

THE NIGHT MY DREAM GAME ALIVE

JULIETTE FORREST

TEACHING RESOURCES CONTENTS

Upper Key Stage 2

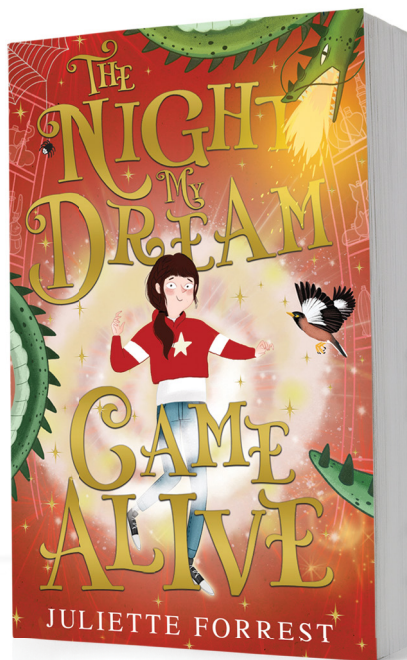


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THE NIGHT MY DREAM GAME ALIVE

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UPPER KEY STAGE 2 – YEARS 5/6
LESSON PLAN ONE

CURRICULUM LINKS: ENGLISH

Pupils should be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:
 - identifying and discussing themes and conventions in and across a wide range of writing
- Understand what they read by:
 - identifying how language, structure and presentation contribute to meaning

Objectives

- To discuss understanding and explore meaning.
- To consider how the author uses language to develop key themes in the narrative.

Outcomes

- Children will develop analytical skills to facilitate a deeper understanding of the text. They can develop their own ideas based on examples of imaginative and creative language they identify in the text.

Resources

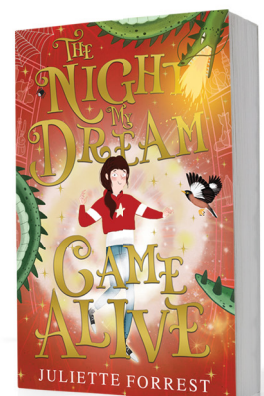
Prior reading of the book *The Night My dream Came Alive* by Juliette Forrest

Supporting Resource Sheet

Activity Sheet One: DreamDrops Recipes

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UPPER KEY STAGE 2 – YEARS 5/6
LESSON PLAN ONE

Starter

Recall the names of some of the dreams and ingredients mentioned in the text and list these in a class thought shower. Talk about how the ideas for different dreams are developed and how the essence combinations work.

Activity 1

Ask children to re-read the part of chapter 7 where Ollo first visits Dreams HQ and Mr Curley invites her to help him make an essence for Pirate Arrrrdventure DreamDrops. Point out his advice on page 83:

“To make the essence, you need to paint a picture of what is in the dream with words and bring it alive with your senses.”

Talk about what Mr Curley means and ask pupils to work in pairs to decide how Ollo achieves this with her ideas for the Pirate Arrrrdventure described on pages 84-85. Tell them to identify adjectives and expanded noun phrases that Ollo uses to paint her dream picture as well as the sights, smells, sounds, tastes and feelings that will bring it alive.

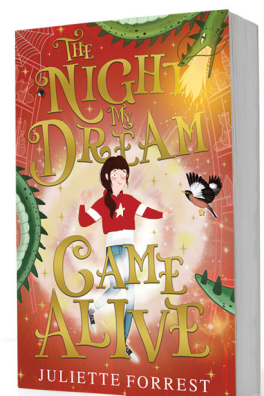
Draw pupils' ideas together in a class discussion and recap on the various ingredients that are put into the essence and why active ingredients need to be handled with care.

Differentiation: Peer learning: pair less/more confident readers together; or challenge children to find ambitious vocabulary in a thesaurus and create expanded noun phrases that could be added to the Pirate Dream description.



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UPPER KEY STAGE 2 – YEARS 5/6 LESSON PLAN ONE

Activity 2

Remind pupils of Mr Curley’s advice to Ollo about painting a picture with words and thinking about the senses that will bring the dream alive. Provide them with copies of Activity Sheet One and tell children to invent their own DreamDrops adventure. Point out that in the thoughts bubble section they will include a suitable name and noun phrases to describe the adventure and specific sights, sounds, smells etc. Below the thoughts bubble, they will list the main ingredients that will go into creating their essence and then describe the method steps – including a warning for any active ingredients they use.

Differentiation: Pupils use the words from Ollo’s description in chapter 7 in the thoughts bubble on the Activity Sheet; list the ingredients she used and describe how to make a Pirate Arrrrdventure in the Method section. Challenge children to make a story plan for their dream including how it will start, what sort of action will be experienced and how it will end.

Activity 3

Encourage children to recall some of the dream products available in the DreamDrops Store and talk about how they are marketed – for example, Galaxy Adventures come in dark blue bottles while the Safari Adventure bottle is shaped like an elephant’s head. The Knight’s Adventure is promoted with the strap line ‘Be your own hero tonight. Available while stocks last’.

Tell pupils to make a poster to advertise the dream they invented on Activity Sheet One. They will need to think about an image for their brand, use persuasive language and think of an enticing strap line for it.

Differentiation: Provide pupils with a list of imperative verb phrases (have the best dream ever; take a trip; be amazed, etc) that could be used in their advertisement to persuade other children to buy their product; or challenge them to storyboard a promotional video similar to the one described in chapter five advertising the Knight’s Adventure DreamDrops.

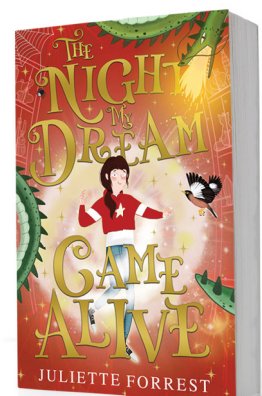
Plenary

Talk about the adventures, word pictures and dream essence recipes pupils have invented. Invite pupils to share their work – describing their products and marketing ideas – with the rest of the class.



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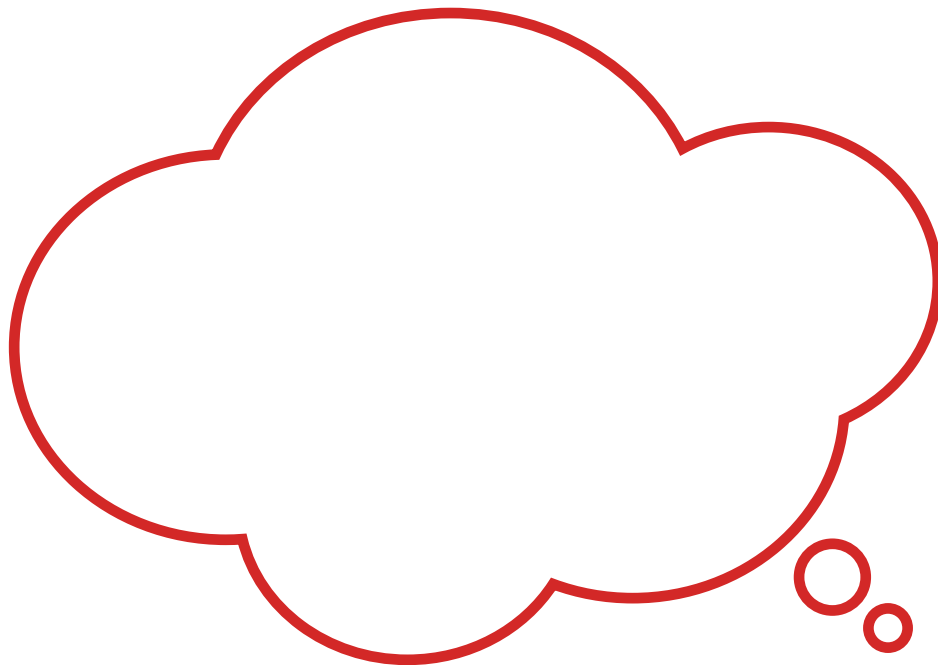
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ACTIVITY SHEET 1: INVENT A DREAM ADVENTURE

Imagine you are in Dream HQ:

“... paint a picture of what is in the dream with words and bring it alive with your senses.”
Create a list of your key ingredients and a step-by-step method of creating your DreamDrops.
Then draw in the bubble what your dream looks like.



Essence ingredients:

Method:

1.

2.

3.

4.

5.

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UPPER KEY STAGE 2 – YEARS 5/6
LESSON PLAN TWO

CURRICULUM LINKS: ENGLISH

Pupils should be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:
 - identifying and discussing themes and conventions in and across a wide range of writing

CURRICULUM LINKS: PSHE

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Objectives

- To reflect on ways to develop effective relationships, assume greater personal responsibility and manage personal safety

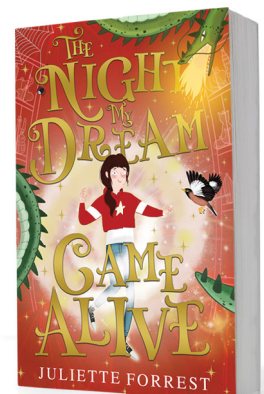
Outcomes

- They recognise the impact of hurtful behaviour
- They can describe how the main character develops her sense of self-worth in the narrative



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LESSON PLAN TWO

Resources

Prior reading of the book *The Night My dream Came Alive* by Juliette Forrest

Supporting Resource Sheet

Activity Sheet Two: Dream Concept Map

Starter

On completion of reading the text, hold a class discussion about the story. Identify the main themes: dreams, bullying, friendship and self-worth and talk about how these relate to the characters in the story.

Activity 1

Ask pairs of children to use a thesaurus and dictionary to find a variety of meanings for the word 'dream' together with any examples of where it is used as a root word. Provide them with copies of *Activity Sheet Two – Dream Concept Map* – and draw their attention to one of the meanings for the word 'dream' and how this relates to an action or a character in the story.

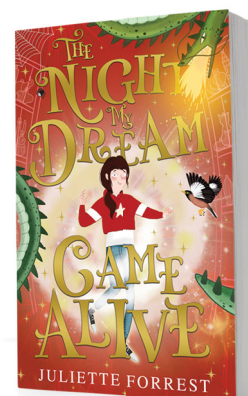
Point out the gaps in the concept sheet plan and tell pupils to complete it by adding other meanings to the blank star shapes, finding examples in the text where this meaning has relevance and then adding their own ideas and links.

Draw pupils' ideas together in a class discussion and recap on different uses and contexts for 'dream'.

Differentiation: Peer learning: pair less/more confident readers together; or challenge children to find out more about the importance of dreams in other cultures.

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LESSON PLAN TWO

Activity 2

Remind children of the opening chapter, where we first meet Ollo as she is being chased by Roxy. Talk about their initial impressions of both these characters and establish why Ollo is being picked on by Roxy.

Ask pupils to work in small groups and find examples in the story where Ollo feels worried about Roxy. Encourage them to recognise how being bullied affects every aspect of Ollo's life: isolating her from friends and family and undermining her sense of self-worth.

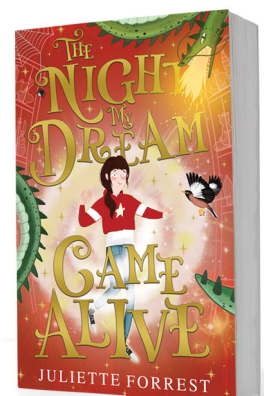
Provide groups with felt pens and large sheets of sugar paper and tell them to record their observations about how bullying leads to Ollo's feelings of fear, powerlessness and lack of self-confidence. Ask each presenter to report back on their group's ideas and hold a class discussion on the effects of bullying.

Differentiation: give children appropriate roles within their group according to their skills and levels of confidence: facilitator, recorder, time keeper, presenter etc. Challenge pupils to consider the impact that Jeannie's behaviour has on Ollo.



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LESSON PLAN TWO

Activity 3

Display the sugar paper sheets from the previous activity and recap on the examples of bullying behaviour that have affected Ollo's feelings of self-worth. Ask pupils to return to the groups they worked in to consider how the situation changes for Ollo as she develops the confidence to stand up to Myrdina and Roxy and to find evidence in the text that support this.

Provide them with another sheet of sugar paper and felt pens to record their observations under the headings: 'personal responsibility and social awareness'; 'positive attributes and achievements' and 'healthy friendships' and tell groups to list as many examples as they can – both specific to Ollo in the story and adding any ideas of their own.

Draw pupils' findings together and ask them to create a poster to promote feelings of self-worth within school.

Differentiation: Provide children with a suitable slogan for their poster – such as 'Unite Against Bullying'; 'Respect yourself and others'; 'Because your worth it' etc – or challenge pupils to produce a leaflet detailing anti-bullying strategies within school.

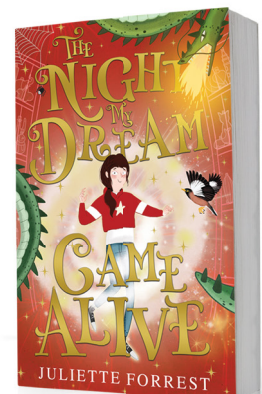
Plenary

Refer back to the Dream Concept Maps from Activity 1. Remind pupils that Ollo cannot dream in the conventional sense and ask them to select other meanings of the word that would apply to her – such as ambition and imagination. Discuss why the author has dedicated the story for "all those who dream by day".



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ACTIVITY SHEET TWO: DREAM CONCEPT MAP

The word 'dreams' has various meanings. Complete the concept map using examples from the text and adding your own ideas.

We should confront our fears and try to work through them

Scaring children when they are awake is strictly forbidden



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