

Lesson Twelve

Lesson Aims: To practice summarisation, use robust strategies to understand and use the word “automatic”, collaborate to problem solve and find evidence, reflect on learning.

Activity		What you'll need
Introduction	Recap Words of the day	
Listening and Summarising	Listening to the story Summarise the chapters	The book Resource: Summary Sheet (R4)
Vocabulary	Word of the day “automatic” Automatic Vocabulary Log	Resource: RAG Tool (R1) Activity: Automatic (12.1) Resource: Vocabulary Log (R2)
Interaction and Collaboration	True or False Quiz Persuading Bradley	Resource: True or False cards (R5) Activity: Persuading Bradley (12.2)
Understanding		
Additional Activities		
Reflection	One new thing	Resource: One new thing (R6)

Introduction: Recap Words of the day



Remind children of our words. Can they remember what they mean?

charming – really lovely and pleasant	honest – to be truthful and mean what you say
locate – to find or describe the position of something	appreciate – to value something or someone AND to understand the impact of actions

Listening and Summarising: Listening to the story



Discuss with the children what they can remember of the story from the previous lesson – what happened with Bradley and the counsellor? Why did he think she was trying to trick him?



Remind them of the story: Last time, Bradley met the counsellor for the first time.



Read the story: Read chapters **10** and **11**.

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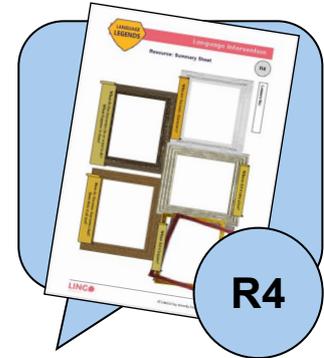


Activity: Summarise the chapters

In this section – We hear about what the boys think of the counsellor and what Jeff says when someone says “hello”.

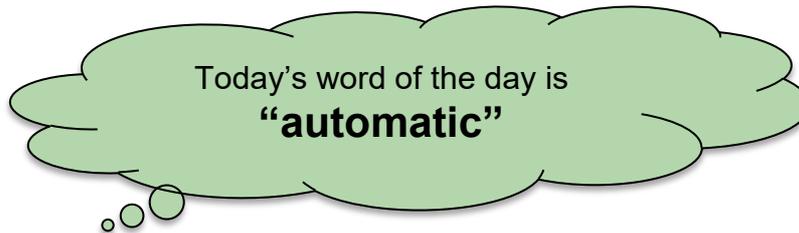
As a group **Summarise the chapters**. Use the “**Summary Sheet**” to jot down what they know. Don’t worry about getting down lots of detail or writing lots of information. Just do quick sketches, doodles or single words.

Quick fire exercise: round robin in groups – take turns to say one thing they remember about the chapter, as a group or individually. Talk and agree on a new title for the chapters.



Vocabulary: Word of the day

Explain to the pupils that you are going to think about the words in the book. We will have a **word of the day** and do other activities that will help us learn new words.



In this chapter, we hear lots of interesting words...here is a sentence with our word of the day.

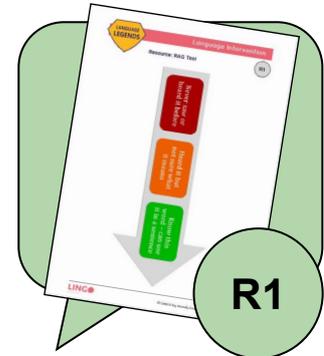
“I can’t help it. It’s like when someone says, “thank you.” Don’t you **automatically** say, “you’re welcome”?”

Teacher Notes:

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Go through the following steps to teach the word

1. Ask the question - do they know the word, use the “RAG Tool” if needed.
2. Between you, work out a definition – e.g. the word **automatic** has four different meanings. Today we are focusing on meaning **when you do something without thinking about it – like breathing. You just do it automatically without thinking.**
3. Word teaching – go through the following steps:
 - a) Write the word down – what does it **look like** – it has (**auto**) as a prefix, like autograph and automation – think about what “auto” means at the beginning of a word. Can you make any other words from the letters in **automatic**?
 - b) Talk about **how it sounds** – initial sound (**or**), end sound (**c**), how many syllables (**4**), anything it rhymes with (**emphatic**).
4. Talk again about **what it means**, give an example from your own life, e.g. “In the morning I am so tired, I just do everything **automatically** – get dressed, have my breakfast, everything.”
5. Ask the children to try to think of their own examples, e.g. “If I ask my mum for help with things, she **automatically** says yes, without even thinking.”



Discuss with the children about how some words have more than one meaning – automatic is a good example of this. Automatic has four different meanings:

- Meaning something that works on its own – like an automatic kettle or automatic washing machine. Can you think of more examples?
- **Meaning when you do something without thinking about it – like breathing. You just do it automatically without thinking.**
- A specific example meaning a type of gun – an automatic rifle.
- A specific example meaning a type of car – a car without gears you have to change. The car changes gears automatically.

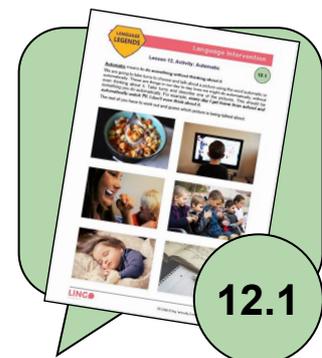


Activity: Automatic

Discuss with the children the things they do automatically. Lay the “**Activity: Automatic**” pictures on the table. Ask the children to take turns to choose and talk about a picture using the word automatic.

Ask the other children to work out and guess which picture is being talked about.

Comment on the length of sentences the children use, e.g. “that’s a lovely long sentence” and encourage them to use longer sentences. Give you own examples as well.



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Activity: Vocabulary Log

We will be helping the children work through the steps of learning the word of the day by writing it down on an “**Activity: Vocabulary Log**”. Ask the children to:

1. write down the word of the day.
2. write out the definition of what it means.
3. write down words they found in the word of the day.
4. make a note of what they remember about how it sounds.
5. write down an example that will help them remember what the word means.

If they want to, they could draw a picture or doodle to help them remember.

This template can be used for any words they are unsure of, so it is useful to have multiple copies for the children to use.



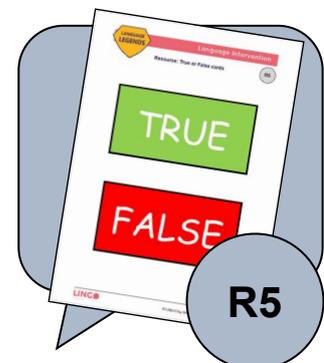
Interaction and Collaboration:



Activity: True or False Quiz

Tell the children they are going to do a Quiz. They will need to decide whether the statements are true or false, using the “**True or False cards**”.

Help them to work through the questions and to talk and listen to each other.



True or False Quiz

1. Jeff likes the girls (**False**)
2. Jeff is polite without even thinking about it (**True**)
3. Jeff wants to go in the girls’ bathroom (**False**)
4. Bradley sees Jeff as a good, true friend (**True**)
5. Jeff would like to be friends with the other boys (**True**)
6. Bradley hates the other children, boys and girls alike (**True**)
7. Bradley has a positive attitude towards homework (**False**)
8. Jeff knows how Bradley thinks (**True**)

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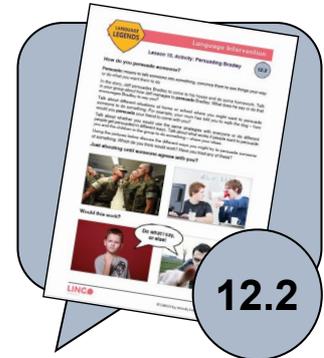
Activity: Persuading Bradley

In the story, Jeff persuades Bradley to come to his house and do some homework.

Discuss with the children how does Jeff manages to **persuade** Bradley. What does he say or do that encourages Bradley to say yes?

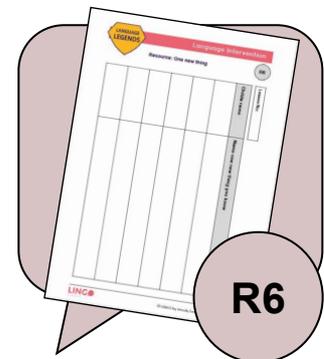
Talk about different situations at home or school where you might want to persuade someone to do something. For example, your mum has told you to walk the dog – how would you **persuade** your friend to come with you?

Talk about whether you would use the same strategies with everyone or do different people get persuaded in different ways. Talk about what works if people want to persuade you and the children in the group to do something – share your ideas.



Reflection: One new thing

Do a quick round robin – ask each child to think of one new thing they know. They can then take this back to class and share with their teacher. Make a note on the “**Resource: One new thing**” sheet to help the children remember.



Teacher Notes:

Lesson 12, Activity: Automatic

12.1

Automatic means to do something without thinking about it

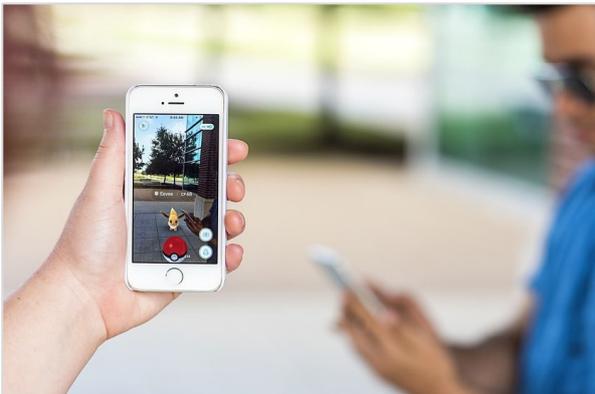
We are going to take turns to choose and talk about a picture using the word automatic or automatically. These are things in our day to day lives we might do automatically, without even thinking about it. Take turns and describe one of the pictures. This should be something you do automatically. For example, **every day I get home from school and automatically watch TV. I don't even think about it.**

The rest of you have to work out and guess which picture is being talked about.



Lesson 12, Activity: Automatic

12.1



Lesson 12, Activity: Persuading Bradley

12.2

How do you persuade someone?

Persuade: means to talk someone into something, convince them to see things your way or do what you want them to do

In the story, Jeff persuades Bradley to come to his house and do some homework. Talk in your group about how Jeff manages to **persuade** Bradley. What does he say or do that encourages Bradley to say yes?

Talk about different situations at home or school where you might want to persuade someone to do something. For example, your mum has told you to walk the dog – how would you **persuade** your friend to come with you?

Talk about whether you would use the same strategies with everyone or do different people get persuaded in different ways. Talk about what works if people want to persuade you and the children in the group to do something – share your ideas.

Using the pictures below discuss the different ways you might try to persuade someone of something. Which do you think would work? Have you tried any of these?

Just shouting until someone agrees with you?



Would this work?



Do what I say, or else!



Lesson 12, Activity: Persuading Bradley

12.2

**You really want a puppy; how would you persuade your mum or dad?
Would it help to write down good reasons?**



**Could you be persuaded to eat healthy food all the time. What would
someone need to say to persuade you?**

