



## P.I.C.C. a Text Unit Overview

### KS1 – 'Somebody Crunched Colin' by Sarah Roberts

#### Final outcomes for the unit (including audience/purpose):

Outcome – Sound poem to describe Colin's journey in the story

Reason – To read aloud to younger children

Audience – Children in EYFS

Features – Onomatopoeia (sound words), expanded noun phrases, adverbs, alliteration

Tone – Descriptive, funny, entertaining, narrative

#### Main text:

'Somebody Crunched Colin' by Sarah Roberts

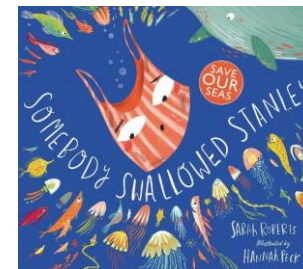
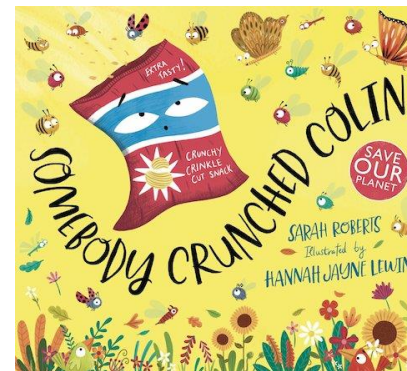
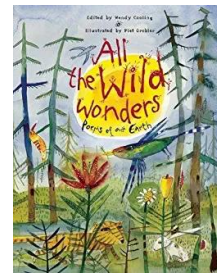
#### Accompanying texts:

'All the Wild Wonders: Poems of the Earth' by Wendy Cooling

'My Friend Earth' by Patricia MacLachlan

'Poems from a Green and Blue Planet' by Sabrina Mahfouz (Poetry)

'What a Waste' by Jess French (Non-fiction)



#### Hook

Decorate an empty crisp packet to look like the image of Colin on the front cover of the book. Leave Colin in the book area and ask children where they think he has come from!

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#### Phase 1 – Predict

**Key objective and outcome for this phase:** To link predictions to background knowledge.

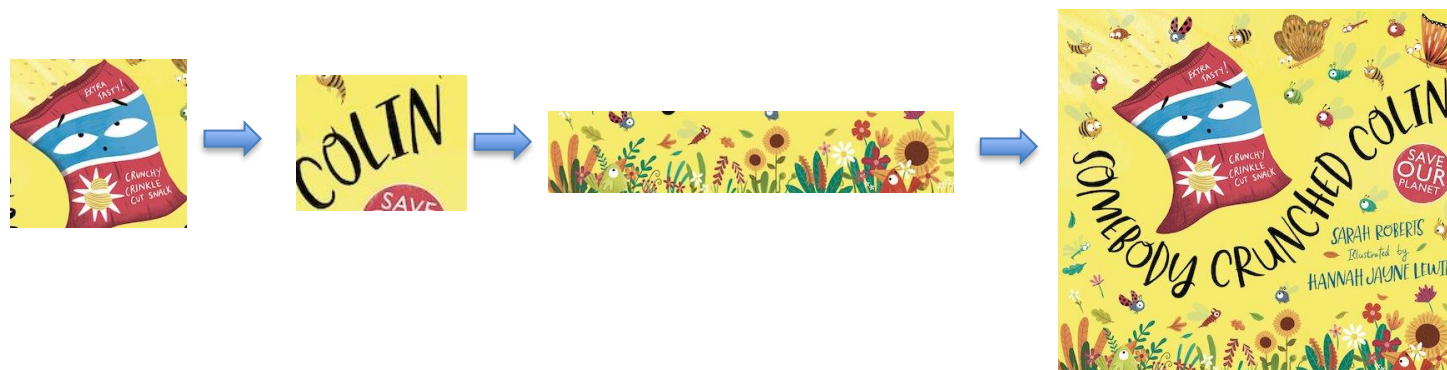
**Objective**

I can make predictions about a text based on what I already know.

**Activities**

Book cover reveal:

Show the image of Colin from the front cover of the book, then reveal other parts of the front cover, e.g.



Ask children to make predictions as to what the book is about, giving reasons for their predictions and adjusting them as more information is revealed. Throughout, discuss whether we think our predictions are correct, whether they need to change and how we know that.

Key questions:

What can we see? What do we want to find out? What could happen? What do we think the main theme is of this text?  
What do we know about the topic already?

Before reading the text, introduce the children to any difficult/unfamiliar vocabulary contained in the text.

Share the book with the children, linking to their predictions. Discuss what happened in the story together. Were our predictions correct/incorrect? Why?

Discuss the message within the book – can children link to their background knowledge about the environment?



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**Phase 2 – Interrogate (Building Understanding of the Inspiration Text and Linking that to our Writing)**

**Key objective and outcome for this phase:** To familiarise the children with the events of the story and look at some of the features of poems.

Objective	Task
<p>I can sequence the events in a story.</p>	<p>What can children remember from the story? Re-read the story together, this time focusing on the rhythm and rhyming words. Can children identify the rhyming words? Create a list together. Can children think of any other rhyming pairs for the words?</p> <p>Retell the story together verbally together using images from the text on the board. Some groups could walk the story with an adult too.</p> <p>Recap target vocabulary from yesterday, including some basic sequencing vocabulary, e.g. first, then, next.</p> <p>Provide children with images from the book (use more or fewer depending on level of challenge).</p> <p>Model sequencing the first two images, retelling the story aloud using the vocabulary.</p> <p>Children to then complete this task with their learning partners, orally retelling the story.</p>
<p>I can identify and explore sound words.</p>	<p>Explain to the children that often poets use sound words in their work to help describe things in a different way. Introduce what onomatopoeia looks like in texts and how we would read the words aloud – get children involved in dramatically saying/reading a range of sound words.</p> <p>Look at a selection of other poems for examples of onomatopoeia, encouraging children to give their opinions on which they like/dislike and why.</p> <p>Which sound words could we use to describe the environment around us?</p> <p>Can you think of sound words we might find in a different place? (E.g. woods, park, beach, shopping centre...)</p> <p>Children to work in groups to gather sound words for different places in the environment on flipchart paper.</p>



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<p><b>Additional SPAG focus,</b> <b>e.g.</b> I can use adjectives for description.</p>	<p><b>This will vary depending on needs of your cohort</b></p>
	<p><b>e.g. I can use adjectives for description</b></p> <p><b>Explicit teaching:</b> Explain that adjectives describe nouns. Look at several examples of poems linked to the environment. Ask children to highlight adjectives used and discuss how they can make the reader better imagine images/themes.</p> <p><b>Practising the skill:</b> Speaking and listening game – children to say a noun that could be matched to each of the interesting adjectives on word cards. Discuss why they are appropriate.</p> <p><b>Applying the skill:</b> Children to use adjectives to describe some of the characters/objects/places in ‘Somebody Crunched Colin’, so these could be used in their final poem.</p>

### Phase 3 – Capture (Capturing Ideas for Writing)

**Key objective and outcome for this phase:** To gather vocabulary, background knowledge and ideas for own poem.

Objective	Task
<p>I can gather sound words.</p>	<p>Re-read the text, searching for sound words used by the author. (E.g. crunched, crackled, sniffed, barked...)</p> <p>Ask the children to look at the images they sequenced in the previous lesson, then make a list of possible sound words to go with each one. (It would be useful to have a list of these for children to refer to)</p> <p>Which sound words would we use at the end when Colin was a watering can?</p> <p>Children to use their favourite word within a sentence after modelling.</p> <p><b>Challenge:</b> Explore the use of alliteration, especially within the sounds we are describing.</p>



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<p>I can gather ideas for my poem.</p>	<p>Chunk lesson into two halves:</p> <p>1) Teacher to model choosing events to mention for ‘Somebody Swallowed Stanley’, discussing their reasoning for choices. Following this, give children a sheet of A3 paper split into two sections. Ask children to choose events in Colin’s journey that they’d like to include in their poem. Model choosing powerful vocabulary and adjectives/adverbs for description.</p> <p>2) Teacher then to go back to the modelled plan and demonstrate thinking about sound words to go with each event. Show children how to use alliteration for effect. Ask children to then record sound words next to each event in Colin’s journey on their A3 sheets.</p>
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### Phase 4 – Create (Planning, Writing, Editing and Publishing)

**Key outcome for this phase:** To plan, write, edit and perform a poem.

Objective	Task
<p>I can learn how to write a sound poem.</p>	<p>Teacher to model using their ideas to write a sound poem for ‘Somebody Swallowed Stanley’, to describe the journey Stanley goes on in the story.</p> <p>Teacher to explain to the children how the nouns, sound words and adjectives/adverbs are put together to form each line of the poem.</p> <p>Explain to the children the use of lines and how in poetry we choose the vocabulary for effect. How can we use more positive words at the end of the journey to show that Stanley is happier and safer now he’s a kite?</p> <p>E.g.  <u><b>Stanley’s Journey</b></u>            Jellyfish <b>splashing</b> and <b>splishing</b> gently            Huge whale <b>groaning</b> and <b>gulping</b></p>



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	<p><b>Whooooosssh!</b> From its spout Octopus <b>swishing</b> Terrifying seagulls <b>squawking</b> shrilly...</p>
<p>I can write a sound poem (first draft).</p>	<p>Children then to start writing their own poem, ‘<b>Colin’s Journey</b>’.</p> <p>Focusing on describing the sounds, with a challenge of using adjectives and adverbs for description.</p> <p>Encourage children to use alliteration if possible (repetition of the same sound) – teacher can model this during the shared write.</p>
<p>I can proof-read and edit my poem.</p>	<p>Once children have completed their draft poems, choose 2 or 3 common errors to address, e.g. Have we used effective vocabulary? Are words spelt correctly? Where do we need capital letters? Have we set out our poems in lines?</p> <p>Follow the below structure to help the children proof-read their work:</p> <ol style="list-style-type: none"> <li>1) reteach error</li> <li>2) model proofreading for error</li> <li>3) children proofread for that concept</li> </ol>
<p>I can perform my poem aloud.</p>	<p>Teacher to demonstrate reading poetry aloud clearly, taking note of the lines and rhythm.</p> <p>Discuss how we can dramatize the sound words/use actions as part of our performance.</p> <p>Use “I do, we do, you do” to gradually build the children’s independence.</p> <p>Children to perform their poems aloud to younger pupils.</p>