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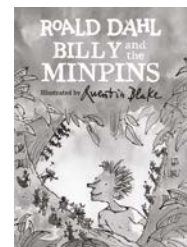
ROALD DAHL

BILLY AND THE MINPINS

LESSON PLANS

Bring
Billy and
the Minpins to
life in your
classroom!

YPO
is a proud
partner of Roald
Dahl education
resources.



LESSON PLAN 1:

BOOK THEME: Masters of Invention

LITERACY OBJECTIVE:

Taking part in a debate and speaking clearly to give opinions. Planning by saying out loud what to write about.

EXTRACT USED:

pp. 23-28, p. 44

LESSON PLAN 2:

BOOK THEME: Makers of Mischief

LITERACY OBJECTIVE:

Listening and responding appropriately to others. Using spoken language to develop understanding through imagining and exploring ideas.

ART OBJECTIVE:

Using drawing to share ideas and imagination.

EXTRACT USED:

pp. 45-48

LESSON PLAN 3:

BOOK THEME: Champions of Good

LITERACY OBJECTIVE:

Recognising the text features of a poster; writing for a given purpose.

ART OBJECTIVE:

Designing a poster.

EXTRACT USED:

pp. 68-76

LESSON PLAN 4:

BOOK THEME: Champions of Good

LITERACY OBJECTIVE:

Using a variety of sentence starters.

ART OBJECTIVE:

Using colour, texture and shape to collage.

EXTRACT USED:

pp. 76-78

LESSON PLAN 5:

BOOK THEME: Makers of Mischief

LITERACY OBJECTIVE:

Writing down ideas and key words.
Using expanded noun phrases and adjectives in descriptive writing.

ART OBJECTIVE:

Using the skills of colour, shape and space.

EXTRACT USED:

pp. 83-92

LESSON PLAN 6:

BOOK THEME: Masters of Invention

LITERACY OBJECTIVE:

Writing down key words.

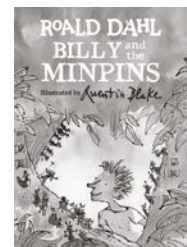
ART OBJECTIVE:

Inventing and designing a product.

EXTRACT USED:

pp. 92-94

THINGS YOU MAY NEED



BOOK THEMES:

- Masters of Invention

LESSON OBJECTIVES:

- Taking part in a debate and speaking clearly to give opinions.
- Planning by saying out loud what to write about.

THINGS YOU MAY NEED FOR THIS LESSON:

Coloured card, lollipop sticks and glue.
See page 41.



PREPARATION:

You will need access to a whiteboard and pen, copies of the extracts to read from, and enlarged (A3) copies of **RESOURCE 1: PERSUASIVE SENTENCE STARTERS** and **RESOURCE 2: WRITING TEMPLATE** to model the task. Each pair of children will need a copy of **RESOURCE 1: PERSUASIVE SENTENCE STARTERS** to share, while each individual child will need a copy of **RESOURCE 2: WRITING TEMPLATE** and a pencil. Provide coloured card, lollipop sticks, and glue or sticky tape to create picket signs. Pencil crayons should also be available if the children wish to decorate their picket signs. Prepare small slips of paper for the children to cast their final vote.

STARTER ACTIVITY:

Share extract 1 with the children and read as a class. Pause at the line, "Mummy!" he cried out. "Save me!" and again at the end of the extract to discuss how Little Billy must have been feeling during those moments.

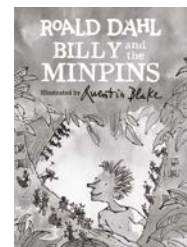
MAIN ACTIVITY:

TASK ONE

Explain to the children that once Little Billy is up in the tree, he meets tiny people called the Minpins. They welcome him to their tree and give him a tour of their homes. Read extract 2 to the children.

Ask the children to discuss their ideas for how Little Billy could try to get home. Pick out four good ideas and write them on the board. Divide the children into four teams, one for each idea, and explain that they will now need to try to persuade the other children that their team's idea is the best.

Continued...



Explain the meaning of a debate. Discuss how to use persuasive language in a debate to support opinions. Share some examples of ways to begin persuasive sentences from **RESOURCE 1: PERSUASIVE SENTENCE STARTERS**.

TASK TWO

Model using the enlarged copy of **RESOURCE 1: PERSUASIVE SENTENCE STARTERS** to come up with a sentence to give an opinion, e.g. 'I believe that swinging from tree to tree would be the safest way for Little Billy to get home because he would not have to touch the forest floor.' Then model using **RESOURCE 2: WRITING TEMPLATE** to record the sentence. Set expectations for the number of sentences to write.

Provide coloured card and lollipop sticks for children to create picket signs. The children should then stick their written work to the picket signs ready for the debate. They may also wish to decorate the other side of their signs with pictures related to their argument.

TASK THREE

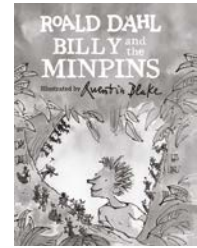
It's time for the debate! Children from each team take it in turns to read one of their persuasive sentences to the class. Ensure that all children contribute at least one idea each.

EXTENSION:

When all the children have read a sentence to the class, send the children back to their teams. They must now vote on the best sentence they heard from their team. Bring the children back together and the child who had the most votes for the best sentence should repeat this to the class as their 'closing argument'.

PLENARY:

The final vote! Provide each child with a small slip of paper to record their vote for how Little Billy should try to get home (make sure they understand they cannot vote for their own group!). Count the votes up and announce the winner. Discuss why that group won the vote. Who was persuaded to vote for them? Why? What persuasive language did they use?



EXTRACT ONE

From pp. 23-28 (373 words)

Little Billy was running with the speed of an arrow, but each time he glanced back over his shoulder the puffs of orange-red smoky-breath had got closer. They were so close now he could feel the wind of them on the back of his neck. And the *noise!* It was deafening in his ears, this fearsome swooshing whooshing whiffing panting noise. *Woomph-woomph*, it went. *Woomph-woomph*, *woomph-woomph!* *Woomph-woomph!* It was like the noise made by a steam locomotive pulling out from a station.

Then suddenly he heard another noise that was somehow more fearsome still. It was the pounding of gigantic galloping hooves on the floor of the forest.

He glanced round again, but the Thing, the Beast, the Monster, or whatever it was, was hidden from his sight by the smoke it shot out as it galloped forward.

The smoky-breath was billowing all around him now. He could feel its hotness. Worse still, he could smell its smell. The smell was disgusting. It was the stench that comes from deep inside the tummy of a meat-eating animal.

“Mummy!” he cried out. “Save me!”

Suddenly, directly in front of him, Little Billy saw the trunk of an enormous tree. This tree was different from the others because it had branches hanging down very low. While still running, he made a frantic jump for its lowest branch. He caught it and pulled himself up. Then he grabbed the next branch above his head and pulled himself up again. Then again and again, climbing higher and higher to get away from the terrible snorting smoke-blowing, smelly-breathed beast down below. He stopped climbing only when he was too exhausted to climb any higher.

He looked up, but even now he couldn’t see the top of the giant tree. It seemed to go on forever. He looked down. He couldn’t see the ground either.

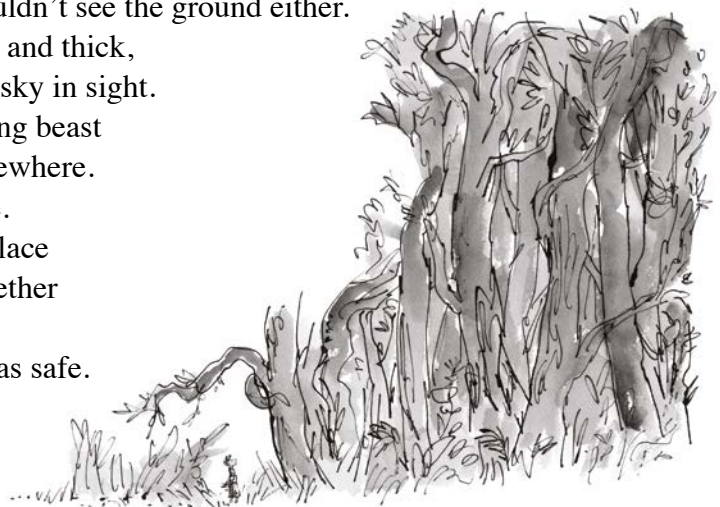
He was in a world of green leaves and thick, smooth branches with no earth or sky in sight.

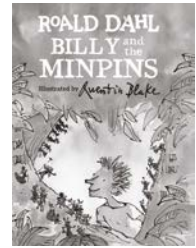
The snorting smelly smoke-blowing beast was miles away down below somewhere.

He couldn’t even hear it any more.

Little Billy found a comfortable place where two big branches came together and he sat down to rest.

For the moment, at any rate, he was safe.





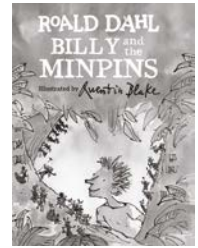
EXTRACT TWO

From page 44 (75 words)

When the sightseeing tour was over, Little Billy sat down again on a large branch and said to the whole company of Minpins, "Look, I've had a lovely time with you all, but how am I ever going to get home again? My mother'll be going crazy."

"You can never get down from this tree," Don Mini said. "I've told you that. If you're stupid enough to try, you'll be eaten up in five seconds."





I think...

I feel...

I BELIEVE...

I know...

I am sure...

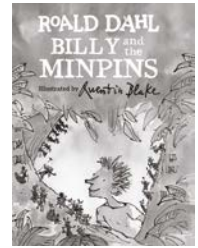
I AM CERTAIN...

THE FACT IS...

It is the only way because...

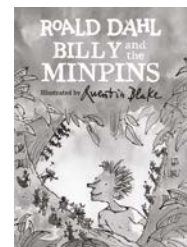
It is the best idea because...

Did you know...?



Write your persuasive sentences in the space below.

Say your sentence before you write it and don't forget to use a persuasive sentence starter!



BOOK THEMES:

- Makers of Mischief

LESSON OBJECTIVES:

- Listening and responding appropriately to others
- Using spoken language to develop understanding through imagining and exploring ideas
- Using the medium of drawing to explore the imagination and to share ideas

THINGS YOU MAY NEED FOR THIS LESSON:

Pencils, colouring pens and charcoal sticks.

See page 41.

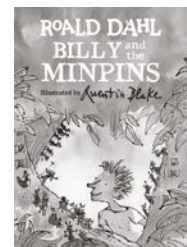
PREPARATION:

Photocopy a copy of **RESOURCE 1: NOUNS AND ADJECTIVES CARDS** for each pair of children in the class and one copy of **RESOURCE 2: THE GRUNCHER TEMPLATE** for each individual including an A3 version for yourself. You will also need to provide pencils and crayons.

STARTER ACTIVITY:

Find the adjectives! Using **RESOURCE 1: NOUNS AND ADJECTIVES CARDS** ask pairs of children to sort the nouns from the adjectives. Discuss the definition of a 'noun' and an 'adjective'. Ask the children to take it turns with their partner to pick one of their adjective cards and one of their noun cards and use them appropriately in a verbal sentence, e.g. The hairy monster chased the boy through the forest. Share some ideas with the class and challenge the rest of the children to add more adjectives to the sentence to make it even more descriptive, e.g. The fierce, hairy monster chased the scared, little boy through the deep, dark forest. Discuss the value of detailed descriptions in helping us to picture things more clearly and use our imagination more effectively.

Continued...



MAIN ACTIVITY

Read the extract as a class.

What do you think the Gruncher looks like? Ask the children to discuss their ideas with their chatty partner. What might the Gruncher's head look like? What about its eyes, nose and mouth? How can its belly store that "red-hot" fire? What must its legs look like if it can gallop so fast? Share some ideas as a class, and note down some key vocabulary and adjectives used in the children's descriptions to use as a prompt for their drawing task.

Explain to the children that they will now draw the Gruncher in stages using their imagination.

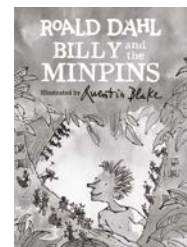
Model drawing the head first on an A3 version of **RESOURCE 2: THE GRUNCHER TEMPLATE** using the shared descriptions from the children. Ask the children to remind their chatty partner how they picture the Gruncher's head to encourage variety in the work they produce rather than copying the class version. The children should then use **RESOURCE 2: THE GRUNCHER TEMPLATE** to begin their drawings. Repeat these steps for the facial features, body and legs of the Gruncher.

EXTENSION:

Model using shading and colour to bring the Gruncher to life! Ask the children to think carefully about the colours they wish to use and to explain the reasons for their choices with a partner.

PLENARY:

The Gruncher Art Gallery! Ask the children to walk around the classroom to look at the variety of Grunchers that have been created. Bring the children together and discuss the similarities and differences between the pictures. Select some children to find their favourite Gruncher to share with the class and to explain why they like it best. Discuss the fact there is no 'right' or 'wrong' answer. Reinforce the point that we all have unique imaginations.



EXTRACT ONE

From pp. 45-48 (407 words)

“The one waiting for you down there is the fearsome Gruncher, the Red-Hot Smoke-Belching Gruncher. He grunches up everything in the forest. That’s why we have to live up here. He has grunched up hundreds of humans and literally millions of Minpins. What makes him so dangerous is his amazing and magical nose. His nose can smell out a human or a Minpin or any other animal from ten miles away. Then he gallops towards it at terrific speed. He can never see anything in front of him because of all the smoke he belches out from his nose and mouth, but that doesn’t bother him. His nose tells him exactly where to go.”

“Why does he blow out all that smoke?” Little Billy asked.

“Because he’s got a red-hot fire in his belly,” Don Mini said. “The Gruncher likes his meat roasted, and the fire roasts it as it goes down.”

“Look,” Little Billy said, “Gruncher or no Gruncher, I’ve simply got to get home somehow. I’ll have to make a dash for it.”

“Don’t try, I beg you,” Don Mini said. “The Gruncher knows you’re up here. He’s down there now waiting for you. Climb down a bit lower with me and I’ll show you.”

Don Mini walked easily, straight down the side of the great tree-trunk. Little Billy climbed carefully down after him, from one branch to the next.

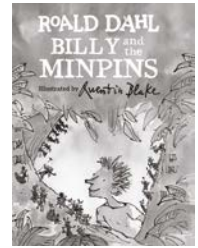
Soon, below them, they began to smell the revolting hot stench of the Gruncher’s breath, and the orange-red smoke was now billowing up into the lower branches in thick clouds.

“What does he look like?” Little Billy whispered.

“Nobody knows,” Don Mini answered. “He makes so much steam and smoke you can never see him. If you are behind him you can sometimes catch a glimpse of little bits of him because all the smoke is being blown out in the front. Some Minpins say they have seen his black legs, huge and black and very hairy, shaped like lions’ legs but ten times as big. And it is rumoured that his head is like an enormous crocodile’s head, with rows and rows and rows of sharp pointed teeth. But nobody really knows. Mind you, he must have gigantic nose-holes to be able to blow out all that smoke.

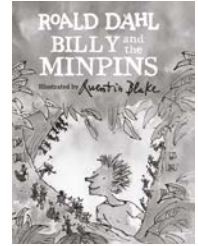
They stayed still, listening, and they could hear the Gruncher pawing at the ground at the base of the tree with his giant hooves and snorting with greed.

NOUNS AND ADJECTIVES CARDS



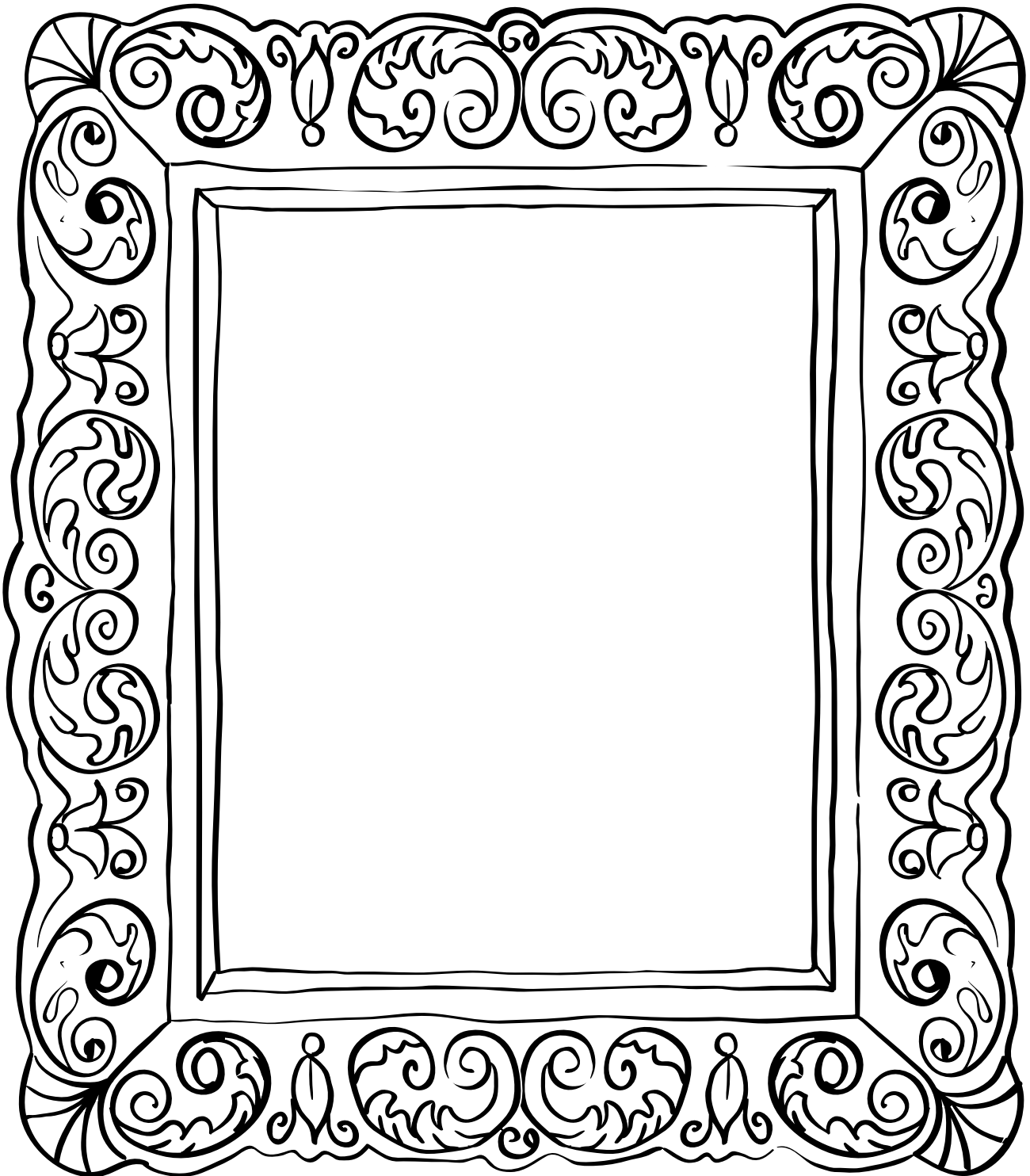
red	nose	hot
FIRE	tall	tree
MAGICAL	monster	LITTLE
boy	thick	SMOKE
black	leg	hairy
HOOVES	sharp	TEETH

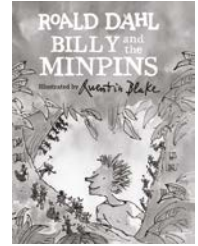
THE GRUNCHER TEMPLATE



What do you think the Gruncher looks like?

Use your imagination and share your ideas by drawing the fearsome Gruncher below!





All around me...

Everywhere I look...

IN FRONT OF ME...

Behind me...

Above me...

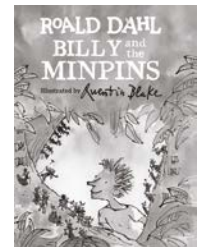
BELOW ME...

IN THE DISTANCE...

It is...

There are lots of...

The weather is...



BOOK THEMES:

- Champions of Good

LESSON OBJECTIVES:

- Recognising the text features of a poster
- Writing for a given purpose
- Designing a poster

THINGS YOU MAY NEED FOR THIS LESSON:

Whiteboards, whiteboard pens and pencils.
See page 41.



PREPARATION:

You will need access to a whiteboard and pen, a copy of the extract to read from, and enlarged (A3) copies of **RESOURCE 1: PARTY POSTER** to share with the children and **RESOURCE 2: POSTER TEMPLATE** to model the task. Each child needs an individual copy of **RESOURCE 2: POSTER TEMPLATE** and a pencil and crayons.

STARTER ACTIVITY:

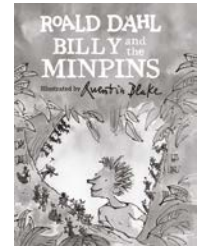
How do we celebrate events and achievements? Write the word 'celebrate' on the board and create a mind map of ideas from the children, such as certificates, awards, parties, music, cards, presents, treats, cake, etc.

MAIN ACTIVITY

TASK ONE

Read the extract to the children. Explain to the children that to celebrate Little Billy's victory, the Minpins from the home tree will be throwing a big party TONIGHT. The children's task is to create a poster inviting all of the forest Minpins to the party. What information will everyone need to know about the party? Ask the children to discuss their ideas in pairs, then feed back ideas to the class, e.g. time, place, what will be happening at the party. Record these on the whiteboard for the children to refer to later.

Continued...



TASK TWO

Share **RESOURCE 1: PARTY POSTER** with the children. Discuss the features it has, such as large, bold text for the important information; short, snappy phrases; pictures to attract attention. Model using **RESOURCE 2: POSTER TEMPLATE** to present the information for Little Billy's party. Challenge the children to now use their own ideas to create an exciting, informative party poster!

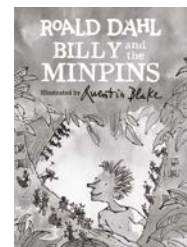
EXTENSION:

Model using shading and colour to bring the Gruncher to life! Ask the children to think carefully about the colours they wish to use and to explain the reasons for their choices with a partner.

PLENARY:

How else could we celebrate or show our appreciation to someone if they have done something kind for us? How have you shown somebody that you were grateful in the past? Ask the children to reflect on their past experiences.





EXTRACT

From pp. 68-76 (486 words)

The snorting grew louder and more ferocious every second, and the *whoomph-whoomphs* of thick hot steam came pouring out, thicker than ever.

Once, Swan looked round to see if Little Billy was all right. Little Billy nodded and smiled, and he could swear Swan nodded and smiled back at him.

At last, Swan must have decided they had done enough teasing. The great thick orange-red cloud was leaping up and down in a frenzy of hunger and desire, and the whole forest was echoing with the snorts and growls of the awesome creature. Swan glided round and headed in a straight line towards the edge of the forest, and of course the vast cloud of smoke came hurtling after it.

Swan was very careful to fly low all the time, keeping just in front of the Gruncher, leading him on and on, threading a path carefully through the great trees in the forest. The scent of human food was very strong in the Gruncher's nostrils, and he must have been thinking that so long as he kept going flat out, he would catch his meal in the end.

Suddenly, right in front of them, on the edge of the forest, was the lake. The Gruncher, hurtling along right behind them, was interested only in the glorious human scent he was following.

Swan flew straight towards the lake. It skimmed low over the water. The Gruncher kept going.

Little Billy, looking back, saw the Gruncher plunging right into the lake, and then the whole lake seemed to erupt in a mass of boiling steaming frothing bubbling water.

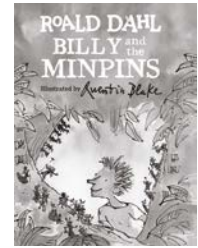
For a brief moment, the terrible Red-Hot Smoke-Belching Gruncher made the lake boil and smoke like a volcano, then the fire went out and the awesome beast disappeared under the waves.

When it was all over, Swan and Little Billy flew higher and circled the lake for a last look.

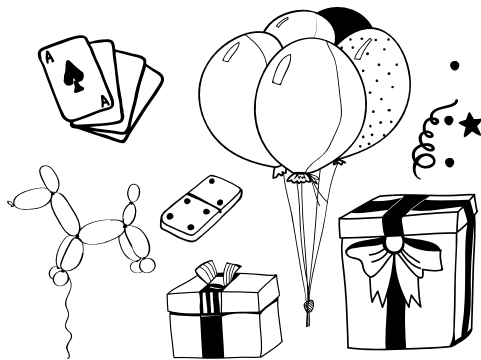
And suddenly the whole sky around them was filled with birds, and every bird had one or more Minpins on its back. Little Billy recognised Don Mini riding on a fine jay and he was waving and cheering as he flew alongside them. It seemed that all the other Minpins from the big tree had turned up as well to witness the great victory over the dreaded Gruncher. Every kind of bird was circling around Little Billy and Swan, and the Minpins on their backs were waving and clapping and shouting with joy. Little Billy waved back and laughed and thought how wonderful it all was.

Then, led by Swan, all the birds and the Minpins returned to the home tree.

Back in the tree there was a tremendous celebration for Little Billy's victory over the dreaded Gruncher. Minpins from all over the forest had flown in on their birds to cheer the young hero, and all the branches and twigs of the great tree were crowded with tiny people.



PARTY TIME!



Play party games!



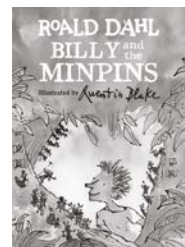
Dance all night!



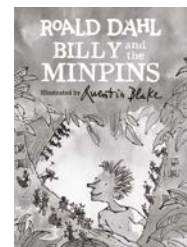
Eat delicious party food!

JOIN US AT: The Party Hut, Discotown
TONIGHT 6pm – 9pm

PARTY POSTER TEMPLATE



A large rectangular area with a thick black border, containing five smaller rectangular boxes with thin grey borders, arranged in a 1-2-1 pattern (one at the top, two in the middle, one at the bottom) for creating a party poster.



BOOK THEMES:

- Champions of Good

LESSON OBJECTIVES:

- Using a variety of sentence starters
- Using colour, texture and shape to collage

THINGS YOU MAY NEED FOR THIS LESSON:

Tissue paper, felt and pipe cleaners.
See page 41.



PREPARATION:

You will need a copy of the extract to read from, and to model the art task you will need one of the templates from **RESOURCE 1: TEMPLATES**, as well as glue and collaging materials such as tissue paper, felt, pipe cleaners, etc. To model the writing task, you will need enlarged (A3) copies of **RESOURCE 2: SENTENCE STARTERS** and **RESOURCE 3: WRITING TEMPLATE**.

The children will need a choice of templates to collage from **RESOURCE 1: TEMPLATES**, pre-folded coloured card, glue and collage materials. Each pair of children will need a copy of the extract to read from and a copy of **RESOURCE 2: SENTENCE STARTERS** to share, and each individual child will need a pencil and a copy of **RESOURCE 3: WRITING TEMPLATE**.

STARTER ACTIVITY:

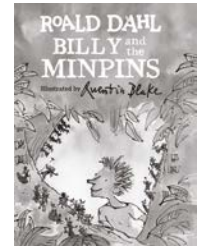
Share the extract with the children and read as a class. Ask the children to identify what Don Mini is thankful to Little Billy for – e.g. the forest floor is safe at last, the Minpin children can play among the wild flowers and the roots all day long, etc. How does Don Mini show his gratitude?

MAIN ACTIVITY

TASK ONE

Ask the children to imagine they are Don Mini. Think about how much better their life and the lives of their fellow Minpins will be now that the Gruncher has been defeated. Explain that they will be sending a thank you card to Little Billy for everything he has done. The children should discuss ideas for the design on the front of their card. **SHARE RESOURCE 1: TEMPLATES** and discuss how they could be used. Explain that the children will be selecting a template to collage for the front of their cards. Model collaging a template before setting the children off to collage their own, supporting them where necessary

Continued...



TASK TWO

What do you (Don Mini) want to say to Little Billy? Share **RESOURCE 2: SENTENCE STARTERS** with the children. Share some ideas as a class and encourage the children to thank Little Billy for specific things, e.g. 'I am so grateful because my children are really happy now. They can play wherever they want to without being eaten by the Gruncher!' Model how to transfer these ideas to the final written message using **RESOURCE 3: WRITING TEMPLATE**, writing one a sentence at a time. Model the correct structure of the message, e.g. starting with 'Dear Little Billy,' and signing off with 'Love, Don Mini'. When the children have finished writing, stick the messages inside the cards.

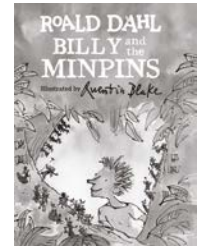
EXTENSION:

Ask the children to evaluate their card. What did they do well? What do they need to practise? Can they select another template and try to improve their skills?

PLENARY:

How do you think Little Billy will feel when he receives your card?
How might Little Billy respond? Share some ideas as a class.





EXTRACT

From pp. 76-78 (273 words)

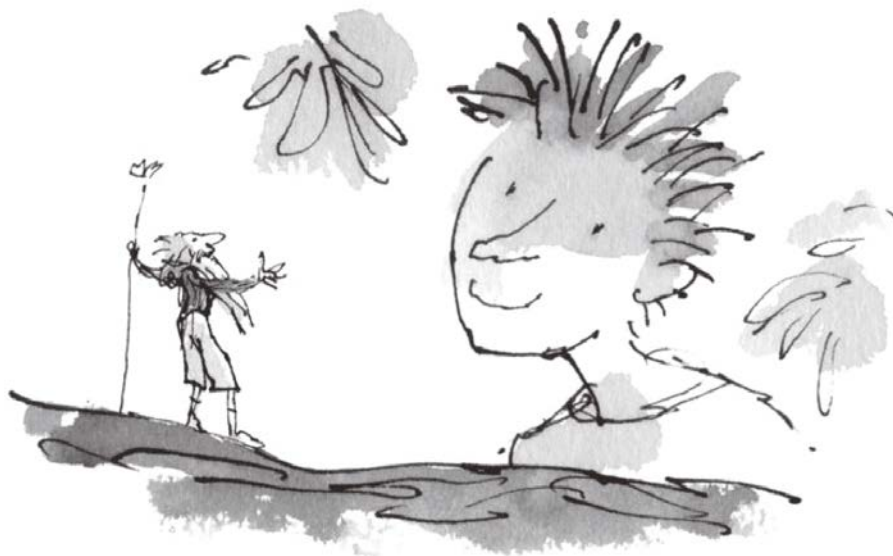
When the cheers and the clapping had died down at last, Don Mini stood up to make a speech.

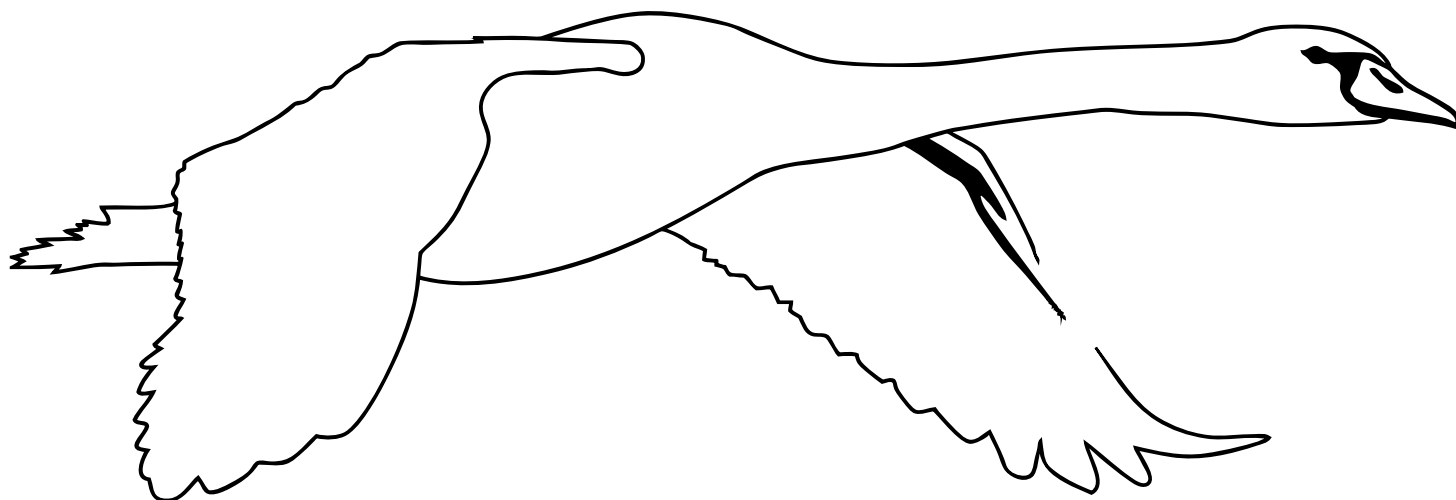
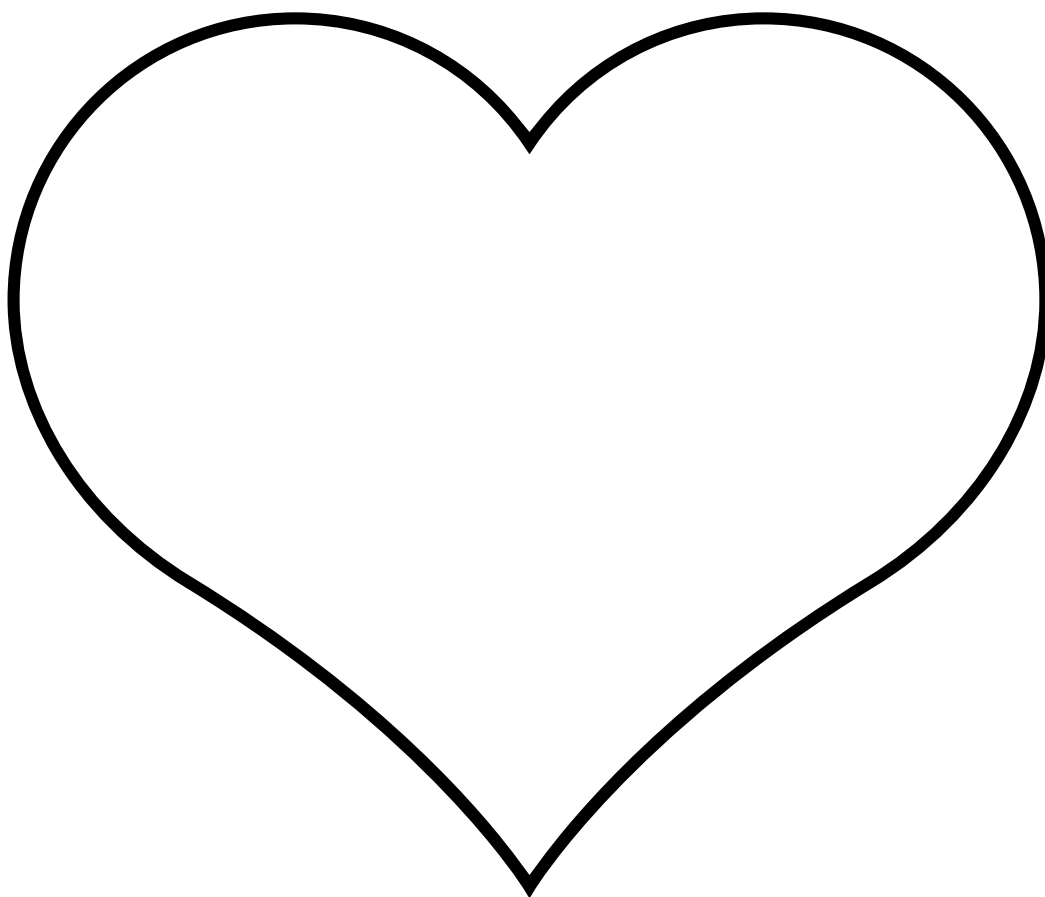
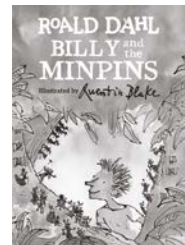
“Minpins of the forest!” he cried, raising his small voice so that it could be heard all over the tree. “The murderous Gruncher, who has gobbled up so many thousands of us Minpins, has gone forever! The forest floor is safe at last for us to walk on! So now we can all go down to pick blackberries and winkleberries and puckleberries and muckleberries and twinkleberries and snozzberries to our heart’s content. And our children can play among the wild flowers and the roots all day long.” Don Mini paused and turned his eyes upon Little Billy who was sitting on a branch not far away.

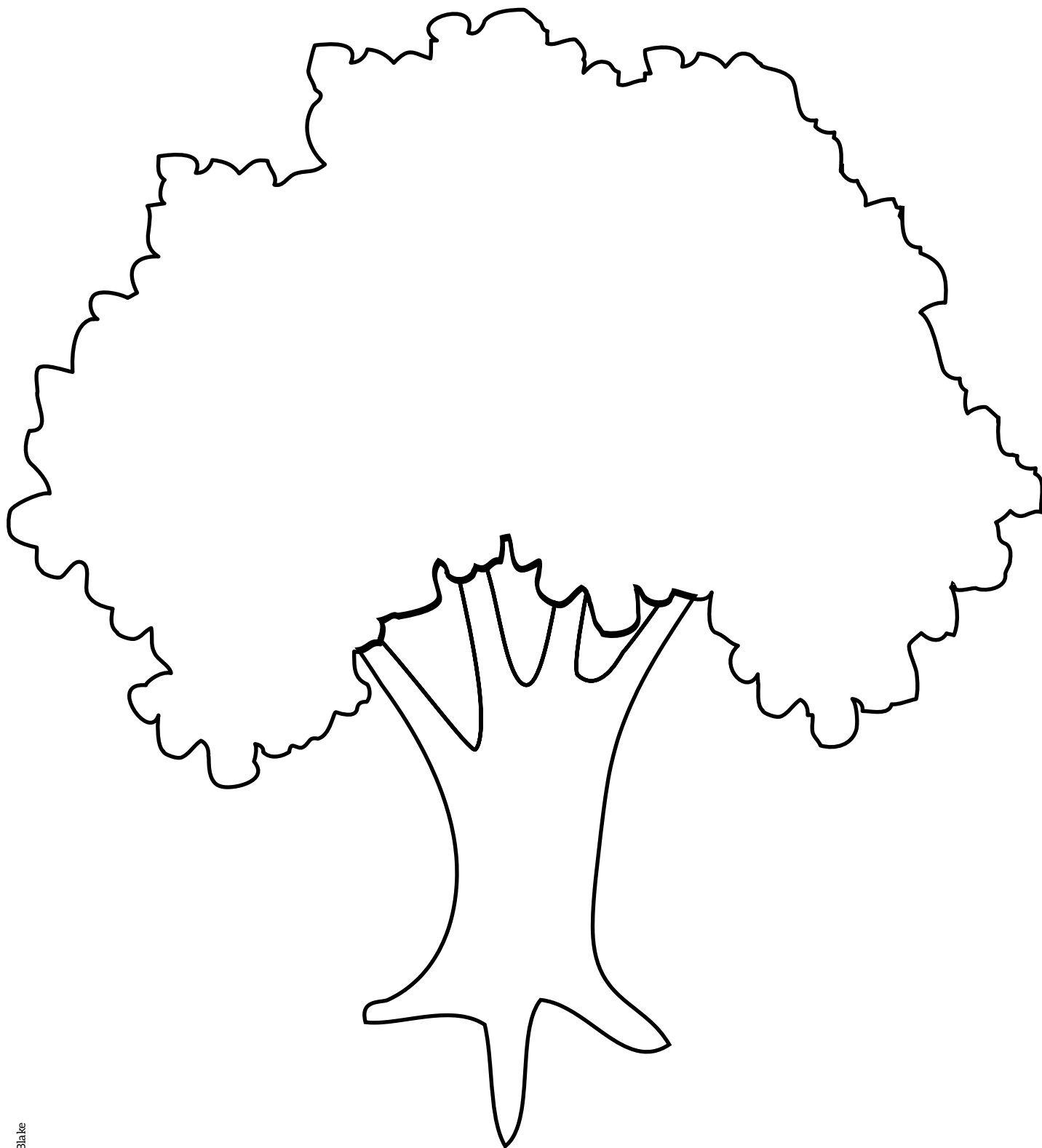
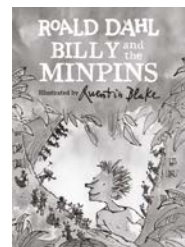
“But ladies and gentlemen,” he went on, “who is it we have to thank for this great blessing that has come upon us? Who is the saviour of the Minpins?” Don Mini paused again. The Minpins in their thousands sat listening intently.

“Our saviour,” he cried out, “our hero, our wonder-boy, is, as you already know, our human visitor, Little Billy.” (Cheers and shouts of “Hooray for Little Billy!” from the crowd.)

Don Mini now turned and spoke directly to Little Billy. “You, my boy, have done a wonderful thing for us and in return we wish to do something for you. I have had a word with Swan and he has agreed to become your personal private aeroplane for just as long as you remain small enough to fly on his back.” (More cheers and clapping and shouts of “Good old Swan! What a great idea!”)



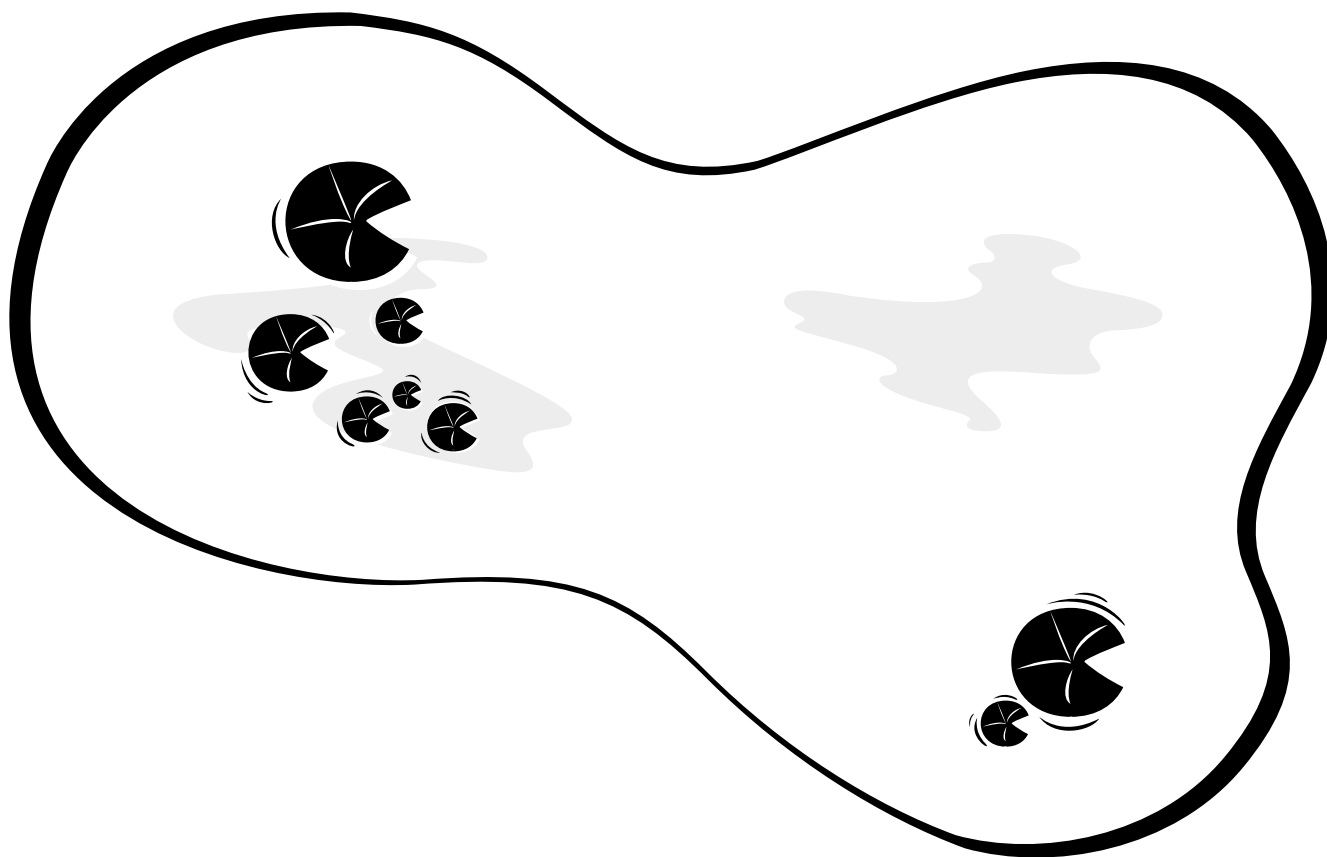
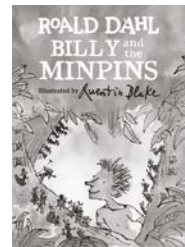


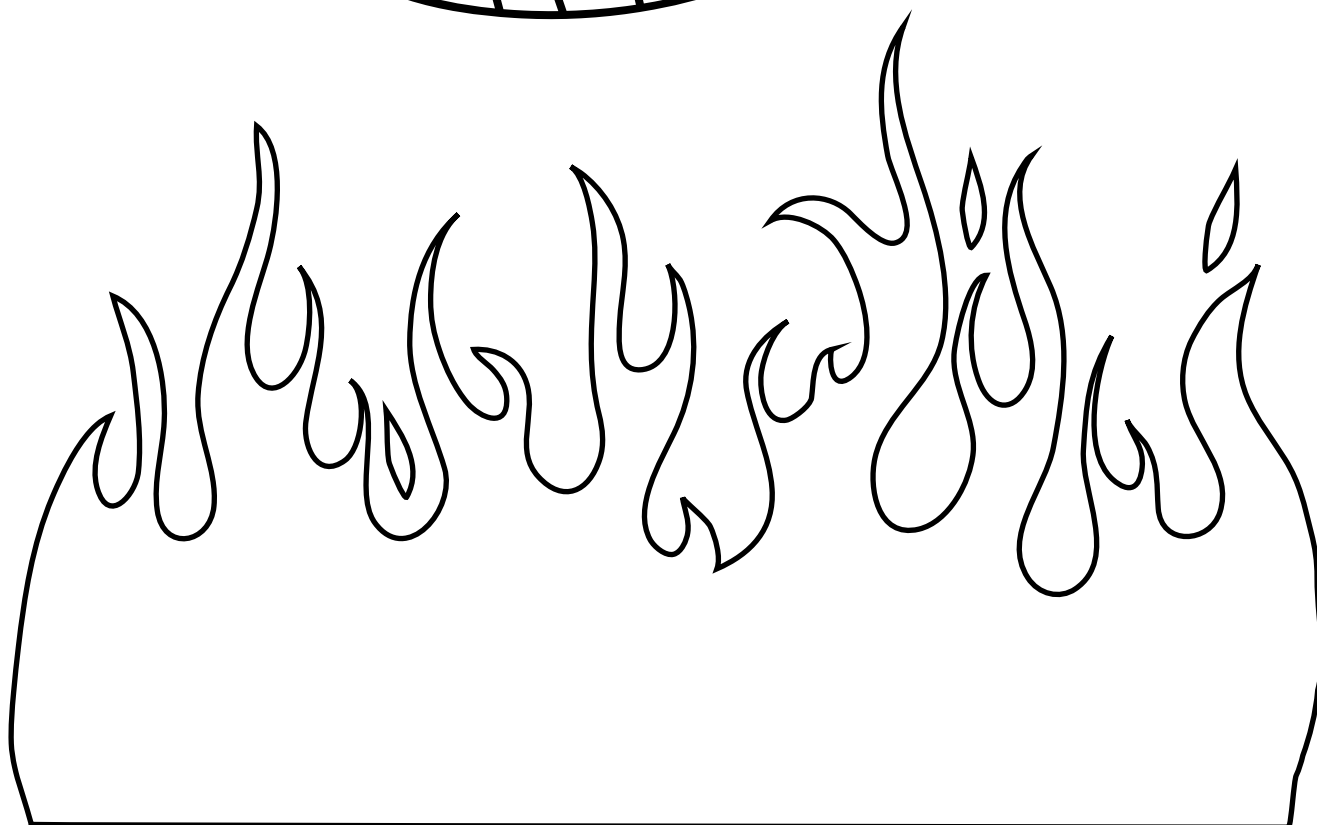
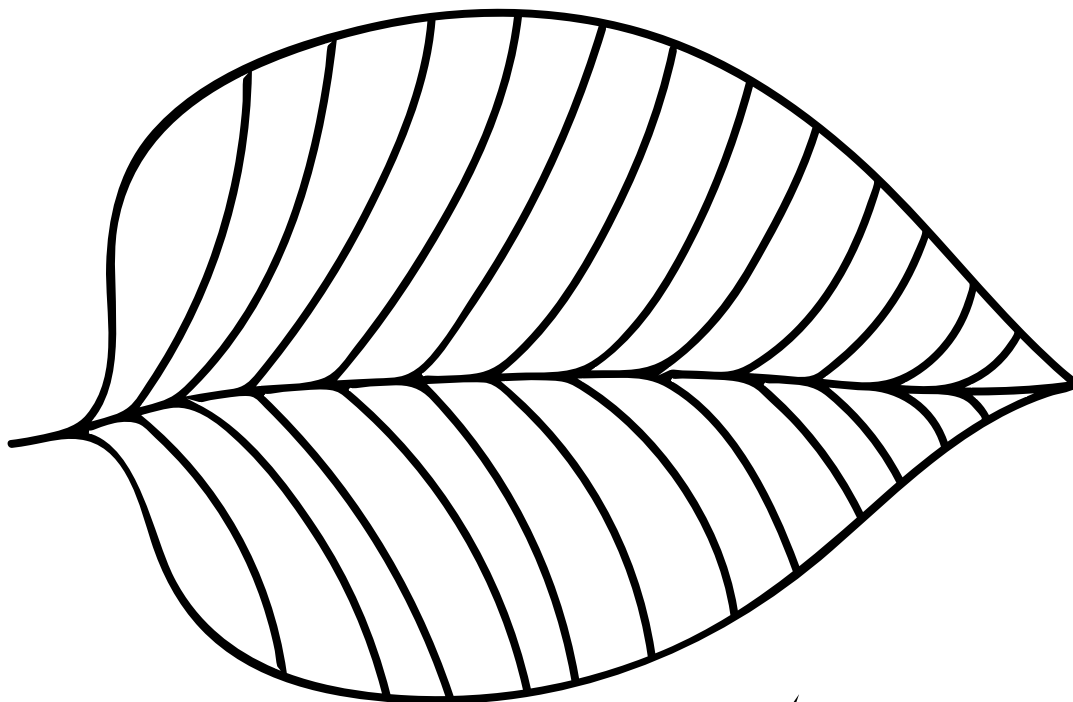
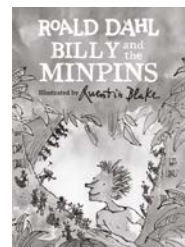


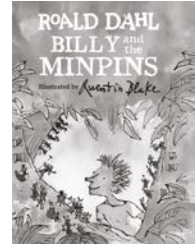
ROALD
DAHL

BILLY AND
THE
MINPINS

TEMPLATES







Thank you for...

I am so grateful because...

I NEED TO THANK YOU FOR...

Before you helped us, we...

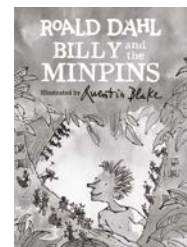
Because of you...

YOU ARE SO...

I WILL NEVER FORGET YOU BECAUSE...

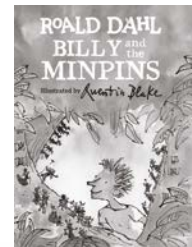
You changed our lives because...

SENTENCE STARTERS



Write your message to Little Billy from Don Mini below.

Remember to use a variety of different sentence starters!



BOOK THEMES:

- Makers of Mischief

LESSON OBJECTIVES:

- Identifying ideas and key words
- Using expanded noun phrases and adjectives in descriptive writing
- Using the skills of colour, shape and space

THINGS YOU MAY NEED FOR THIS LESSON:

Pencils, oil pastels and senses kit.

See page 41.



PREPARATION:

You will need an enlarged copy of **RESOURCE 1: PICTURE PROMPT** and a copy of **RESOURCE 3: SENTENCE STARTERS** for each pair of children in the class and one copy of both **RESOURCE 2: SENSES** and **RESOURCE 4: THE ADVENTURE TEMPLATE** for each individual, including an A3 version of **RESOURCE 1: PICTURE PROMPT** and **RESOURCE 4: THE ADVENTURE TEMPLATE** for yourself. You will also need to provide pencils and crayons.

STARTER ACTIVITY:

Display **RESOURCE 1: PICTURE PROMPT**. Where do the children think Little Billy is? Ask the children to discuss some ideas with a partner and feedback their thoughts. Tell the children to imagine they are in the forest. Ask them questions about their senses, i.e. What can you see/ hear/ smell/ feel/ taste?

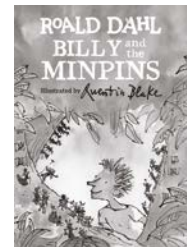
MAIN ACTIVITY

TASK ONE

Read the extract as a class.

Where would you like Swan to take you? Ask the children to close their eyes and imagine a place (real or fictional) they would like to visit. Ask them what they can see/ hear/ smell/ feel/ taste. Give the children **RESOURCE 2: SENSES** so they can make notes as they discuss their ideas.

Continued...



TASK TWO

Draw your imagined world. Gather ideas from the children and model how to draw their ideas on the A3 version of **RESOURCE 4: THE ADVENTURE TEMPLATE**. Focus on the use of colour, shape and space and encourage the children to think carefully about the size and placement of objects in their drawings.

TASK THREE

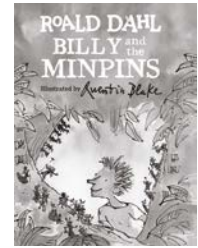
Share **RESOURCE 3: SENTENCE STARTERS** with the children. Collect some notes from the children and model how to turn these, along with observations of their drawings, into sentences using the A3 version of **RESOURCE 4: THE ADVENTURE TEMPLATE**. For example: 'I can see trees' could be changed to: 'In front of me, I can see tall, leafy trees blowing in the wind'. Encourage the children to think of expanded noun phrases, adjectives and descriptive language they can use to make their sentences interesting and exciting.

EXTENSION:

Ask the children to show their partner their picture and cover up their description. Can their partner describe the place they see and how they imagine it to be there? How closely does their verbal description match their partner's written description?

PLENARY:

Play the 'Where am I?' game. Collect the children's work and shuffle their completed worksheets. Select one and read the description aloud. Ask the other children if they can guess where their imagined place is. Show the children the picture and compare how closely their ideas match.



EXTRACT

From pp. 83- 92 (415 words)

From then on, Swan came every night to Little Billy's bedroom window. He came after Billy's mother and father had gone to sleep and the whole house was quiet. But Little Billy was never asleep. He was always wide awake and eagerly waiting. And every night, before Swan arrived, he saw to it that the curtains were drawn back and the window was wide open so that the great white bird could come gliding right into the room and land on the floor beside his bed. Then Little Billy would slip into his dressing gown and climb on to Swan's back and off they would go.

Oh, it was a wondrous secret life that Little Billy lived up there in the sky at night on Swan's back! They flew in a magical word of silence, swooping and gliding over the dark world below where all the earthly people were fast asleep in their beds.

Once, Swan flew higher than ever before and they came to an enormous billowing cloud that was shining in a pale golden light, and in the folds of this cloud Little Billy could make out creatures of some sort moving around.

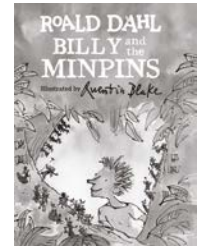
Who were they?

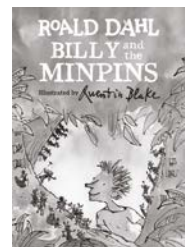
He wanted so badly to ask Swan this question, but he couldn't speak a word of bird-language. Swan seemed unwilling to fly very close to these creatures from another world, and this made it impossible for Little Billy to see them clearly.

Another time, Swan flew through the night for what seemed like hours and hours until they came at last to a gigantic opening in the earth's surface, a sort of huge gaping hole in the ground, and Swan glided slowly round and round above this massive crater and then right down into it. Deeper and deeper they went into the dark hole. Suddenly there was a brightness like sunlight below them, and Little Billy could see a vast lake of water, gloriously blue, and on the surface of the lake thousands of swans





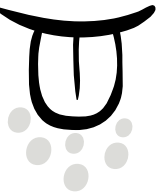
were swimming slowly about. The pure white of the swans against the blue of the water was very beautiful.

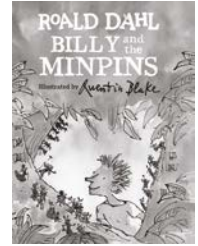
Little Billy wondered whether this was a secret meeting place of all the swans in the world, and he wished he had been able to ask Swan this question as well. But sometimes mysteries are more intriguing than explanations, and the swans on the blue lake, like the creatures on the golden cloud, would remain a mystery for ever in Little Billy's memory.





Swan has taken me to:

<p>I can see...</p> 	
<p>I can hear...</p> 	
<p>I can smell...</p> 	
<p>I can feel...</p> 	
<p>I can taste...</p> 	



All around me...

Everywhere I look...

IN FRONT OF ME...

Behind me...

Above me...

BELOW ME...

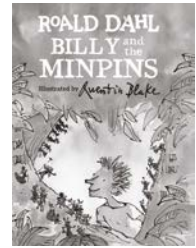
IN THE DISTANCE...

It is...

There are lots of...

The weather is...

THE ADVENTURE TEMPLATE



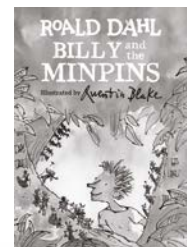
Swan has taken me to:

Use your imagination and draw this place below:

A large, empty rectangular box with a black border, intended for a child to draw the place they have imagined.

Describe this place below:

Five horizontal dotted lines provided for the child to write a description of the place they have drawn.



BOOK THEMES:

- Masters of Invention

LESSON OBJECTIVES:

- Writing down key words
- Inventing and designing a product

THINGS YOU MAY NEED FOR THIS LESSON:

Whiteboards, whiteboard pens and whiteboard erasers. See page 41.



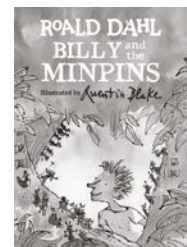
PREPARATION:

You will need access to a whiteboard and pen, a copy of the extract to read from, and enlarged (A3) copies of **RESOURCE 1: MATERIALS** and **RESOURCE 2: DESIGN SHEET** to model the main task and plenary. Each pair of children will need to share a copy of the extract to read from and a copy of **RESOURCE 1: MATERIALS**. Each individual child needs a pencil and their own copy of **RESOURCE 2: DESIGN SHEET**. Individual whiteboards and pens should also be made available for the extension task.

STARTER ACTIVITY:

Write the words 'computer', 'car' and 'telephone' on the board. Ask the children to discuss with a partner which of these three is the invention they think is the most important, then feed back their ideas to the class. As the children share their differing opinions, highlight that different inventions can be more important to different people, depending on how they use them in their lives.

Continued...



MAIN ACTIVITY

TASK ONE

Read the extract as a class.

How will Little Billy visit the Minpins when he becomes too big for Swan? It's too far to walk there at night, there are no other birds big enough to carry him, and a helicopter or an aeroplane would be too big and make too much noise which would wake his parents up.

Explain to the children that today they are going to become inventors. They need to design a new way of transporting Little Billy on his visits to the Minpins. Encourage the children to consider the different parts their invention would have and to think about the materials they would need to build those parts. Share **RESOURCE 1: MATERIALS** to give the children some ideas of what they might need. They also need to consider a suitable name for their invention.

Choose an idea for a method of transport provided by the children. What will we call it? What materials might we need to make it? Model using **RESOURCE 1: MATERIALS** to write down key words in the 'Materials I need...' box on **RESOURCE 2: DESIGN SHEET**. Now model drawing the invention on **RESOURCE 2: DESIGN SHEET**.

TASK TWO

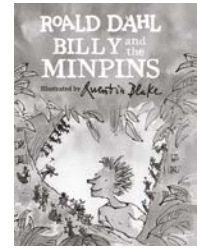
The next job is to label the different parts of the invention and the materials they are made from, e.g. 'wings made of metal'. Encourage the children to label as many parts of their invention as possible.

EXTENSION:

Can you turn your labels into sentences? On mini whiteboards, ask the children to turn each label into a descriptive sentence, e.g. change 'wings made of metal' to 'The Flyraptor has wings made of strong metal like the wings of an aeroplane.'

PLENARY:

Now ask the children to evaluate their designs. Why did they choose the materials they have? Why might other materials not have worked? What would they do differently next time?



EXTRACT

From pp. 92-94 (227 words)

About once a week, Swan would fly Little Billy back to the old tree in the forest to visit the Minpins. On one of these visits, Don Mini said to him, "You are growing up fast, Little Billy. I'm afraid that soon you will be too heavy for Swan."

"I know," Little Billy said, "I can't help it."

"I'm afraid we don't have any bigger birds than Swan," Don Mini said. "But when he can't carry you any longer, I do hope you will still come up here to visit us."

"I will, I will!" Little Billy cried. "I will always keep coming to see you! I will never forget you!"

"And listen," Don Mini said, smiling. "Perhaps some of us might come down in great secrecy to visit *you*."

"Could you really do that?" Little Billy asked.

"I think we might," Don Mini said. "We could trickle silently down to your house in the dark and creep into your bedroom for a midnight feast."

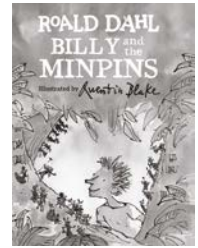
"But how would you get all the way up to my bedroom window?" Little Billy asked.

"Have you forgotten our suction-boots?" Don Mini said. "We'd simply walk straight up the wall of your house."

"How lovely!" Little Billy cried. "Then we can take it in turns visiting each other!"

"Of course we can," Don Mini said.

And that is exactly what happened.



metal

plastic

WOOD

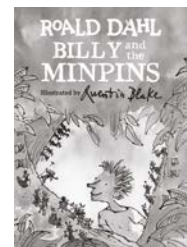
glass

LEATHER

fabric

paper

thick



My invention is called:

Materials I need for my invention are:

.....

.....

.....

My invention will look like this:

Evaluation

.....

.....

.....

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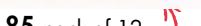



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- 111430** A4 Coloured Card £3.20 pack of 100 
- 537020** Lollipop Sticks £1.25 pack of 100






LESSON PLAN 2

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- 802786** YPO Lined Whiteboards £9.99 pack of 30 
- 713619** YPO Premium Whiteboard Pens Fine Tip, Black £3.15 pack of 12 
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