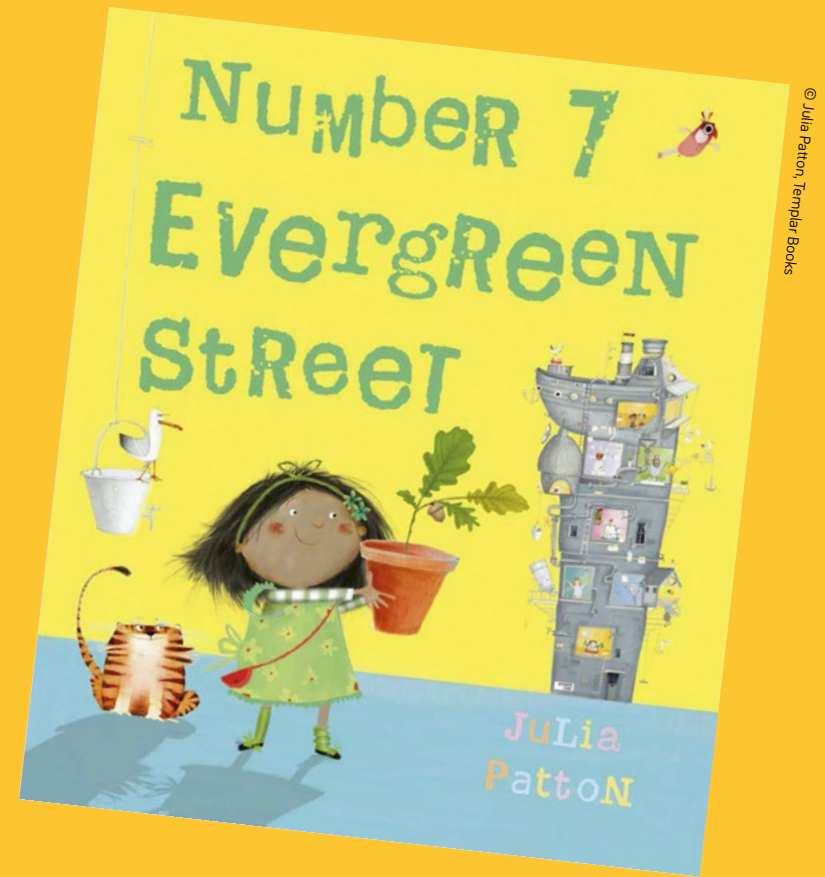


Number 7 Evergreen Street Lesson Plan

Learning outcomes:

- To predict what will happen in a story based on clues hidden in the text and images
- Understand that neighbourhoods are places people live in and need certain buildings
- Create a masterplan of a neighbourhood for residents of *Number 7 Evergreen Street*.

KEY STAGE 1 (ages 5-7)



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Learning tasks

Time	Task	Materials needed	Curriculum or skill development
5 mins	<p>Introduce the Learning Outcomes and ask the following questions;</p> <ul style="list-style-type: none"> • What is a neighbourhood? • Do you know your neighbours? • Are there any spaces you see in your neighbourhood often (<i>e.g. supermarkets, parks, places of worship</i>)? 		<p>Geography</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
2 mins	<p>Show pupils the front cover of Number 7 Evergreen Street and read the title out to them. Ask them to guess what they think the book is about, using the title and pictures to help them.</p>	<ul style="list-style-type: none"> • Number 7 Evergreen Street Book. 	<p>Reading</p> <p>Understand the significance and format of front covers.</p>
5 mins	<p>Read Number 7 Evergreen Street up to the double page where it says 'The mayor wasn't the only one with big plans'.</p> <p>Try and draw attention to the following things when reading;</p> <ul style="list-style-type: none"> • The importance of green and the lack of things growing • That the neighbours interact with each other, and the tower block makes this possible • That each apartment is shaped to show the likes and interests of each resident. 	<ul style="list-style-type: none"> • Number 7 Evergreen Street Book. 	<p>Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by;</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Learning tasks

Time	Task	Materials needed	Curriculum or skill development
3 mins	<p>Ask pupils to guess what they think is going on behind the fence.</p> <ul style="list-style-type: none"> Remind them that the tree was what started Pea's idea. 	<ul style="list-style-type: none"> Number 7 Evergreen Street Book. 	<p>Reading</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far.
10 mins	<p>Finish reading the book. Explain that books often have hidden clues about what will happen later, so if you find them you can guess what happens next.</p> <p>Discuss the ones in this book such as;</p> <ul style="list-style-type: none"> Cones and workers appearing – did anyone guess the flats might be knocked down? Did anyone think that the lack of green space and plants were important to the story - were there any clues? The tree giving Pea an idea – anyone guess what kind of idea seeing a tree would spark in Pea's mind? The neighbours helped each other – did anyone guess they would work together? 	<ul style="list-style-type: none"> Number 7 Evergreen Street Book. 	<p>Comprehension</p> <ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.

Learning tasks

Time	Task	Materials needed	Curriculum or skill development
25 mins	<p>Ask pupils to complete a Review Card for Number 7 Evergreen Street. You may need to read out some of the 'tick options' if students can't read them, so they can select as you read.</p> <p><i>Optional – record students talking about the book for a more detailed review. Ask them to say whether they liked the story, what their favourite bits were, what they didn't like, if they liked the pictures etc.</i></p>	<ul style="list-style-type: none"> • Review Card • Pencils • Dictaphone/Ipad. 	<p>Written</p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • develop their understanding of the concepts by; <ul style="list-style-type: none"> – leaving spaces between words – joining words and joining clauses using 'and' – beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Handwriting</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters.



Learning Tasks

Time	Task	Materials needed	Curriculum or skill development
5 mins	Explain that architects design places which encourage neighbours to live happily together. Living in a place where people know each other and can access the things they need is very important. Put students into groups and hand out the materials indicated.	<ul style="list-style-type: none"> • Character Sheets (1 per group) • A3 Plan (1 per group) • Scissors • Pritt stick • Pencils • Colouring pencils. 	<p>Geography</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
40 mins	<p>Play the 'Let's Design a Neighbourhood' Presentation. It will automatically advance, so you will need to physically pause it when it asks pupils to think of answers, or if you want to re-explain something yourself. Tasks are built into the presentation, which will see the pupils design their own masterplan of a neighbourhood. Their tasks include;</p> <ul style="list-style-type: none"> • Naming different things a neighbourhood needs • Circling buildings and spaces each No 7 Evergreen resident needs on their character sheets • Cutting out the characters on each character sheet • Sticking each character onto the A3 plan where they think their house should be built • Drawing a house for each resident. 	<ul style="list-style-type: none"> • Let's Design a Neighbourhood presentation • Interactive Whiteboard • Character sheets • Pencils • A3 Plan • Glue stick • Colouring pencils • Plain paper. 	<ul style="list-style-type: none"> • Critical thinking • Dexterity and fine motor skills • Teamwork.
5 mins	Ask the pupils to share where they put each of the characters. Ask other groups to say if they think it was a good or bad place and give their reasons why.	<ul style="list-style-type: none"> • Completed Plans. 	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions.

Review card



Book title

Author(s)

Overall rating:



Illustrations



Content



Length



Would you like to read it again?

YES NO

What do you think the book is about?

Handwriting practice area with a dotted green border and horizontal dashed lines.

Review card

What did you think about the book?

Tick all that you agree with and write why.

It was funny

It was easy to understand

It was interesting

I wanted to know what happened next

I learnt something new

It had lots of things to spot

I liked the colours

I liked the pictures

I liked it being read to me

It was boring

It was difficult to understand

I wanted to read something else

I didn't like the colours

I lost interest halfway through

The pictures didn't make sense

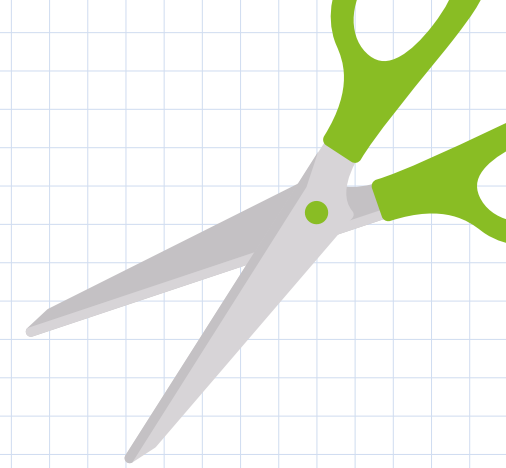
Do you have any other comments about the book?

A large rectangular area with a dotted green border, containing several horizontal dotted lines for writing.



Character sheets

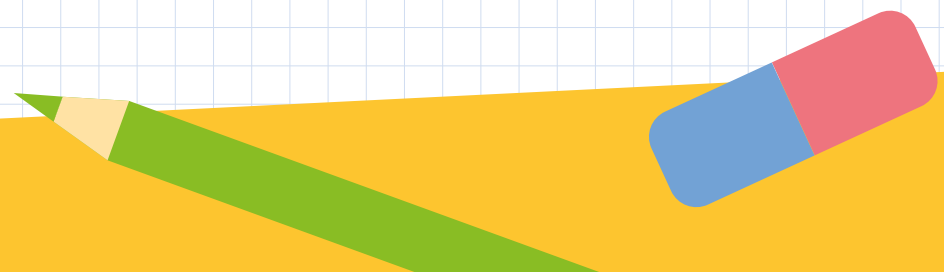
Pea's Family – what would they like to be near to?



[Empty dashed-line box for notes]

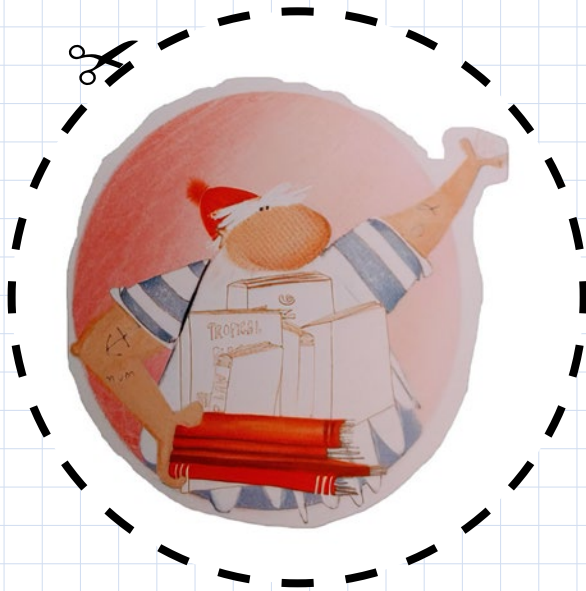
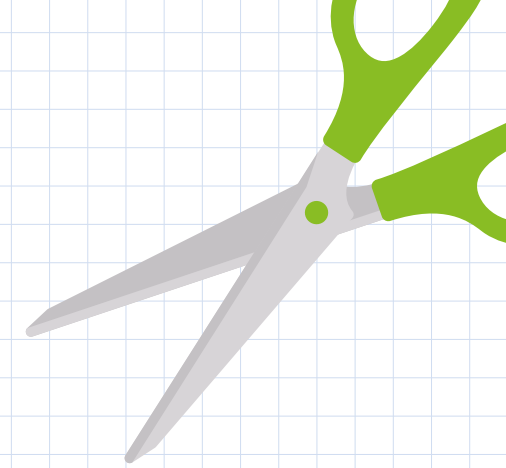


Anything else?

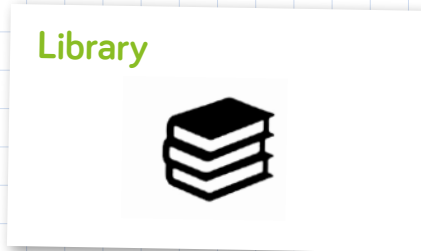


Character sheets

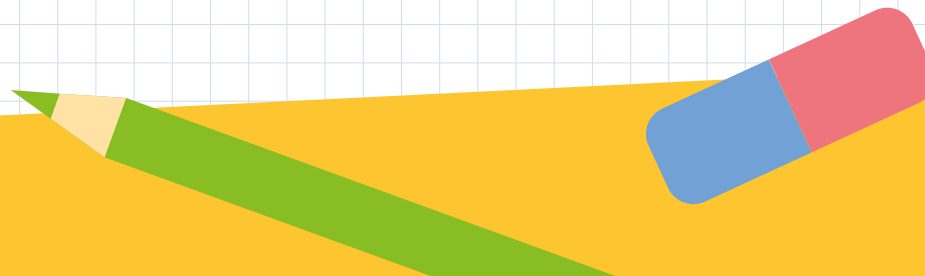
Mr Libro – what would he like to be near to?



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Anything else?

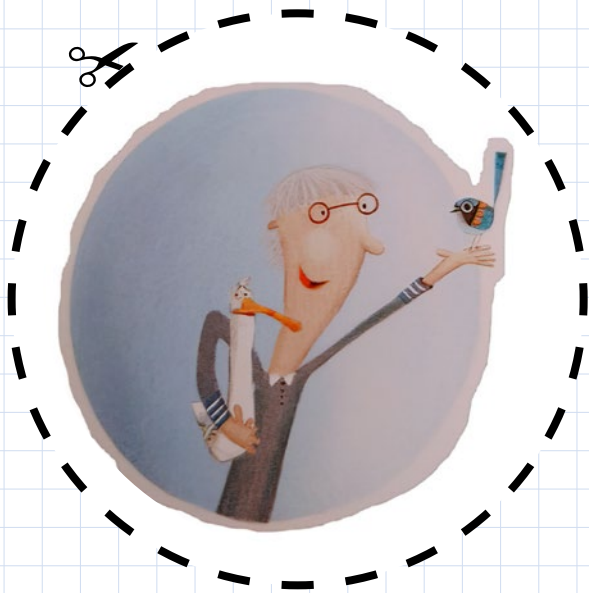


Character sheets

Madame Oiseau-Bleu – what would she like to be near to?



[A large rectangular area with a dashed green border, intended for students to write their answers.]



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Library



High Street Shops



Park



Doctors



Babu Shah's Restaurant



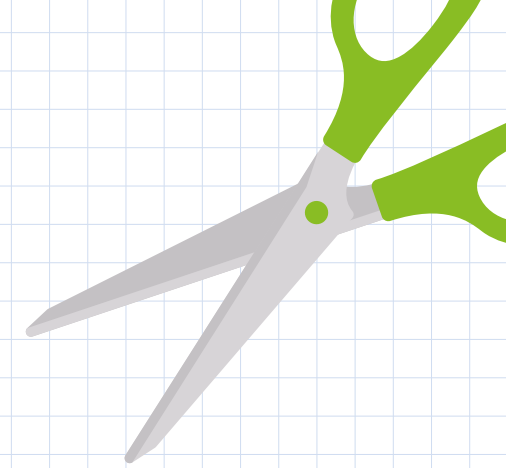
Supermarket



Anything else?

Character sheets

Tanka-san – what would she like to be near to?



[A large rectangular area with a dashed green border, intended for writing the character's preferences.]



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Library



High Street Shops



Park



Doctors



Babu Shah's Restaurant



Supermarket



Anything else?

Character sheets

Professor McCloud – what would she like to be near to?



[A large empty rectangular box with a dashed green border for writing answers.]



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Library



High Street Shops



Park



Doctors



Babu Shah's Restaurant



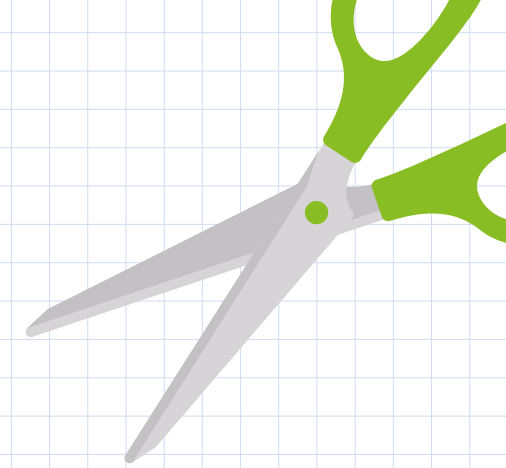
Supermarket



Anything else?

Character sheets

Mr Trehan – what would he like to be near to?



A large rectangular area with a dashed green border, intended for students to write their answers.



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Library



High Street Shops



Park



Doctors



Babu Shah's Restaurant



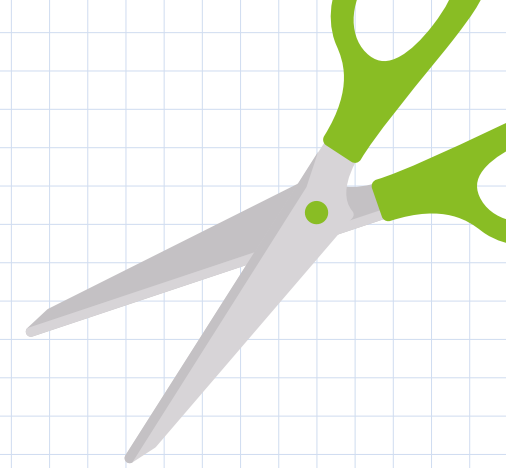
Supermarket



Anything else?

Character sheets

Babu Shah – what would he like to be near to?



A large rectangular area with a dashed green border, intended for students to write their answers.



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Library



High Street Shops



Park



Doctors



Babu Shah's Restaurant



Supermarket



Anything else?