|  |  |  |  |
| --- | --- | --- | --- |
| Class | 5th Class  | Theme | Fun and fantasy |
| Unit | 8 | Subtheme | Fantastic creatures |
| Unit genre | Nonsense Poetry | Oral text type | N/A |
| Vocabulary | Tier 1: myth, ancient, magical, creatures, beasts, legend, modern, unicorn, popular, woodland, fairies, mermaids, venom, nonsense, terrifyingTier 2: awe-inspiring, winged, stallion, offspring, literature, centaurs, benevolent, aquatic, water-dwelling, serpent, folklore, valiant, renowned, underestimateTier 3: arachnophobia |
| Lesson resources | N/A |

Fortnightly plan

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson 1 | IntroductionDigital Poster (Story Mode)Word StudyGroup Talking Task: Research and Report | Lesson 3 | Digital poster (Explore mode) – talk and discussion 60 Second ChallengeAdjective Adventure (2); Chant Challenge |
| Lesson 2 | Digital poster (Story Mode) – recapGroup Talking Task: Adjective AdventureDigital poster (Question Mode) | Lesson 4 | Digital poster (Label mode) Digital poster (Poem mode) – ‘The Kwackagee’*Create a Creature* |

Lesson 1

Introduction

Introduce and explain words (synonyms) we can use to describe something wonderful (e.g. great, amazing, brilliant, excellent, incredible, **fantastic**, astonishing, terrific, superb, outstanding, remarkable, etc)

Discuss with the class in greater depth the word ‘fantastic’. We use this word a lot to describe things that are incredible or great. However, we can also use this word **to convey a different meaning** – imaginative or fanciful, remote from reality (Oxford dictionary). This word derived originally from a Greek word phantastikos meaning to have visions, to dream, to imagine or something unreal. In fact, up until the 19th century, it was spelled with a ‘ph’ rather than an ‘f’!

Now ask students:

* Can you think of a word that begins with ‘ph’ and refers to something unreal? (*Phantom*)
* Can you think of other related forms of the word fantastic? (e.g. *fantasy*)

Follow on by explaining that fantasy is a genre (category/type) of fictional (make-believe) stories.

Encourage the students to identify elements of fantasy *(e.g. deals with things that are unreal, impossible, breaks the rules of what we know to be true, involves magic, special powers, imaginary creatures, other worlds, good/evil, heroes/villains, good* ***prevails*** *over evil);* name fantastic stories *(e.g. Lord of the Rings, Alice in Wonderland, The Thirteenth Unicorn, The Graveyard Book, Percy Jackson, Hero of Olympus, Princess Bride, Artemis Fowl, etc.)*

Explain to students that one of the features of many fantasy stories is fantastic creatures.

Ask, how many fantastic creatures do you know *(e.g. Harry Potter – thestral, hippogriff, dementor, acromantula, thunderbird, dragon, basilisk, niffler, etc.)*

In what ways are these creatures fantastic? *(e.g. winged, unusual features, strange powers, etc.)*

Digital poster (Story Mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Word Study

Ask students the following questions to explore the origin and meaning of the word ‘myth’.

* What is the origin of the tales/stories featuring fantastic creatures? (*Greek and Roman Myths and Legends*)
* What is a myth? (*fictional story set a long time ago, which tries to explain something, usually involving supernatural gods/goddesses, set in the home of the gods, often involving a mythical creature*)
* Return to the ‘ph’ sound introduced earlier. Encourage students to think of a creature in Greek mythology which begins with a ‘Ph’ sound (*Phoenix – students may recognise this from Harry Potter*)
* What other words do you know beginning with a ‘ph’ sound? (e.g. *photo, phone, phase, phrase, phew, phlegm, etc.*)
* Explore words containing ‘myth’ – *mythology* (a collection of myths), *mythical* (something entirely fictitious)

Lesson 2

Digital poster (story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the students. Make sure they understand all of the vocabulary.

Digital poster (explore mode): Talk and discussion

Go to the Explore mode with students again.

* Zoom in on the image of the fairy. Introduce and explain key facts about fairies (e.g. *spirits, supernatural creatures, often with wings*)
* Zoom in on the mermaid image. Introduce and explain key facts about mermaids (e.g. *aquatic creature, head/torso human female, fish tail; male – merman; from the French word ‘mer’ meaning ‘sea’*)
* As a whole class, Brainstorm vocabulary to describe the mermaid/fairy (e.g. Fairy – *light, airy, delicate, refined, heavenly, celestial, ethereal, etc.* Mermaid – *pretty, beautiful, graceful, mysterious, enchanting, shimmering, glowing, smooth, silky, nimble, etc.*)
* Do you notice anything about all of the descriptive words for Fairies/Mermaids? (focus on beauty)

Group Talking Task: Adjective Adventure

Following on from the talk and discussion exercise above, organise students in groups of four. Give each group one sheet of A4 paper. Assign a role to each student as appropriate, e.g. Scribe, Illustrator, Encourager, Questioner, Word Wizard, Co-Ordinator.

Ask students to choose seven interesting synonyms that we use to describe the beauty of Fairies/Mermaids.

Decide which of these words is strongest/weakest.

Ask each group to order their adjectives on the piece of paper, placing the strongest word on top and the weakest word on the bottom. Students could use large font/pictures/colours/textures/diagrams to show how the adjectives become more effective and stronger as you move from weakest to strongest

(e.g. beautiful – *nice, lovely, pretty, attractive, gorgeous, dazzling, stunning*)

Encourage groups to present their findings orally to the class, explaining their decisions and feelings about each adjective.

Digital poster (question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the students briefly.

|  |  |
| --- | --- |
| Q1. | Which of the creatures in the poster have tails? |
| Q2. | Which of the creatures in the poster have wings? |
| Q3. | What weapons do the centaurs have? |
| Q4. | How is Pegasus the same as a unicorn? How is he different? |
| Q5. | Do you think the knight will be successful in his quest? Explain your answer. |
| Q6. | Name one similarity and one difference between the Jabberwocky and the dragon. |
| Q7. | Why do you think the mermaid is pictured with a fish? |
| Q8. | If you were writing a story, which of these creatures would you include and why? |
| Q9. | Why do think some people find spiders terrifying? |
| Q10. | Why do you think ancient civilisations created mythical creatures such as these? |

Lesson 3

Digital poster (explore mode): Talk and discussion

Go to the Explore mode with students again.

This time, zoom in on the dragon image. Introduce, explain and prompt for words to describe dragons (e.g. large, ugly, winged, heavy-breathing, monster, ferocious, poisonous, powerful, wicked, beast, demon, evil, flying, leathery, misshapen, towering, mystical, lumpy, tough, scaly, fearsome, formidable)

Pair Talking Task: 60 second challenge

Reveal only the image of the dragon in the middle of the second row.

Each pair has 60 seconds to develop a complete complex sentence based on the image. Scaffold the students with the following structure:

* Choose a strong overarching word (e.g. *dragon, beast, monster, creature* …)
* Place a determiner in front (e.g. *the, a, this, some, many, every* …)
* Put two adjectives before the noun (e.g. *snorting, roaring, wild, wrinkled* …)
* Try to think of some hyphenated adjectives (e.g. *fire-breathing, heavy-footed* …)
* Complete the sentence with an action word/phrase (e.g. *roared, screamed, spat, snorted, hurried, hurtled, rushed, stampeded, flashed, charged*, etc.) and an appropriate adverb (e.g. *clumsily, heavily, loudly, noisily, scarily, swiftly, furiously, frantically, etc.)*

Encourage pairs to share their sentences with the rest of the class.

Group Talking Task: Adjective Adventure (2)

Repeat this task, this time focussing on words to describe something **ugly**.

Organise students in groups of four. Assign a role to each student as appropriate, e.g. Scribe, Illustrator, Encourager, Questioner, Word Wizard, Co-Ordinator. Direct groups to think of seven interesting synonyms we use to describe the the ugliness of the dragon and rank these words in order from strongest to weakest.

Students order the words on their A4 pages by placing the strongest word on top and the weakest word on the bottom.

Students could use large font/pictures/colours/textures/diagrams to show how the adjectives become more effective and stronger as you move from weakest to strongest (e.g. ugly – *plain, bad-looking, awful, ghastly, gruesome, hideous, grotesque*)

This time, students should share their findings with the class by changing the way they say the words aloud. Direct students to begin by whispering the weakest word – the way they speak the words should grow in volume and facial expression as you chant the words from weakest to strongest, so they are shouting the strongest word with exaggerated expressions and gestures.

Lesson 4

Digital poster (poem mode): ‘The Kwackagee’

Go to the Poem mode of the poster and play the poem ‘The Kwackagee’ by James Reeves.

**The Kwackagee**

Back in the bleak and blurry days

When all was murk and mystery –

That is (if I may mint a phrase)

Before the dawn of history.

Professors think there used to be,

Not far from Waikee-waike,

A monster called the Kwackagee,

A sort of flying snake.

This animile, they all agree,

Was forty feet in length,

Would spiral up the tallest tree

And then with all his strength

Propel himself with sinuous grace

And undulation muscular

To find another feeding-place

In some far place crepuscular.

Expert opinions are two

About his mode of travel,

Professor Grommit holds one view;

The other, Doctor Gravvle.

Grommit believes he could give off

Some kind of speed-emulsion;

The Doctor, ever prone to scoff,

Postulates jet-propulsion.

In pre-historic Waikee-waike,

The men (if men they were),

Would they in breathless terror quake

To hear that rattling whirr

As flew the monster through the sky?

Or would they brave the foe

With missile and with battle-cry?

The experts do not know.

By James Reeves

Students listen to the poem as it is recited, preferably without looking at the text for the first one or two encounters.

Ask the students to identify a favourite sound/word/phrase/image from the poem and encourage them to explain why they have chosen this.

Now replay the poem with the text displayed. Encourage the students to join in where they can.

You could also ask students some or all of the following questions:

* What is this poem about? Is it true? Is it real? Is it nonsense?
* What does the poet do to *lure* us into the poem and help us to enjoy it? (Explore here as appropriate, the use of sounds, rhyme, rhythm, nonsense, alliteration, onomatopoeia, personification, etc.)
* What do we know about the creature? (name, physical appearance, setting, movements, etc.)
* What do we not know about the creature? What would you like to know?
* Explore the meanings of the more unusual words, e.g. *murk – dark, thick mist; crepuscular – relating to animals who emerge between dusk and dawn; sinuous, undulation, etc.*

Group Talking Task: Create a Creature

Organise students in small groups. Each group must make a model using play-doh of the Kwackagee/an original creature. Students could take it in turns to mould the play-doh while others call out instructions – *e.g. give it a long tail; add sharp claws; include two scaly legs, etc.*

Have each group present their creatures to the class, explaining their decisions.