

Odd and the Frost Giants : English : Year 5

| | Learning Objective | Overview | Assessment Questions | Resources |
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| Lesson 1 | To explore the character of Odd | In this first lesson, children read Chapter 1 of the book together, and discuss the events so far. They then focus on the main character of Odd, and use their inference and deduction skills to explore his thoughts, behaviours and actions further. | <ul style="list-style-type: none"> Can children answer general questions to show their comprehension of events within the text? Can children use their inference and deduction skills to answer more specific questions? Can children empathise with Odd and put themselves in his shoes? | <ul style="list-style-type: none"> Slides <i>Odd and the Frost Giants</i> by Neil Gaiman (not included) Worksheet 1A/1B/1C Challenge Cards (FSD? activity only) Odd's Diary (FSD? activity only) |
| Lesson 2 | To compare and contrast characters | After reading Chapters 2 and 3 together, and discussing the events and new characters, children will focus on analysing and describing the personality traits and behaviours of the three animals. In the FSD? activity, they are challenged to create an imagined role-play of the interaction between the three animals just before Odd meets them. | <ul style="list-style-type: none"> Can children discuss and answer questions about events and characters in the text? Can children identify the character traits of each animal? Can children discuss the similarities and differences between the animal characters? | <ul style="list-style-type: none"> Slides <i>Odd and the Frost Giants</i> by Neil Gaiman (not included) Worksheet 2A/2B/2C Character Description List Dictionaries (optional) Extract Cards (FSD? activity only) Role-play Challenge Card (FSD? activity only) Animal Masks (FSD? activity only) |
| Lesson 3 | To make and justify predictions | Children continue to read <i>Odd and the Frost Giants</i> as a class, and discuss the events of Chapters 4 and 5. Based on what has happened so far, children are challenged to make predictions about what will happen next, then put them in order of 'least likely' to 'most likely', justifying their choices based on their knowledge of events and characters in the book. In the alternative activity, children read the myth of Odin and Mimir's Well, and use this to help them predict what might happen next and why. | <ul style="list-style-type: none"> Can children discuss and answer a variety of questions based on events in the text? Can children make predictions about what they think will happen next, based on events in the text? Can children justify these predictions referring to events in the text? | <ul style="list-style-type: none"> Slides <i>Odd and the Frost Giants</i> by Neil Gaiman (not included) Prediction Cards Blank Prediction Cards Odin and Mimir's Well Story Sheet (FSD? activity only) Prediction Sheet (FSD? activity only) |
| Lesson 4 | To infer the thoughts and feelings of the Frost Giant | After recapping their predictions from the previous lesson, as a class, children will read Chapter 6 together. In their independent activities, they will use extracts from the text to infer and explain the different emotions that the Frost Giant experiences throughout his conversation with Odd. In the alternate activity, children are challenged to put themselves in the shoes of the Frost Giant, then write and perform a monologue revealing what he thinks and feels about the situation he finds himself in. | <ul style="list-style-type: none"> Can children share and discuss answers to questions about the text? Can children infer a character's thoughts and feelings using the text? Can children share and explain their own opinions of a character, referencing the text? | <ul style="list-style-type: none"> Slides <i>Odd and the Frost Giants</i> by Neil Gaiman (not included) Extract Cards Worksheet 4A/4B/4C Challenge Cards A/B (FSD? activity only) Frost Giant Monologue Sheet (FSD? activity only) |
| Lesson 5 | To take part in a debate | After reading and discussing the events in the final two chapters, children focus on the events that led to the Frost Giant wanting revenge for his brother. Children read the Norse myth of how the wall around Asgard was built, and then prepare for and take part in a debate on the statement: <i>The Norse Gods treated the Frost Giant who built their wall unfairly.</i> | <ul style="list-style-type: none"> Do children understand what a debate entails? Can children listen carefully to others' viewpoints and respond appropriately? Can children put forward a viewpoint clearly and confidently? | <ul style="list-style-type: none"> Slides <i>Odd and the Frost Giants</i> by Neil Gaiman (not included) The Building of Asgard's Wall Story Sheet (Teaching Input) Agree or Disagree Debate Cards (Teaching Input) Debate Notes Sheet Prompt Question Cards Voting Slips Debate Instructions Sheet |

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| Reading - word reading |
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| <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. |

| Reading - comprehension | |
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| <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. |

| Writing - transcription HANDWRITING |
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| <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. |

| Writing - transcription SPELLING |
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| <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus |

| Writing - composition |
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| <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors |

| Writing - spelling, punctuation and grammar |
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| <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading |

| English Appendix 2 | |
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| WORD <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] | |
| SENTENCE <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | TEXT <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] |
| PUNCTUATION <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | TERMINOLOGY FOR PUPILS modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |