

Contents Page

Introduction.....	6
Sample Lesson Plan.....	9
Planning Matrix.....	10
Overview of Year 2 Lessons	11

Lesson Plans

Literal Section

Home Sweet Home.....	12
Cinderella	16
Let There Be light	20
Frogs.....	24
Escape the Aztecs	28
How the Tortoise got its shell	32
River Café.....	36
The Great Fire of London.....	40
The Spaceship I	44
The Spaceship II	48
The Spaceship III	52
The Spaceship (an alternative ending).....	56

Deductive Section

My Musical Mouth.....	60
Splish, Splash, Splosh!.....	64
Wind	68
Days Fly By.....	72
Can you Kick it?	76
Terry's Terrible Tongue	80
I Spy	84
Time to Go Home, George	88
Dogs Who Help Us.....	92
Fire Stone!	96
Fool's Gold.....	100
People of the Ice	104

Inference Section

With Love	108
"The Hodgeheg" by Dick King-Smith	112
The Enormous Turnip	114
Let's Get Fit!	118
My Friend Horace	122
The Gingerbread Man	126

Study Skills Section

What type of learner am I?	130
Alphabots.....	134
Hamsters I.....	138
Hamsters II.....	142
B is for Banana.....	146
The Lion.....	150

Additional resources	154
-----------------------------------	------------

Visual aids.....	158
-------------------------	------------

Time To Go Home, George

Narrative

Deductive

Warm up Questions:

- Read the first part of the story. Where do you think you are? (in a classroom) Why do you think this? (lessons, teacher)
- What time of the day do you think it is? (afternoon)
- Why do you think this? ('home time' bell rings)
- When you hear the school 'home time' bell, do you enjoy your journey home? Why?

Main Questions:

1. Re-read paragraph three. What day of the week do you think it is, Monday, Wednesday or Friday? (Friday) Why? (no more lessons for two days)
2. Do you think it is warm or cold outside? (cold) What does Tim wear to tell you this? (scarf and gloves)
3. Is Mrs Turner young or old? (old) How does Tim know this? (Lucy says she has grey hair and he has felt her hands and heard her voice)
4. Tim and George pass three shops on their way home. What type of shop do you think each one is? (coffee shop, pet shop, plant shop) Why do you think this? (because of the sounds and smells)
5. Why do you think this was Tim's favourite part of his journey home? (he was nearly home and he enjoyed the sounds and smells)
6. What sort of animal is George, a cat or a dog? (dog) Draw your answer. What evidence is there in the story to prove this? Make a list with your teacher. (he said nothing, didn't wear shoes, had a lead, shook his paw and wagged his tail)
7. At what point in the story did you realise that Tim couldn't see and that George was a dog?

Essential Vocabulary:

- What do we call somebody who cannot see? (partially sighted, blind)
- Why do you think you will NOT find these words on this page? (the story gradually makes you aware of it)
- Why do you think there are so many sound words in this story? (Tim depends on sound because he cannot see)
- Highlight the following two sounds Tim heard: buzzing, clinking. Draw what makes these sounds. Show your teacher how each word sounds.
- Find the word that describes how George moved his tail. (wagged)
- Does this tell us he is happy or unhappy? (happy)

Evaluative Questions:

- Why do you think Tim needs George's help to get home? (because he can't see) Why do you think Tim calls George his best friend? (George looks after Tim all the time)
- If Tim were in your class how would you help him?
- Do you think it is a good idea or bad idea that Tim goes to school with children who can see?
- What do you think we can learn from Tim in this story?

Time To Go Home, George

The bell rang.

'Yes!' whispered Tim to his best friend George.
'Time to go home.'

No more lessons and no more Mrs Turner talking about capital letters and full stops for two whole days.

Lucy Barker had told Tim that their teacher had grey hair and wore glasses, but Tim could tell she was old when he touched her hands and by the sound of her voice.

Tim buttoned up his coat and put on his scarf and gloves. George said nothing.

Down the path they walked and into the busy high street. Tim could hear the cars buzzing by like giant bees.

Soon the two friends came to Tim's favourite part of the journey home – the passing of the shops on Park Lane just around the corner from where he lived.

First came the sound of cups clinking and the smell of warm chocolate cake.

Then came the smell of sawdust and the sound of crying kittens.

Next came the sweet smell of roses and the sound of Mr Green filling up his watering can and whistling like a canary.

Soon after, Tim and George got home. Tim put his key in the door and let them both in. Only Tim took off his shoes.

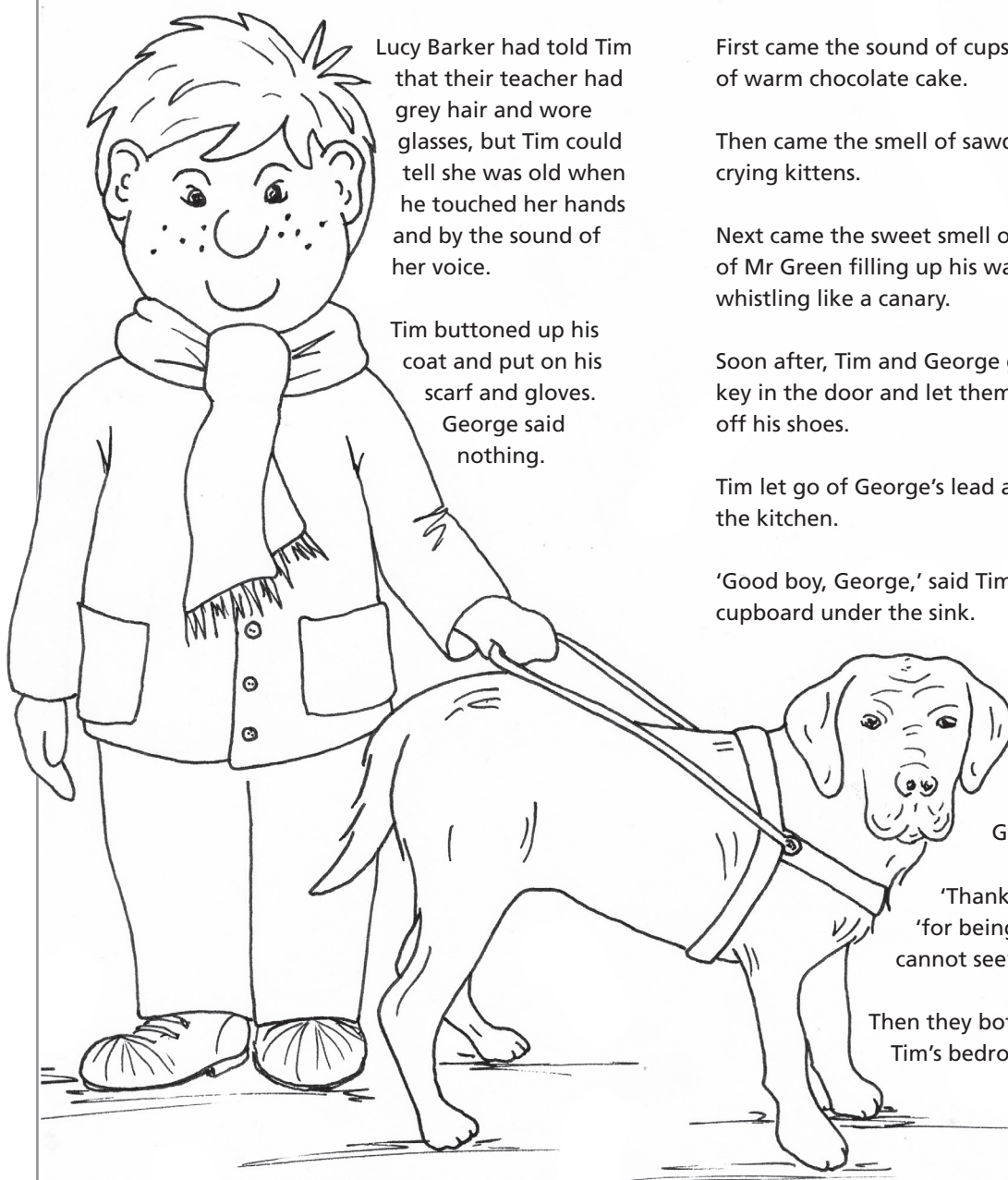
Tim let go of George's lead and felt his way into the kitchen.

'Good boy, George,' said Tim as he reached into the cupboard under the sink.

Tim poured some dog food into a bowl. George wagged his tail. Tim put out his hand and shook George's paw.

'Thank you' said Tim, 'for being my eyes when I cannot see'.

Then they both went upstairs to Tim's bedroom to listen to the T.V.



Time To Go Home, George

The bell rang.

'Yes!' said Tim to his best friend George. 'Time to go home.'

No more lessons and no more Mrs Turner talking about capital letters and full stops for two whole days.

Lucy Barker told Tim their teacher had grey hair, but Tim knew she was old when he touched her hands and by the sound of her voice.

Tim put on his coat and his scarf. George said nothing.

They both walked down the path and into the busy high street. Tim could hear the cars buzzing by like giant bees.

Soon the two friends came to Tim's favourite part of going home – passing the shops on Park Lane.

First came the sound of cups clinking and the smell of warm chocolate cake.

Then came the smell of sawdust and the sound of kittens crying.

Then came the sweet smell of roses and the sounds of Mr Green filling up his watering can and singing like a bird.

When Tim and George got home, Tim put his key in the door and let them both in. Only Tim took off his shoes.

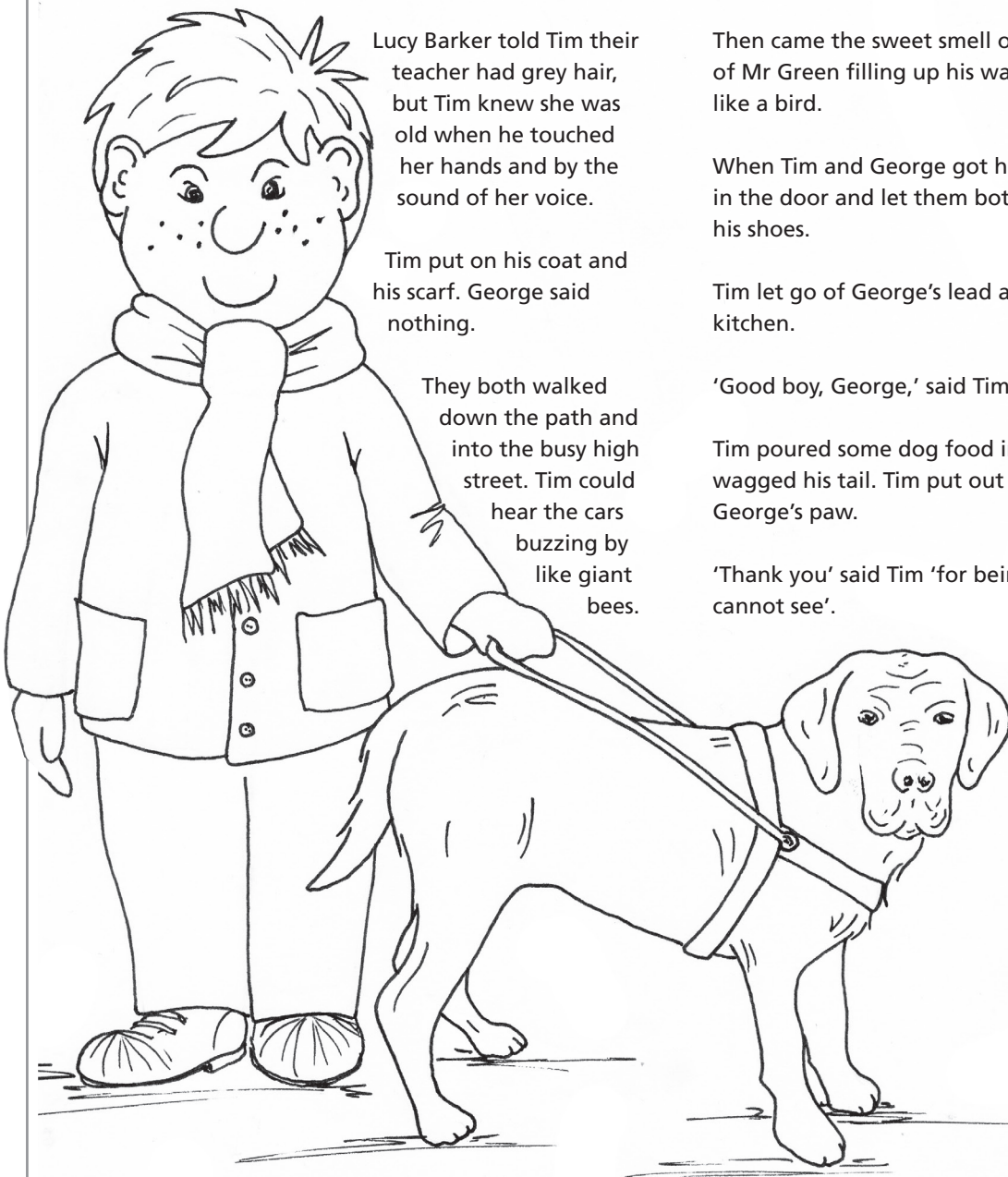
Tim let go of George's lead and felt his way into the kitchen.

'Good boy, George,' said Tim.

Tim poured some dog food into a bowl. George wagged his tail. Tim put out his hand and shook George's paw.

'Thank you' said Tim 'for being my eyes when I cannot see'.

Then they both went to Tim's bedroom to listen to the T.V.



Time To Go Home, George

The bell rang.

'Yes!' whispered Tim to his best friend George.
'Time to go home.'

No more lessons for two more days and no more boring old Mrs Turner talking about capital letters and full stops.

Lucy Barker had told Tim that their teacher had grey hair and wore glasses, but Tim could tell she was old when he touched her hands and by the sound of her voice.

Tim buttoned up his coat and put on his scarf and gloves. George said nothing and led the way.

Down the path they walked and into the busy high street. Tim could hear the cars buzzing by like giant metal bees.

Soon the two friends came to Tim's favourite part of the journey home – the passing of the shops on Park Lane just around the corner from where he lived.

First came the clinking of cups and the smell of strong black coffee and warm chocolate cake.

Then came the smell of sawdust, the crying of kittens and the squawk of 'Polly wants a cracker, Polly wants a cracker'.

Next came the sweet smell of roses and the sound of Mr Green filling up his watering can and whistling like a canary.

Not long after, Tim and George arrived home. Tim put his key in the door and let them both in. Only Tim took off his shoes.

He let go of George's lead and felt his way into the kitchen.

'Good boy, George,' said Tim as he reached into the cupboard under the sink.

Tim poured some dog food into a bowl. George wagged his tail and held out his paw to say thank you. Tim reached down and shook George's paw. 'Perhaps I should be thanking you' said Tim, 'for being my eyes when I cannot see'.

Then they both went upstairs to Tim's bedroom to listen to the television.

