

# See inside the... How to Wash a Woolly Mammoth Planning Pack



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A two-week English unit for lower KS2, focusing on instructional texts and based on the book 'How to Wash a Woolly Mammoth'.

- Integrated SPAG objectives
- Opportunities to develop sentence level work
- Guided group ideas
- Encourages pupil discussions of the text

Wednesday - To use prepositions		
<b>Class Teaching</b> <b>Sentence Level Starter</b> - Display the preposition list from Resource C on the board. Give pupils 5 minutes to use as many of the prepositions as they can in sentences on their whiteboards. Then feed back some of the ideas to the class and remind pupils that prepositions are really useful words for giving details about where or when something should happen. <b>Challenge</b> - Ask pupils to think of prepositional phrases that would be useful in instructional texts? <b>Main Input</b> - Enlarge or distribute copies of the back cover of the book displaying equipment for washing a woolly mammoth. Give children a few minutes to discuss the items in pairs and to figure out what they might use each one for, using as many prepositions as they can to be precise (for example, The Meadow Fresh fragrance is for rubbing behind his ears). Feed back as a class and model writing down some examples of the prepositions used.	<b>Group Work</b> <b>Independent or TA</b> Hand out coloured paper and challenge pupils to work in pairs to create a 'Woolly Mammoth Cleaning Kit' containing their top four items. They may use the ideas from the book, their own ideas or a mixture. On their paper pupils should draw (or cut and stick if you have given them copies of the images from the book) four different items and next to each one they should write a sentence with a preposition to explain a detail about where or how it should be used. You can extend the challenge to include a greater number of items if you wish. <b>Challenge for Higher Group</b> Ask pupils to identify the difference between prepositions of time and prepositions of place and to highlight them in two different colours on their work. <b>Teacher guided - lower group</b> Cut out the words from Resource C and help pupils to select an appropriate preposition for each item in their Mammoth Cleaning kit. They can stick the preposition card next to their picture of each item and then use their prepositions to write sentences explaining what each item is for.	<b>Plenary</b> Choose some pairs of children to pitch their 'Mammoth Cleaning Kits' to the rest of the class as if they were salespeople trying to show why their kit is the best. Ask the others to listen out for the prepositions they use as they explain what to do with each item.
<b>Class Teaching</b> <b>Task Starter</b> - Reveal how to Wash a Woolly Mammoth up to pages 17-18, where you should pause to show pupils the illustration of the mammoth stuck up a tree. Ask pupils to discuss in pairs ways of getting the mammoth down from the tree in three steps and to come up with verbal instructions. Prompt pupils to remember prepositions and imperative verbs, modelling good examples. <b>Main Input</b> - Explain to the children that they are going to follow a set of written instructions today about making a model woolly mammoth. Then hand out copies of Resource B. Ask pupils to read through the whole set of written instructions in pairs before they start. Why might it be helpful to read all the way through first? Discuss why the 'You will need' section might be important.	<b>Group Work</b> <b>All groups</b> Give children time to collect the materials that they will need. Pupils should then follow the written instructions on Resource B in order to make their own model woolly mammoth. Support any pupils who might find it difficult to decode or comprehend the instructions. <b>Extension Activity</b> If pupils have finished their models, ask them to consider whether any particular steps in the written instructions could have benefited from an extra diagram to help it to be clearer to understand or visualise. Challenge pupils to draw a useful diagram on the space at the bottom of the sheet. They may wish to label it 'Figure 1' and to add a reference to it (such as 'see Figure 1') into the correct place in the written instructions.	<b>Plenary</b> Give pupils time to show their models and to explain how the different features of the instructions helped them to understand what to do.

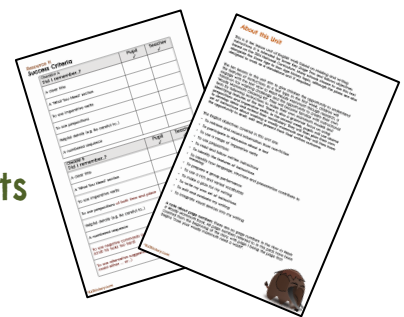
- 10 daily lesson plans
- Assessment opportunities
- Hands-on activities to develop vocabulary and ideas
- Extension activities

- Activities Include:
- Researching woolly mammoths
  - Language games
  - A toy-washing challenge
  - Designing a mammoth cleaning kit
  - Using prepositions and imperatives
  - Following instructions to make a model mammoth
  - Comparing different sets of instructions
  - Preparing a drama performance
  - Drafting, editing and presenting a new set of instructions based on the book

Pupil activity sheets



Pupil Success criteria checklists



Unit overview notes for teachers including National Curriculum objectives