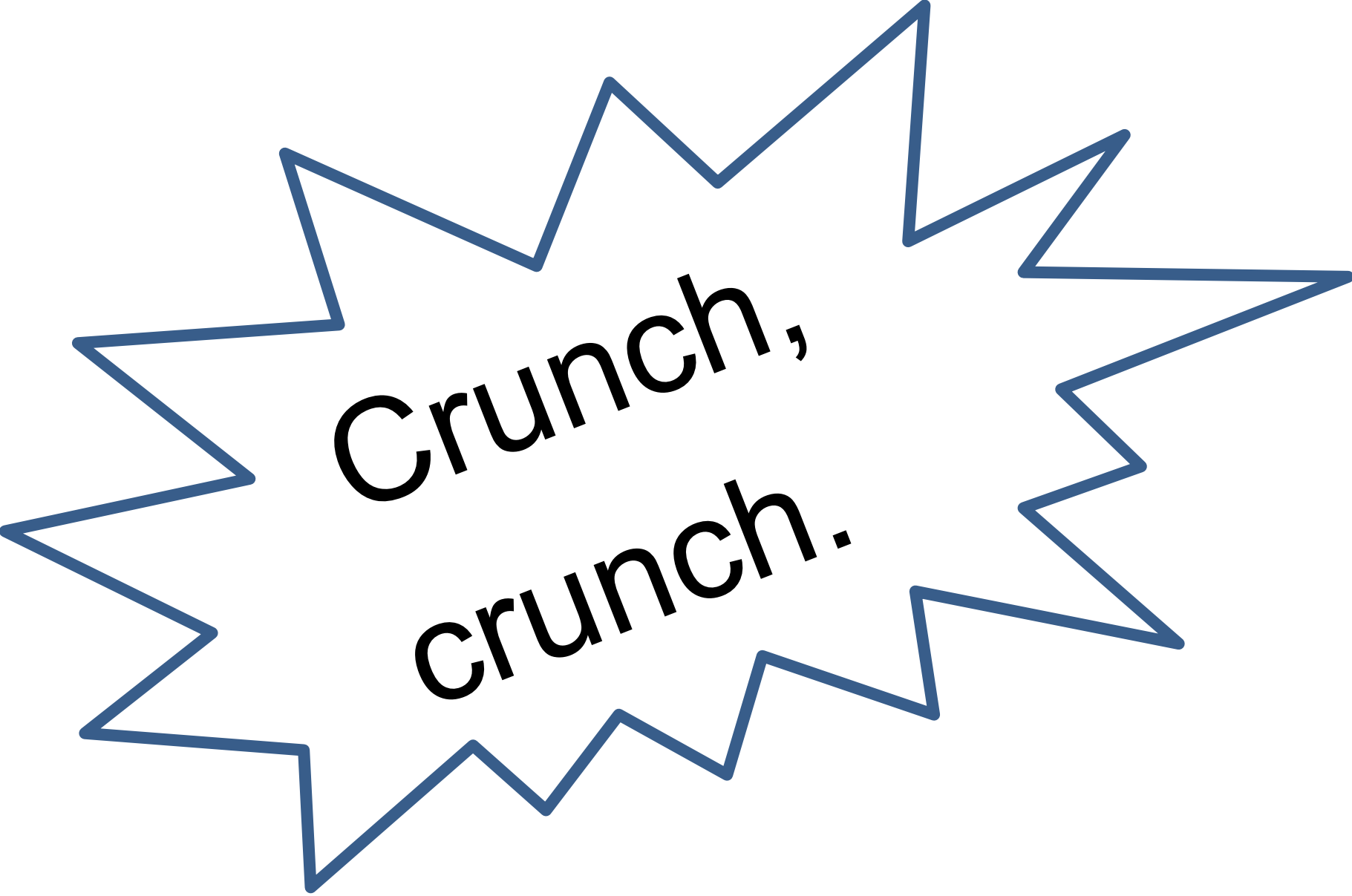
We are trying  
to sleep.



**Get up!**



The farmer  
is coming.



**Crunch,  
crunch.**





Appendix C

Blue for what you do	Green for what can be seen	Black in time	Orange Openers
<i>eat eating</i>	<i>carrot carrots</i>	<i>After</i>	<i>Once upon a time</i>
<i>sleep sleeping</i>	<i>field fields</i>	<i>Next</i>	<i>All of a sudden</i>
<i>dream dreaming</i>	<i>rabbit rabbits</i>	<i>Lastly</i>	<i>Then</i>
<i>grumble grumbled</i>	<i>farmer farmer's</i>	<i>Finally</i>	<i>Suddenly</i>
<i>murmur murmured</i>	<i>gun guns</i>	<i>Eventually</i>	<i>They listened</i>
<i>shout shouted</i>	<i>brother brothers</i>	<i>Later</i>	<i>Soon</i>
<i>thump thumped</i>	<i>sister sisters</i>	<i>First</i>	
	<i>foot feet</i>		