

Literacy

Resource Guide and Teacher's notes

Umbrella is a beautifully illustrated picture book with an unusual and magical plot and a cast of lively characters. It contains themes of kindness, respect, friendship and forgiveness. *Umbrella* is a great book to use in literacy lessons as it will generate lots of interesting discussion and inspire children to come up with creative story ideas of their own.

In this document you will find:

- four fully resourced literacy lesson plans covering both reading and writing objectives
- ideas for extended writing activities
- probing questions for guided reading sessions.

The learning objectives used in these lesson plans are taken from the English National Curriculum Program of Study for lower KS2 (years 3 and 4, ages 7-9) but the lessons can easily be adapted for other year groups.

If you use literacy units from the Literacy Framework in your planning, this book fits well into the Year 2 unit, '**Stories with Familiar Settings**'; the Year 3 units, '**Stories with Familiar Settings**' and '**Authors and Letters**'; and the Year 4 unit, '**Stories that Raise Issues and Dilemmas**'.

Suggested prop: Bring your umbrella from home.

Resources sheets:

LITERACY Resource: Umbrella Print on CARD - Umbrella, inside which to draw or write possible magical things. Cut around the shape and hang from teacher's umbrella's spokes.

LITERACY Resource: 9 Panels. Multiple applications (sequencing, diamond 9s...)

LITERACY Resource: 2 Character/problem/solution A. Find your trio and discuss

LITERACY Resource: 2 Character/problem/solution B. Imagine other characters with new problems and magical solutions

LITERACY Resource: Character's Emotional Timeline. For feelings graphs.

LITERACY Resource: Mr Fox thinks.. A. Mr Fox does not say much, but he reveals his intentions through his actions. What is Mr Fox thinking throughout the book?

LITERACY Resource: Mr Fox thinks.. B

LITERACY Resource: Character Names

Coming soon:

LITERACY Resource: Dear Reader (about the author) Letter from the author eliciting a response.



Lesson 1: Sparking interest and introducing the book

Learning Objectives (lower KS2, reading comprehension):

To participate in discussions about books, taking turns and listening to what others say (En3/2.2d).

Resources

'Umbrella' book, an actual umbrella, large sheets of paper and pens for mind-mapping, 'Umbrella' resource sheet printed onto card (one per child).

Intro.

(10 mins)

Bring in an actual umbrella from home. Show it to the children and tell them that this is no ordinary umbrella, this is *a special umbrella*. Tell the children you want them to use their imaginations to think about what might make this umbrella special. Guide the discussion towards the idea that the umbrella might be magic. Develop this idea: Does it have special powers? What can it do? What would you do if you had a magic umbrella? Does the magic always work? Does the magic work for everybody? Elicit from the children that a magic umbrella might help people. How might it use its magical powers to help people? Who might it have helped in the past and how? Encourage children to extend their ideas and ask further questions.

Activity

(15-20 mins)

In pairs or groups, children to create a mind-map with ideas about the special umbrella. How many different ideas about the umbrella can they come up with? Encourage them to extend their ideas giving as much detail as possible and to work together, asking each other questions, listening to each other's ideas and supporting each other. Finally, pass the umbrella round to different pairs/groups and ask them to share their ideas with the class.

Plenary

(15 - 20 mins)

Tell the children that this umbrella is in fact SO special that somebody has written a book about it! Show class the front cover of the book and read the blurb. Read the book to the end showing the children the pictures and discussing the narrative, characters and themes. As you read, recognise that their predictions were right – the umbrella IS magic and it DOES help people!

Discuss the story, checking everyone has understood the plot. Example questions:

- Which of the gifts from Umbrella is your favourite?
- Why do you think Umbrella gave Mr Fox a rain shower?
- How does Clara feel at the beginning and how does she feel at the end?
- What makes the park "perfect" at the end?

If time, give each child the '**Umbrella Print on CARD**' resource. Ask: 'Umbrella gives Clara a cat. What would you like Umbrella to give you and why?' Children draw a picture of an animal (or other) inside the umbrella and then cut it out. Umbrellas can be displayed on the wall or hung from the spokes of the real umbrella for display in the classroom.



Lesson 2: Exploring the thoughts and feelings of different characters

Learning Objective (lower KS2, reading comprehension):

To infer characters' feelings, thoughts and motives from their actions (En3/2.2b iii).

Resources

'Umbrella' book, pictures from the '9 panels' resource cut out (one set for each pair), the name of a character from the 'Character names' resource blu-tacked under each child's chair (ideally children on the same table have different characters), a copy of 'Character's emotional timeline' resource sheet for each child, thesauruses, mini whiteboards optional for plenary.

Warm-up (Optional)

Children to sit in pairs at their tables. Give one set of cards to each pair. Children put the pictures in chronological order. They then take it in turns to use the cards as prompts to help them orally re-tell the story. (This activity re-familiarises the children with the plot of the story.)

Intro

(15 mins)

Tell the children they're going to do some drama. Ask them to look under their chair to find the name of a character. Tell them that you are going to read the story aloud and as you do so, you want them to feel what they think their character is feeling and to show how they're feeling using their faces and body language (no need to use words or sounds). Children listen and watch others until their character enters the story then they use their bodies and faces to show their emotions. For example, at the beginning, children with the character of Clara look bored with slumped shoulders; when she finds Umbrella, they look interested and curious; when Umbrella speaks, they look excited. Pause occasionally to point out what you can see, for e.g., "I can see Ms Moodie with her hands in the air looking really exasperated", and to praise expressive acting, for e.g., "I can tell Mr Roberts is excited by the way he's sitting up straight and smiling with his eyes wide!".

When you have finished re-telling the story, ask the children what emotions their character experienced. (Write down any good emotions words on the board for them to use later.) How did their character's feelings change? What was the most intense/exciting part of the story for them?

Show the children a blank feelings graph on the board. The y axis shows feelings going from negative up to positive and the x axis marks the events of the story in chronological order. Model how to begin the graph for Clara. Note down key events under the x axis. Start the line of the graph quite low down as she is bored, then show how her positive emotions increase when she sees the umbrella and again when it talks and again when she is given the cat. Above the line, write down the emotions she feels.

Activity

(20 mins)

Children to complete the 'Character's emotional timeline' sheet for their character. They note the basic events of the story under the x axis using the pictures from the warm up to help them. Then they plot a line to show how the character's feelings change throughout the story. They write down emotions words above the line to explain how the character is feeling at different points. (They might like to use thesauruses to help them.) They can also draw emojis to illustrate the character's emotions.

Plenary

(10 mins)

Children to imagine that when their character got home that evening, they sent a text message to a friend. They compose the text message (they can only use 15 words.) They can think about: who they have met, what they have done, how they feel, what they've learnt and if they have any further plans. (Alternatively, you could ask them to write a tweet in 140 characters.)



Lesson 3: Exploring the character of Mr Fox

Learning Objective (lower KS2, reading comprehension):

To infer characters' feelings, thoughts and motives from their actions (En3/2.2b iii).

Resources

'Umbrella' book, a copy of 'Mr Fox thinks' resource sheet for each child (this resource is made of two A4 sheets which you may photocopy onto A3).

Intro.

(15 mins)

Ask the children how they would describe Mr Fox. Is he like any other characters in books they've read? What questions would they like to ask him?

Begin to re-read the book focusing on the character of Mr Fox. Notice how the presence of Mr Fox builds tension in the story as we wonder why he is there and what he is going to do. Stop when you get to the scene where Mr Fox is pretending to read his paper but is actually peering at the other characters. Ask some children to come to the front and create a freeze-frame of the scene. Ask the class to think about what the different characters are feeling, including Mr Fox. There may be different interpretations. For example, some might think that Mr Fox is feeling lonely whilst others might think he's plotting about how he can get his paws on the umbrella. The children can take it in turns to voice what they think Mr Fox is thinking. Next, look at the following scene in the book where all the characters except Mr Fox start dancing and partying and the umbrella is left on the bench. Ask class to direct the volunteers into a new freeze frame position. What thoughts are going through Mr Fox's head now?

Continue reading until the end to remind the children of the plot.

Activity

(20 mins)

Children complete 'Mr Fox thinks' resource sheet. They fill in the speech bubbles recording what they think Mr Fox is thinking at different stages of the story. When they are nearing the end of the task, ask children to read their words out loud to their partner in the voice of Mr Fox to check they make sense.

Plenary

(10 mins)

Discuss Mr Fox's transformation: how has he changed? Ask one child to pretend to be Mr Fox on the day after the story took place. 'Hot seat' them so the class can ask questions. Why did he take the umbrella? Why did he change his mind? How does he feel now? Does he have any regrets? Is he glad that umbrella gave him a shower? What has he learnt? What are his hopes and dreams now? Does he have any plans for the day or for his future?

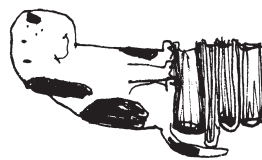




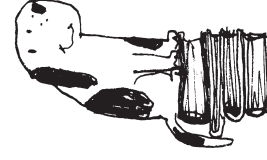
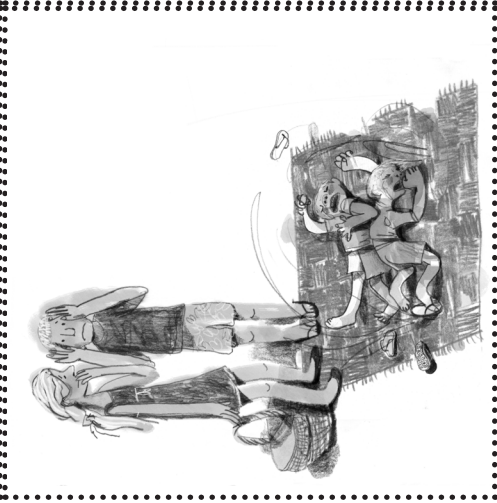
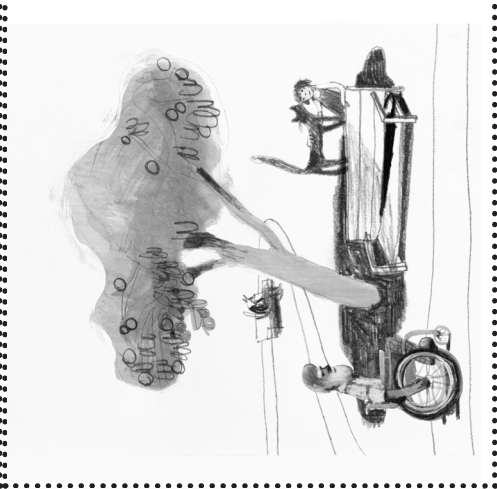
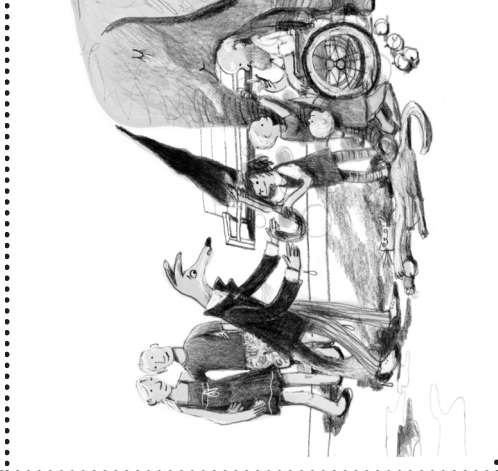
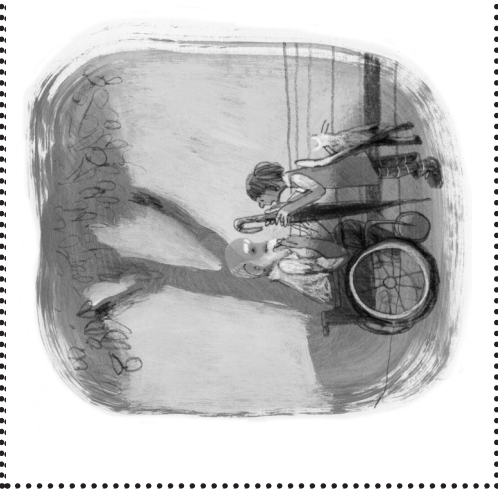
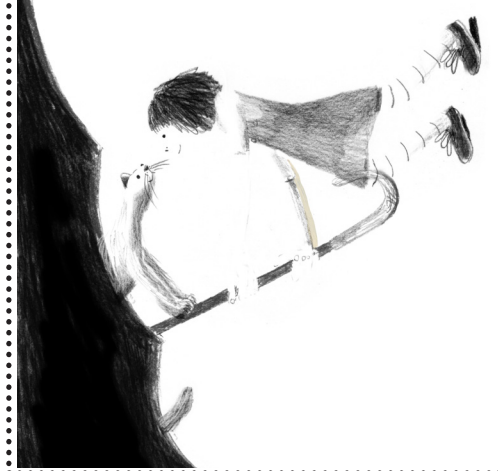
Umbrella

ELENA AREVALO MELVILLE

LITERACY Resource Umbrella Print on CARD



A book to share from
Sallywag Press



A book to share from
Sallywag Press

Umbrella

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LITERACY Resource 9 Panels

Name:

Umbrella is very good at helping people with their problems. What problems did Umbrella solve?



Character

Clara

Mr Roberts

the Moodies

Problem

Had no one to play with.

Couldn't reach the apples.

Couldn't stop crying.

Solution

A lovely cat to play with.

An elephant to shake the apples off.

Soothing and uplifting music from the Butterfly Band.

Umbrella

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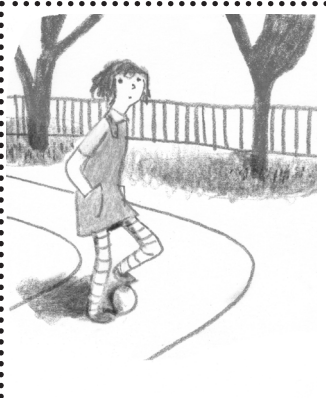
LITERACY Resource 2 Character/problem/solution A



A book to share from
Scallywag Press

Name: _____

Umbrella is very good at helping people with their problems. Who else might be in the park? What problems might they need solving? Use your imagination to invent some of your own story ideas!

Character					
Problem	Clara, a young girl	Heavy bags to carry.			
Solution	Nobody to play with	A kitten to play with	An eagle to fly into the sky		Bright sunshine to warm them up

Umbrella



Name:

Character:



Feelings



Events in the book

Umbrella

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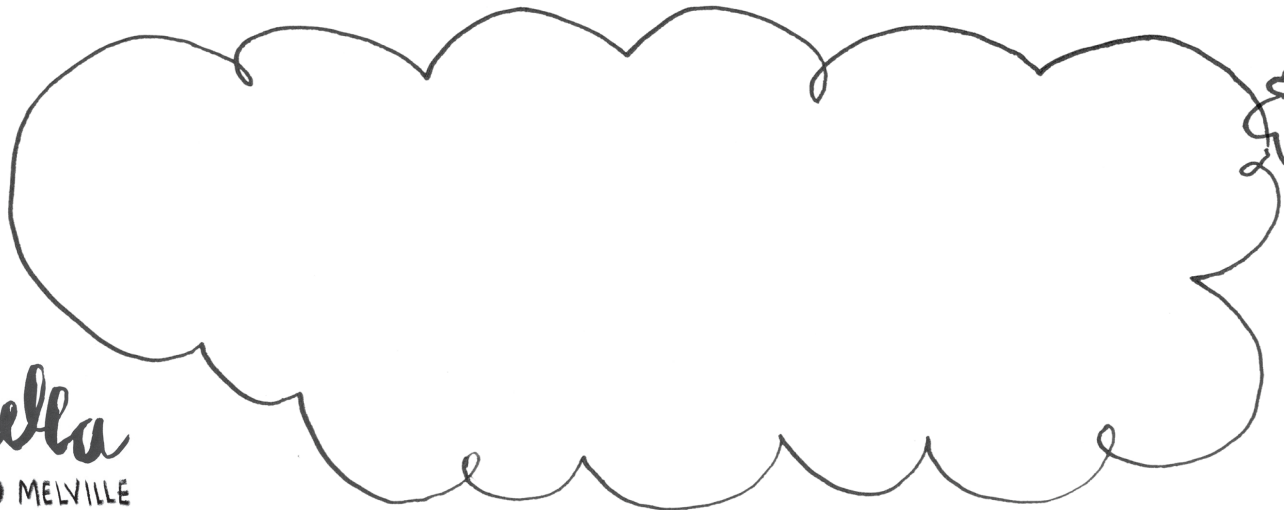
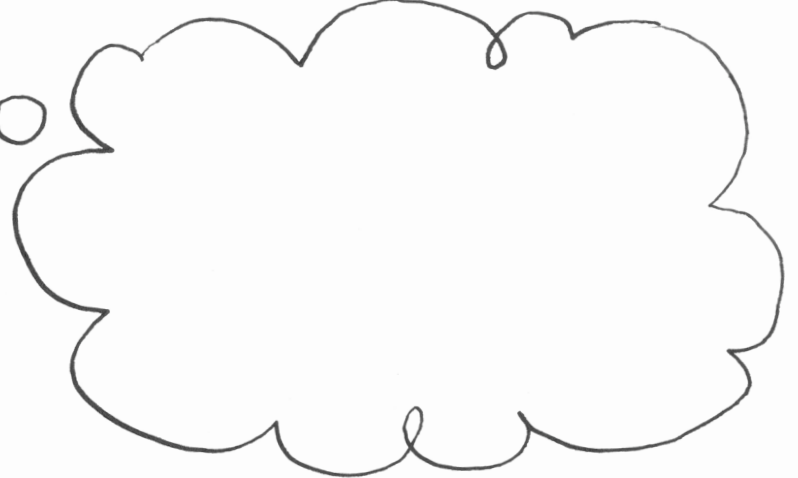
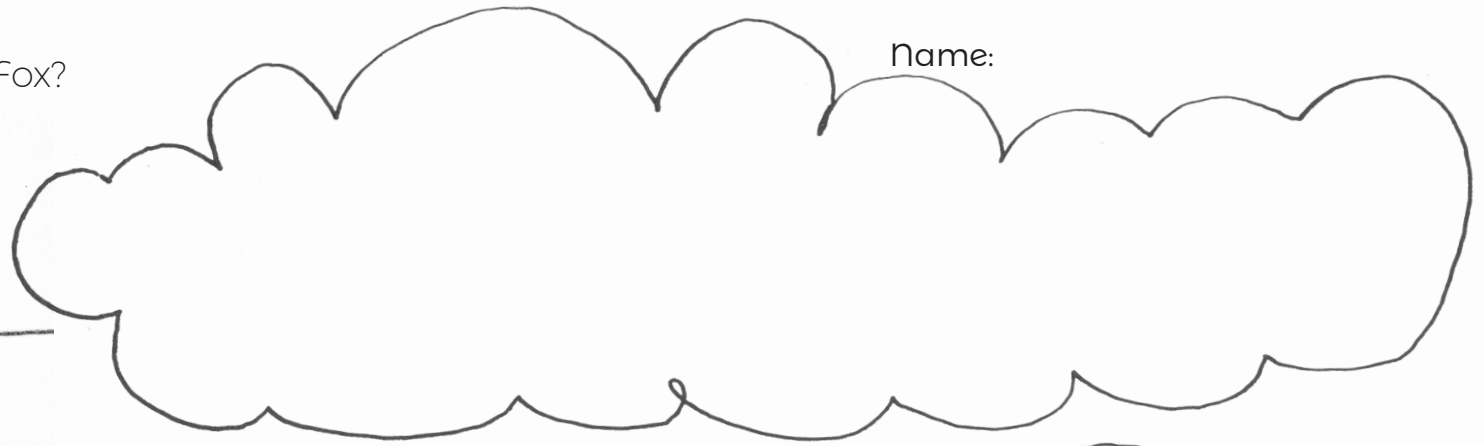
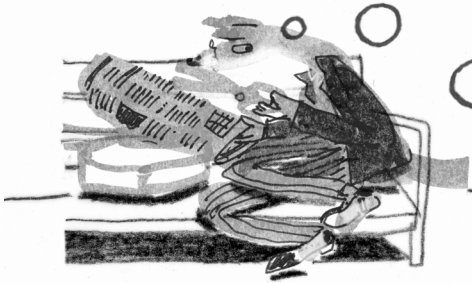
LITERACY Resource Character's Emotional Timeline



A book to share from
Sallywag Press

What are you thinking Mr Fox?

Name: _____



Umbrella

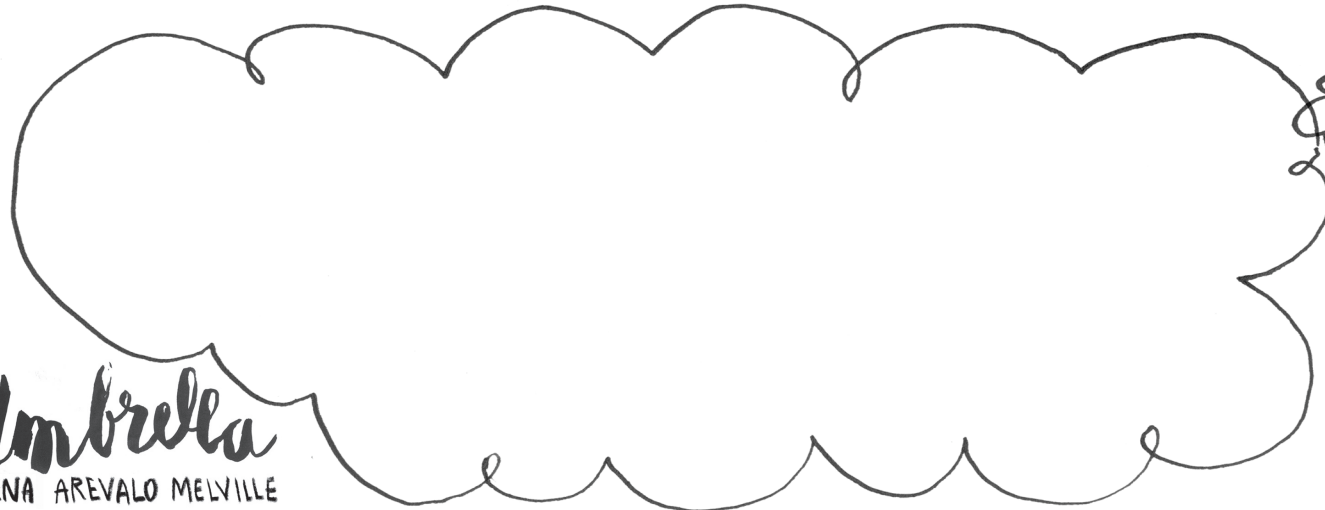
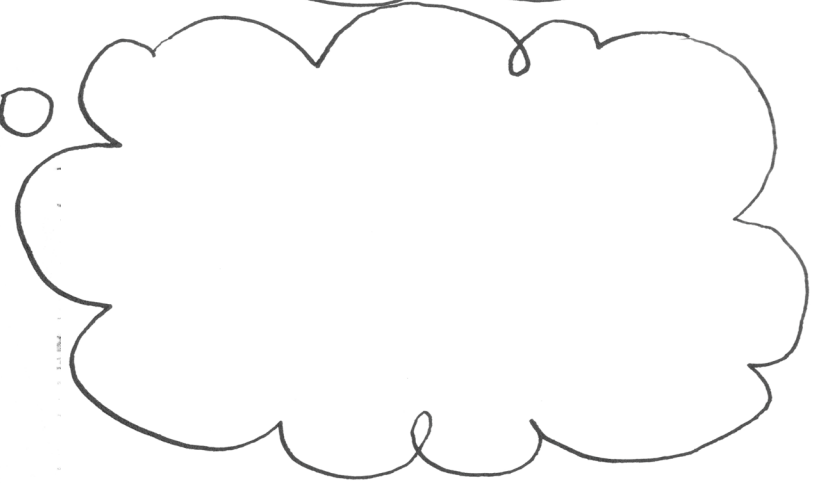
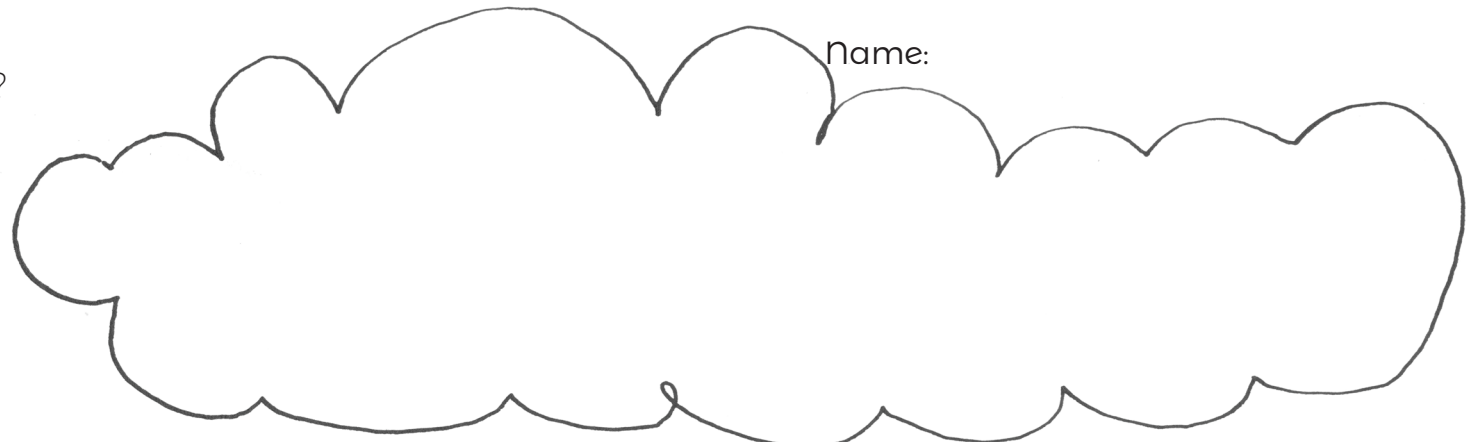
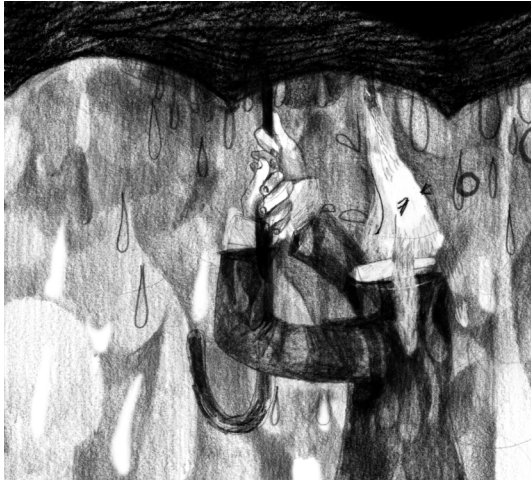
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LITERACY Resource Mr Fox thinks. A

Scallywag Press

What are you thinking Mr Fox?

Name:



Umbrella

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LITERACY Resource Mr Fox thinks B

Scallywag Press