

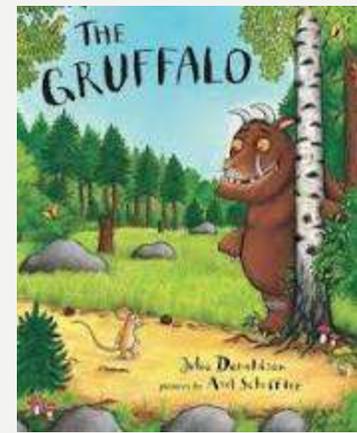
YEAR 1 ENGLISH

TERM 5 WEEK 5

THIS WEEK

- For the next 4 weeks we are going to be studying stories by the same author: Julia Donaldson.
- Each session should take about 30-40 minutes.
- This week we will:
- Sessions 1 and 2 – Share some Julia Donaldson stories and answer questions about what we have read.
- Session 3 – Write a book review.
- Session 4 – Write a new blurb for one of the books.
- Session 5 – Identify the features of Julia Donaldson's writing.
- Please remember to send your learning to: lemurs@bratton.wilts.sch.uk

SESSION 1 – THE GRUFFALO



- Today we would like to share the book ‘The Gruffalo’ by Julia Donaldson.
- This is arguably her most famous book. If you have a copy at home then you could read this, alternatively you could watch Mrs Gray reading it on our YouTube channel:
<https://www.youtube.com/watch?v=iUnjlhyrMVg&list=PLmklshUg3Ov29WeKVkzzJcneB0R4xg9hE&index=21&t=0s>
- We would now like you to answer the questions about this story on the next few pages.
- Finally, talk with a grown up about your opinion of this book. Did you enjoy the story? If yes, what did you like about it? If no, what did you dislike about it?
- Can you give the story a score out of 5 with 1 being the lowest score and 5 the highest. Can you explain why you have given it this score?
- Would you recommend this book to another child? Why or why not?



A mouse took a stroll through the deep dark wood.

A fox saw the mouse and the mouse looked good.



1. Where did the mouse take a stroll?
2. What did the fox see?

"Where are you going to, little brown mouse? Come and have lunch in my underground house."

"It's terribly kind of you, Fox, but no - I'm going to have lunch with a Gruffalo."

"A Gruffalo? What's a Gruffalo?"



"A Gruffalo! Why didn't you know?"

3. Who is the mouse having lunch with?
4. Where does the fox live?

"He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws."

"Where are you meeting him?"



"Here, by these rocks, and his favourite food is roasted fox."

"Roasted fox! I'm off!" Fox said. "Goodbye little mouse," and away he sped.

5. What does the Gruffalo look like?
6. What is the Gruffalo's favourite food?
7. What did the fox say to the mouse?



"Silly old fox! Doesn't he know, there's no such thing as a Gruffalo?"

On went the mouse through the deep dark wood. An owl saw the mouse and the mouse looked good. *"Where are you going to, little brown mouse? Come and have lunch in my treetop house."*

- 8. What does the mouse call the fox?**
- 9. Who did the mouse meet next?**
- 10. Where does the owl live?**
- 11. What colour is the mouse?**



"It's frightfully nice of you, Owl, but no - I'm going to have tea with a Gruffalo."



"A Gruffalo? What's a Gruffalo?"

"A Gruffalo! Why didn't you know?"

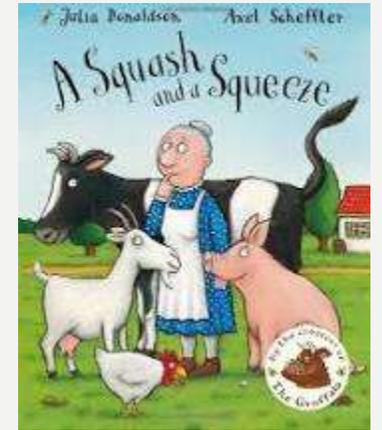
12. Who is the mouse having tea with?

13. Would you like to have lunch with a Gruffalo?

Why?

SESSION 2 – A SQUASH AND A SQUEEZE

- Today we are going to focus on the first book that Julia Donaldson wrote, 'A Squash and a Squeeze.'
- Before she wrote children's books, Julia Donaldson wrote children's songs for the BBC and this first book was originally a song!
- If you have this book at home then please read through the story. If not then please watch this video of the book being read:
<https://www.youtube.com/watch?v=PkdX73Onf04>
- Here you can watch Julia Donaldson and her husband perform the story as a song: <https://www.youtube.com/watch?v=MXa888kw7GY>
- On the next page are some questions and activities to try based on this story.



SESSION 2 – A SQUASH AND A SQUEEZE

1. Talk with a grown up about your opinion of this book. Did you enjoy the story? If yes, what did you like about it? If no, what did you dislike about it?
 2. Can you give the story a score out of 5 with 1 being the lowest score and 5 the highest. Can you explain why you have given it this score?
 3. Would you recommend this book to another child? Why or why not?
 4. Can you find any words in the book that are used instead of the word 'small'?
 5. Can you think of any words that mean the opposite of small?
 6. Can you make a list of any rhyming words that are used in the story? For example, 'please' and 'squeeze'.
- Please turn to the next page for more activities and questions.

SESSION 2 – A SQUASH AND A SQUEEZE

7. Watch this interview of Julia Donadlson and Axel Scheffler (the illustrator) talking about the book:

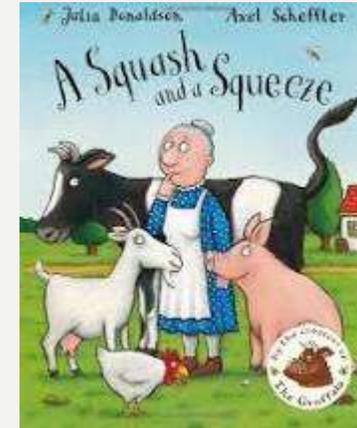
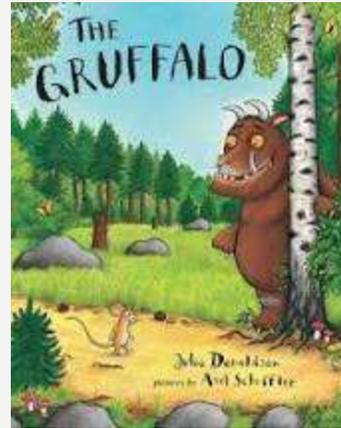
https://www.youtube.com/watch?v=buH8AesN_M0

8. Can you think of any questions that you would like to ask them about the story ‘A Squash and a Squeeze’?

9. Lastly, does this story have a moral / message? Can you think of other stories that try to teach us something?

SESSION 3 – BOOK REVIEW

- Today we are going to write a book review of one of the Julia Donaldson books we have read this week; ‘The Gruffalo’ or ‘A Squash and a Squeeze’.



- A book review gives some details about the book without giving away the whole story. It explains what you liked and disliked about the book and whether you would recommend it to others.
- On the next page is Mrs Janman’s example of a book review for ‘The Gruffalo’. Would this review persuade you to read the book?

Mrs Janman's Book Review



Title - The Gruffalo

Author - Julia Donaldson Illustrator - Axel Scheffler

Plot - This is an exciting, fantastic, colourful book about a little mouse walking through the forest. On his way the little mouse meets lots of animals who invite him round to their homes. However, he is too busy to stop because he is on his way to meet the Gruffalo!

Characters - The main characters are a small, cheeky, friendly mouse and the huge, scary, clomping Gruffalo.

Opinion - I enjoyed the story because the mouse escapes being eaten by all the woodland animals.

Recommend? - I would recommend this book to others because I enjoyed all the rhyming language.

Turn to the next few pages for more help on writing your own book review.

SESSION 3 – BOOK REVIEW

- Mrs Janman has used a sentence of 3 (3 adjectives in a list) to describe the book and the main characters:

This is an exciting, fantastic, colourful book.

The noun is at the end.

A list of 3 adjectives.

Commas are used between each word in the list.

- Can you think of your own list of 3 to describe your chosen book?

This is a _____, _____, _____ book.

- Can you think of a list of 3 to describe the main characters?

The Gruffalo is a _____, _____, _____ character.

Or

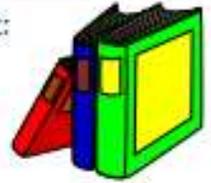
The Old Lady is a _____, _____, _____ character.

SESSION 3 – BOOK REVIEW

- On the next few pages are 2 templates you could use to write your own book review.
- Please include these details about the book you have chosen:
 1. The title of the book.
 2. Name of the author and name of the illustrator.
 3. Two or three sentences to explain what the book is about (remember to use your sentence of 3 to describe the book).
 4. Explain who the main characters are and describe them (again using your sentence of 3).
 5. Explain what you liked or did not like about the book.
 6. Give it a star rating out of 5.
 7. Explain if you would recommend it to another child and why / why not.

A Book Review by _____

Your star rating for this book:



Title: _____

Author: _____

Characters

Who are they?
Did you like them?
How did they make you feel?

Plot

What happens? Is it fun to read?

Your opinion

Did you like the book? What was your favourite part & why?
Were there any funny or scary bits? Did you learn anything?

Recommend?

Why or why not?

SESSION 4 – WRITING A NEW BLURB

- In this session we are going to write a new blurb for one of the Julia Donaldson stories we have read this week.
- Please start by reading the blurbs below. Can you work out which blurb is for 'The Gruffalo' and which is describing 'A Squash and a Squeeze'? (Find the answer on the next page.)

*“Wise old man, won't you help me, please?
My house is a squash and a squeeze.”*

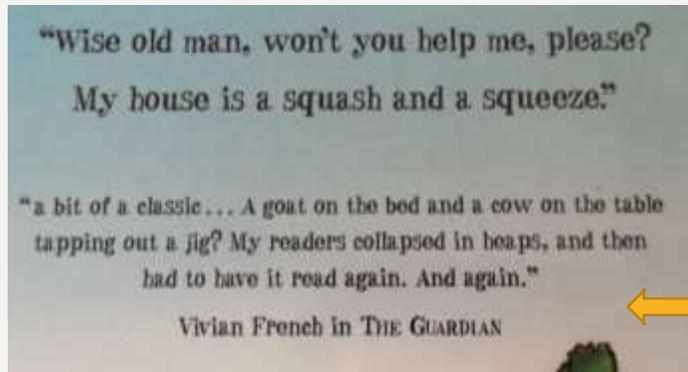
“a bit of a classic . . . A goat on the bed and a cow on the table tapping out a jig? My readers collapsed in heaps, and then had to have it read again. And again.”

Vivian French in THE GUARDIAN

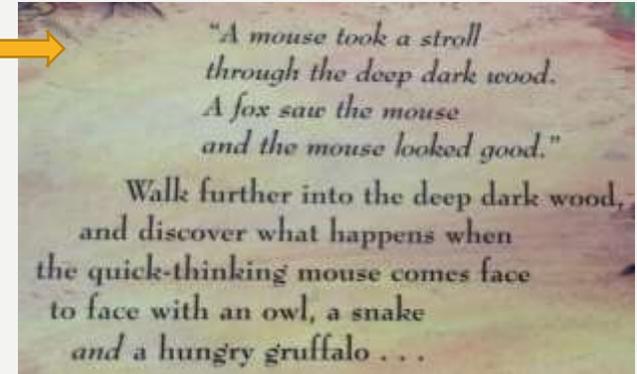
*“A mouse took a stroll
through the deep dark wood.
A fox saw the mouse
and the mouse looked good.”*

*Walk further into the deep dark wood,
and discover what happens when
the quick-thinking mouse comes face
to face with an owl, a snake
and a hungry gruffalo . . .*

SESSION 4 – WRITING A NEW BLURB



The Gruffalo



A Squash and a Squeeze

- Both of these blurbs give a brief description of the story without telling the reader everything that happens. They are trying to persuade you to read the book!
- Today you are going to write a new blurb for one of these books. We would like you to include lots of descriptive language. For example:
 - A simile – *This book will make you laugh like a hyena!*
 - An expanded noun phrase – *This is a colourful, exciting book.*
 - A list of 3 – *Get ready to meet a brave, cheeky, friendly mouse.*
- You can see Mrs Janman's example on the next page.

A NEW BLURB FOR THE GRUFFALO

Get ready for another exciting, mesmerising book by Julia Donaldson and Axel Scheffler.

Try to include a sentence to describe the book.

In this story you will meet a mouse with a **BIG** imagination! But be warned! Not everything that you imagine stays in your head!

You could use big, bold letters and an exclamation mark to show your sentence is exciting.

Are you ready to meet ... The Gruffalo?

Try to include a question. This will encourage the reader to read the whole story!

SESSION 5 – THE FEATURES

- During Year 1 we have looked at the features of lots of different types (or genres) of writing. We have explored fairy tales, adventure stories, information books and letters, to name but a few.
- In this session we would like you to think about the similarities between the two books we have read this week. This will help us to identify what the features are.
- On the next page is an example page from 'The Gruffalo' and on the following page an example from 'A Squash and a Squeeze'.
- There are also some questions to get you thinking about the features.

SESSION 5 – THE FEATURES

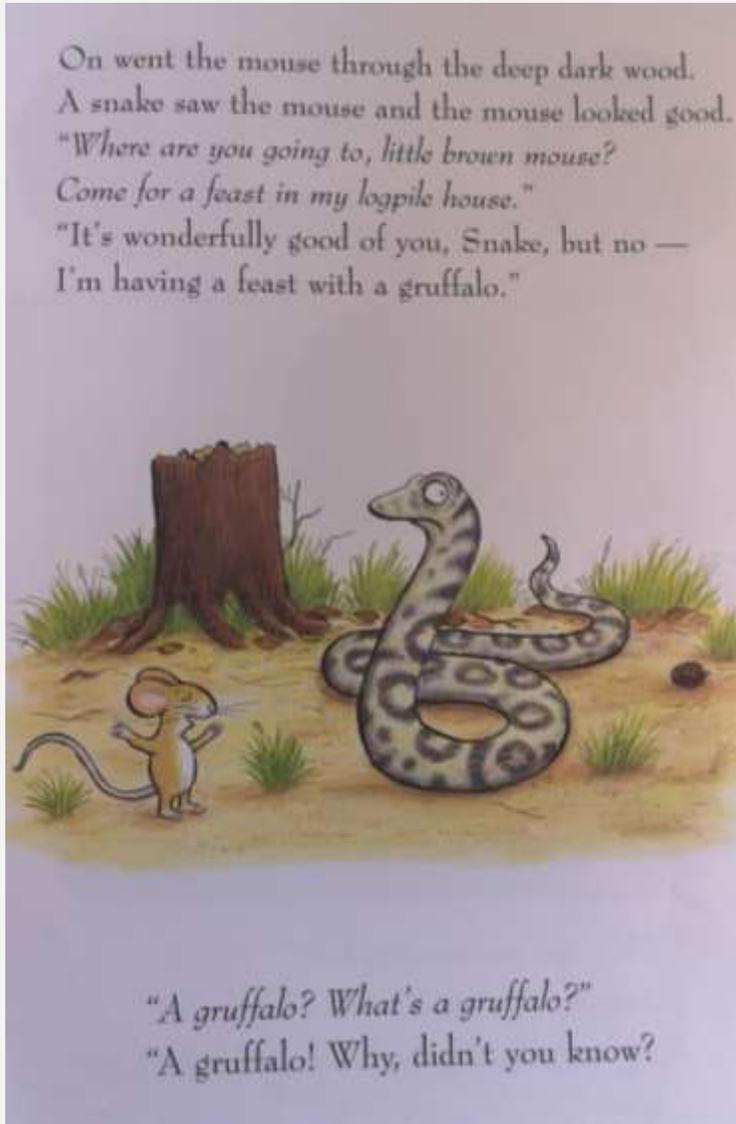
The little old lady cried, “Glory be!
It was tiny for two and it’s titchy for three.
The hen pecks the goat and the goat’s got fleas.
My house is a squash and a squeeze.”

And she said, “Wise old man,
won’t you help me, please?
My house is a squash and a squeeze.”



1. Can you find any rhyming words on this page?
2. Who is speaking? How do you know when a character is speaking?
3. Can you spot any adjectives (describing words)?
4. What has been used to help us imagine or picture the story?
5. What punctuation has been used?
E.g. . , ! ?

SESSION 5 – THE FEATURES



1. Can you find any rhyming words on this page?
2. How do you know when a character is speaking?
3. How can you tell when a different character is speaking?
4. Can you spot any adjectives (describing words)?
5. What has been used to help us imagine or picture the story?

SESSION 5 – THE FEATURES

On went the mouse through the deep dark wood.
A snake saw the mouse and the mouse looked good.
*"Where are you going to, little brown mouse?
Come for a feast in my logpile house."*
"It's wonderfully good of you, Snake, but no —
I'm having a feast with a gruffalo."

"A gruffalo? What's a gruffalo?"
"A gruffalo! Why, didn't you know?"

Adjectives

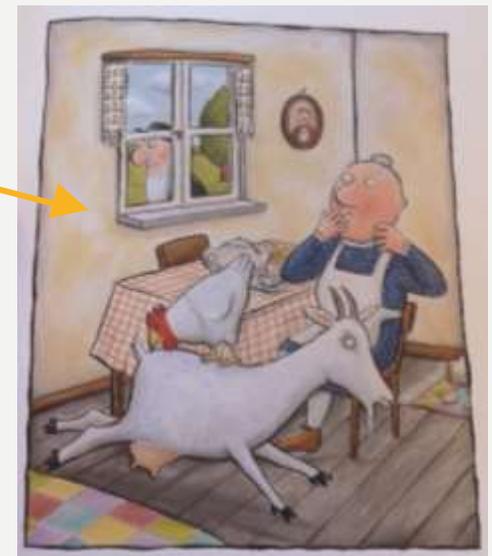
Rhyming words

Speech marks to show when a character is speaking.

Pictures / illustrations

Italics show that a new character is speaking.

The little old lady cried, "Glory be!
It was tiny for two and it's titchy for three.
The hen pecks the goat and the goat's got fleas.
My house is a squash and a squeeze."
And she said, "Wise old man,
won't you help me, please?
My house is a squash and a squeeze."



SESSION 5 – THE FEATURES

- Below is a page from the story ‘Zog’ by Julia Donaldson. Can you find these features on this page?

Adjectives

Rhyming words

Speech marks to show
when a character is
speaking.

Pictures / illustrations

Italics show that a new
character is speaking.

