



Teacher Guidance Notes: A Child's Christmas in Wales

Lesson 1

Learning Objectives:

- Learners will discuss their own memories of Christmas;
- Learners will write about their chosen memory.

Link to LNF - Writing

Organising ideas and information

*Meaning, purposes, readers

Y7:

- plan writing making choices about the best way to present content for effect.

Y8:

- in planning writing make choices about content, structure, presentation to suit the purpose.

Y9:

- plan appropriately to develop writing for different purposes and audiences .

Suggested procedure:

- Discuss with the class what the meaning of the term 'adjective' is.
- Class to make a list of at least 10 adjectives that are linked to their memories of Christmas.
- Learners to undertake a 'cold' writing task (the purpose of this is to assess learners descriptive writing before and after teaching the unit in an attempt to see the improvement in their work)



Lesson 2

Learning Objectives:

- Learners will have a better understanding of the key features of descriptive writing;
- Learners will annotate an extract from 'A Child's Christmas in Wales'.

Link to LNF - Reading

Locating, selecting and using information

*Reading strategies

Y7-9:

- use their knowledge of content and context to make sense of words, sentences and whole texts.
- use a range of strategies, *e.g. annotation* ... to scan for detailed information.

Suggested procedure:

- Begin with a class discussion of what the key features of a good piece of descriptive writing are. (Share on board.)
- Learners are to complete Resource Sheet 1, looking at features and purposes of descriptive writing. (Discuss as a class.)
- Read and instruct learners to complete Resource Sheet 2 where they highlight the features that are included in the extract from 'A Child's Christmas in Wales'.



Lesson 3

Learning Objectives:

- Learners will share their Christmas memories;
- Learners will storyboard their ideas.

Link with LNF - Oracy

Developing and presenting information and ideas

*Speaking

BI7:

- present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners.

BI8:

- present topics and ideas coherently, using techniques effectively.

BI9:

- present ideas and issues convincingly using a range of techniques for impact.

Suggested procedure:

- Every learner to note a few words associated with a specific Christmas memory on a card, e.g. disappointing present; heavy snowfall; burning the turkey. Make sure that the learners know they should choose a memory that they won't mind sharing with the class or group. All cards to be put inside a box.
- Every learner to share their memory as it is selected by the teacher.
- Teacher to discuss the idea of the memory box is so that learners may better understand Dylan Thomas' idea of plunging his hand into the snow and taking out a memory).
- Learners to complete Resource Sheet 3 (Storyboard task).



Lesson 4

Learning Objectives

- Learners will read the extract 'Postmen and Snow';
- Learners will look at the imagery used in this extract.

Link to LNF - Reading

Locating, selecting and using information

*Reading strategies

Y7-9:

- use their knowledge of content and context to make sense of words, sentences and whole texts.
- use a range of strategies, e.g. *close reading* ... to scan for detailed information.

Suggested procedure:

- Each learner to complete 'Resource Sheet 4' where they are asked to identify imagery type and draw an image.



Lesson 5

Learning Objectives:

- Learners will rewrite about a memory of their choice.
- Learners will complete a self-assessment about their work.

Link to LNF - Writing

Organising ideas and information

*Meaning, purposes, readers

Y7:

- plan writing making choices about the best way to present content for effect.

Y8:

- in planning writing make choices about content, structure, presentation to suit the purpose.

Y9:

- plan appropriately to develop writing for different purposes and audiences .

Suggested procedure:

- Learners to re-write their holiday memory and to use the checklist provided.
- Once the task is completed, learners should then complete the self-assessment.