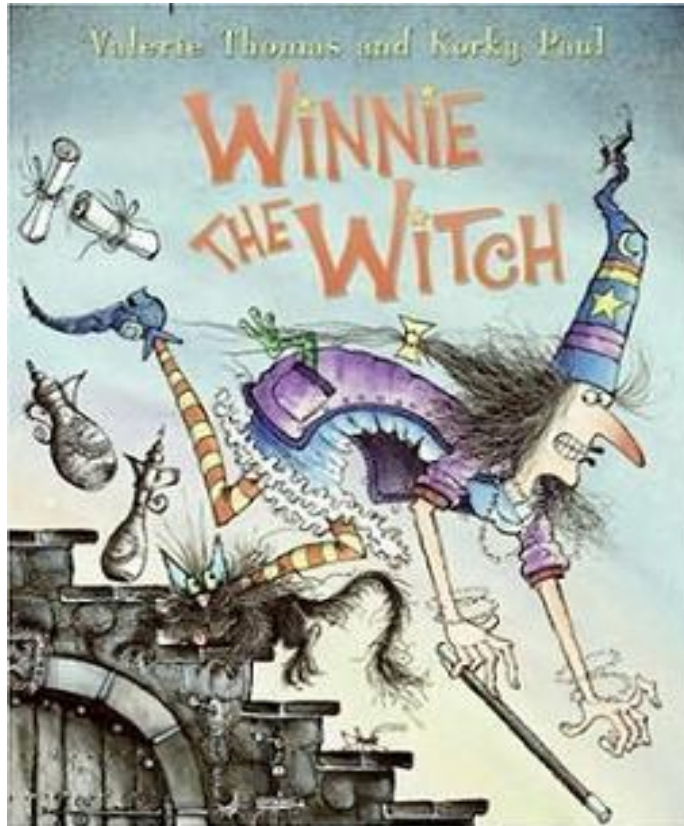


LITERACY: DEVELOPING A SCHOOL POLICY

EXPLOITING A TEXT AND CREATING A STORY- BASED PROJECT UNIT

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STORY BOOK:
WINNIE THE WITCH
BY VALERIE THOMAS AND KORKY PAUL



<https://www.youtube.com/watch?v=3jO5Omszt74>



EXPLORING PREVIOUS KNOWLEDGE



Exploring schemata: WITCHES

1. We show the cover of the book to the pupils
2. We ask them questions, such as:
 - Who is in the picture?
 - What does a witch look like? What do they wear?
 - What pets do witches usually have? What colour are they?
3. We listen to Winnie's song to check if their previous knowledge matches the description of our main characters.

<https://www.youtube.com/watch?v=AWkVFcwHeu>



SEGMENT 1: DESCRIPTION OF THE SETTING AND INTRODUCTION OF THE CHARACTERS

- PREDICTION (before reading)
 - Look at the colour of the stairs and the cat. Are they the same?
 - Why is Winnie falling down the stairs?
- CONFIRMATION (while reading)
 - Where does Winnie live? Who does she live with? What colours are the things in the house? What colour is the cat?
 - Why does trouble begin?
- RESPONSE (after reading)
 - Would you have a black cat in a black house? Or would you have another pet?
 - Is black a good colour for pets? Why?



SEGMENT 2: CONFLICT ONE: WINNIE CANNOT SEE WILBUR

- PREDICTION (before reading)
 - Where is Winnie sitting on? Where is Wilbur sitting on?
 - What could happen if Winnie sat in the armchair?
- CONFIRMATION (while reading)
 - What colour are Wilbur's eyes?
 - What happens when he closes his eyes?
- RESPONSE (after reading)
 - If you had a black cat, would you have black furniture too?
 - What are the pros and cons of having black furniture?



ACTIVITIES

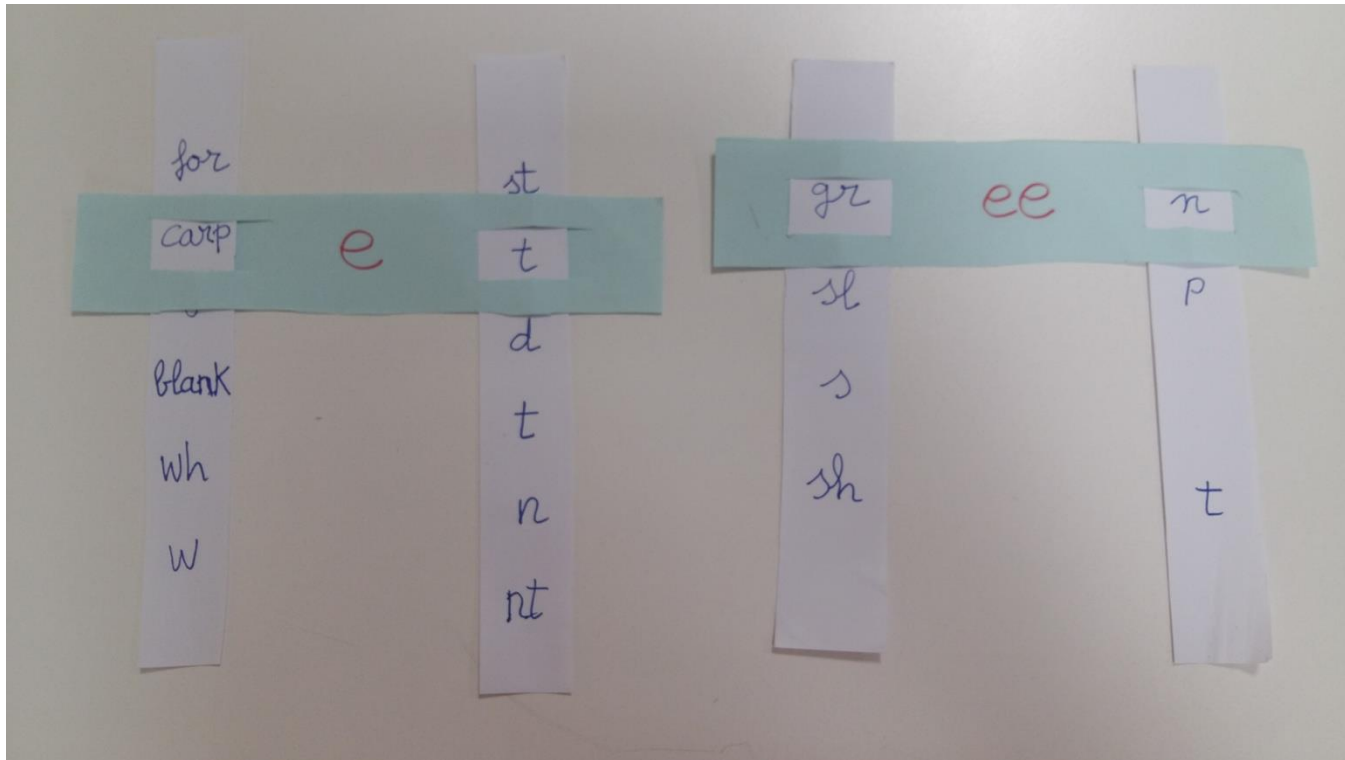
TO DEVELOP PHONOLOGICAL,
GRAMMATICAL AND SEMANTIC
AWARENESS



○ PHONOLOGY

- Movable Aids

- In order to practice different phonemes (e.g. /e/ and /ee/,) we will use the following resource so students can make words from the story that contain these phonemes.



○ GRAMMAR

1. For them to revise the past tense, we will extract some past tense verbs from the story.
2. On small cards, they will write a past tense verb and a sentence that includes it.
3. We will form groups. We will give them some of the cards they created randomly.
4. The teacher will say sentences using the verbs from the story but in present tense. Students will need to match the present tense verbs with their corresponding past tense card when they hear it.



began

Trouble began when Winnie
couldn't see Wilbur

lived

Winnie and Wilbur lived
in a black house

was/were

The house was black

The carpets were black

sat

Wilbur sat on the chair

Sentences the teacher says:

- My t-shirt is green
- I live in a city
- I begin school at 9.00.
- My students sit on desks



○ VOCABULARY

1. In teams, students will make fans with topics from the story.
2. We will give them 5 minutes to write as many words as possible containing the letters of the topic word.
3. An extension could be to have the teams swap the fans to invent sentences using some of the words from the fan.



THE FINAL
PRODUCT :
WRITING AND
SPEAKING



- ANCHOR: Wilbur doesn't want to change colours, he likes being black.
- ACTIVITIES
 1. We will ask students to draw Wilbur on a cardboard and some coloured clothes cut outs for Winnie to see him without putting a spell on him.
 2. Then, they will write a description of Wilbur's outfit.
 3. Finally, we prepare a fashion show. Some students will pretend they are Wilbur and walk on the catwalk, while one or two students present the show.



ONLINE RESOURCES



- <https://www.youtube.com/watch?v=3jO5Omszt74>
Link to the story with text included.
- <https://www.youtube.com/watch?v=AWkVFcwHeus>
Song with lyrics about Winnie and Wilbur.
- <https://www.winnieandwilbur.com/play/>
Online games about the story.
- <https://storybird.com/>
Webpage to create story books for Wilbur's fashion show.
- <https://wordart.com/create>
Webpage to create word cloud (see next slide)



