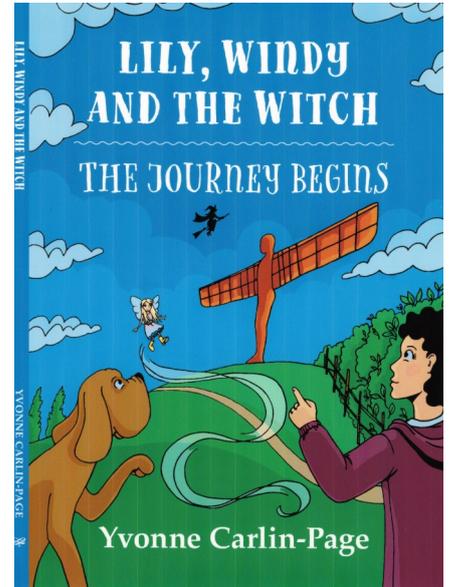


Information Pack for Schools
Course Book: Lily Windy and The Witch
Key Stage 1 and 2



Contents:

- **Background Information**
- **Lesson Plan (Meet the Author Session 1.5 Hours)**
- **Literacy Teaching Plan (produced by Anna Hawkins South Tyneside literacy Adviser)**
- **Flyer for school**
- **Quiz**
- **Letter to parents**

Contact: Yvonne Carlin-Page

Email: Yvonne_carlinpage@yahoo.co.uk

Mobile: 07546180655 landline (0191) 9085057

www.lilywindyandthewitch.co.uk

Lily, Windy and The Witch

The Journey Begins

(Suitable for Key Stage 1 and 2 - Teaching Plan and Book available)

Website: www.lilywindyandthewitch.co.uk

Lily, Windy and the Witch is a magical tale set in the North East of England. It is the first in a series of three books primarily aimed at the 5—11 year old age group.

With the purchase of this book we provide back-up and support for schools as follows:

- **Free 'Meet the Author'** (formerly a special educational needs teacher) visit to schools—flyer attached
- **Free Literacy Teaching Plan** for schools designed by Anna Hawkins, Literacy Lead at South Tyneside Council—attached. (Further teaching schemes focusing on Geography, History and Physical education are being developed.)
- **Free map showing Windy's Way**—a cycling and walking route— as well as historic locations of interest mentioned in the book that can be visited by local schools, children and family's.
- **Free quiz** available on website—character stickers for children
- The Author will also present a **signed and framed print of Windy's Way** to the school

Endorsements from local schools following 'Meet the Author' visit:

"Thank you so much for your email. The children had a fantastic morning with you and were keen to read on during the rest of the day. They couldn't wait to take their signed book home to show their parents too. I really appreciate you both coming in to deliver the session, and can't wait to start on the activities I have planned for after the half term holidays.

I will email some photographs and pictures of the children's work tomorrow for your website. I will also suggest some dates for you to come in for the presentation. If there is anything else that you require, please let me know."

Kind regards

Lisa Georgeson

Lord Blyton Primary school, South Shields

We are offering schools 20% discount on books and free delivery for orders over 10; the book is presently on sale for £5.95 (without school discount) Parents will also be able to buy the book at a discounted rate.

For further information and copies of the book contact:

Yvonne Carlin-Page

Email : lilywindyandthewitch@gmail.com

Landline: (0191) 9085057

Mobile 07546180655

Website: www.lilywindyandthewitch.co.uk

Lesson Plan - Meet the Author Literacy Teaching Plan Key Stage 1 and 2

Session timing 1.25 hours **Book: Lily, Windy and the Witch** ISBN978-0-9934725-0-3

Author Yvonne Carlin-Page

Aim

Inspire a love of reading and writing – and a ‘Yes I can do this!’ belief in themselves. The story is set within existing easily accessible locations, both walking and cycling..

Objectives:

- To explore the pleasure of reading
- To encourage pupils to write short stories
- To explore modalities – visual – auditory – writing within an exciting story setting
- To encourage pupils and parents to visit and explore their local area
- To build rapport with pupils and schools as further materials become available

Pre visit materials

- Free Teaching Pack which includes literacy teaching scheme prepared by Anna Hawkins Literacy Lead South Tyneside.
- Letter (included in teaching pack - to be sent prior to author’s visit) for parents who may wish a personally signed copy of the book for their child at a reduced price.
- Class pack of books - £5 per book and free next day delivery
- Web site additional materials available www.lilywindyandthewitch.co.uk
- Pre informal visit – Author will make initial visit to discuss programme and school requirements
- Children will require some paper and a pencil. All other materials will be provided.
- If presenting to a school assembly access to screen and projection equipment is desirable but not essential.

| Activity | Outcome/purpose | style |
|--|---|--------------|
| Authors introduction | How the book was developed – the writing process. Books location and places to visit, understanding the route and local historical locations – Initial Question and Answer session. | all |
| Reading from book | Short reading to stimulate discussion – pupils will have previously read some chapters – or all of the book. | all |
| What is a story? | Thinking about how stories are constructed oral, visual and written. Reading books for pleasure and enjoyment. What modalities do we use? – visual, auditory, kinaesthetic - we can even create smell in our imagination. | Small groups |
| Using imagination to develop characters | Consider characters from book – how we use language to describe and construct characters - key words and emotions – | All |
| My story | Pupils create their own characters | Individually |
| Quiz | Local quiz to explore understanding of the route and identify characters from word search | Individually |
| Where to next? | The next book in the series – introducing new characters and asking pupils to identify the nature of characters – and create their own. | Small groups |
| Final thoughts | Question and Answer session. Windy’s Way framed map presented to school. | Individually |

Contact Details: Email lilywindyandthewitch.co.uk Website www.lilywindyandthewitch.co.uk Landline (0191) 9085057 Mobile 07546180655 Address 309 Mowbray Road, South Shields NE33 3NP

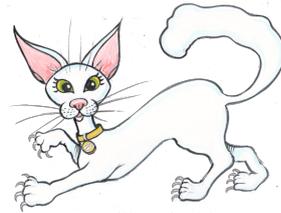
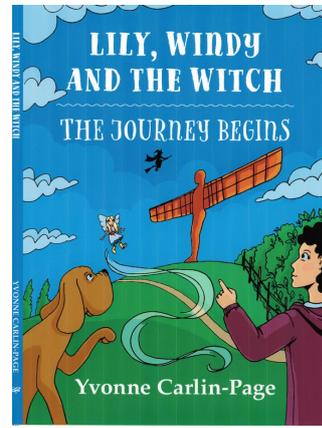
'Lily, Windy and the Witch'

* Book for Key Stage 1 & 2, plus teaching scheme

by Yvonne Carlin-Page

A snooty cat, a feisty fairy, a stinky dog - and a frightened and excited little girl, all flying on a magic map. Lily has made three wishes, and now they are coming true... But not quite in the way she'd expected! Her magical friends are on a dangerous journey. And Lily is terrified. Is she really brave enough to help them fight the Queen of Witches?

*A delightful combination of magical characters, fun and adventure, this fantasy tale also enjoys an innovative teaching scheme for Key Stage 1 and 2 *. Magically, it also ensures children keep the joy of reading*



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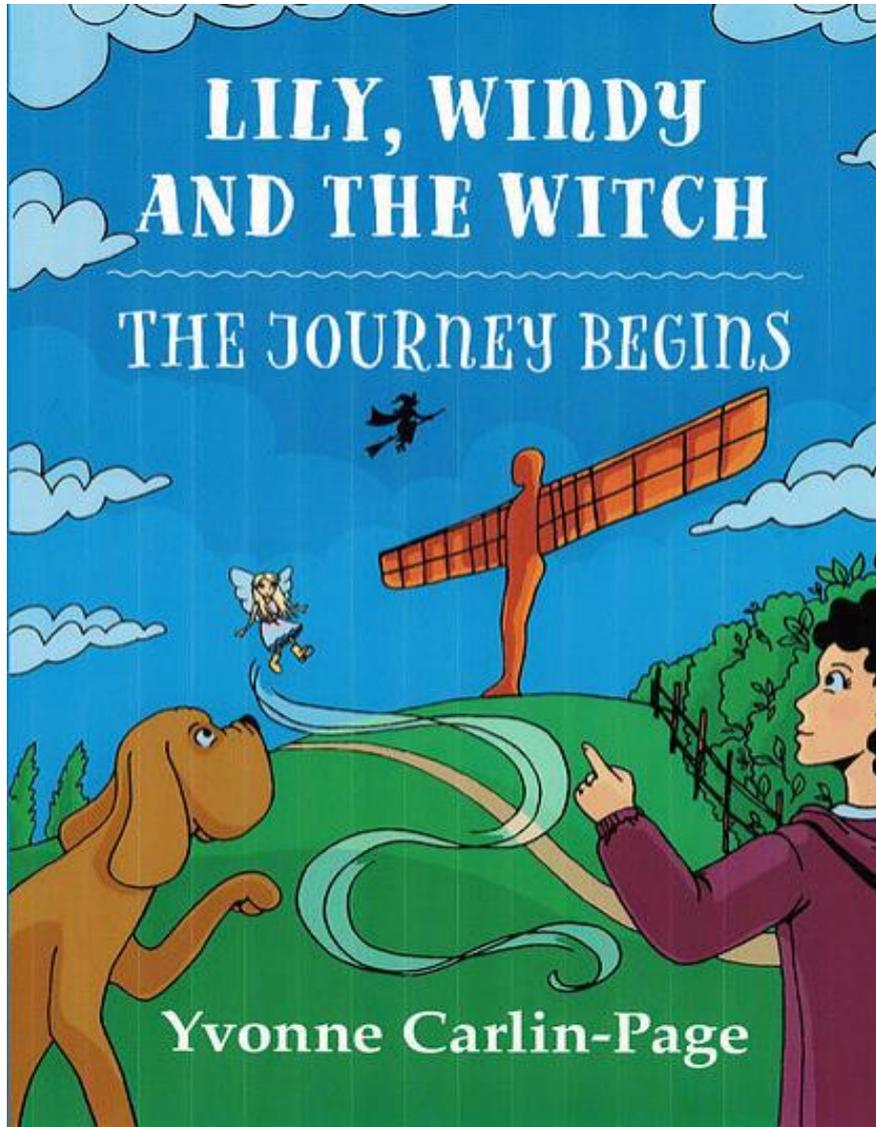
* TEACHING SCHEME FREE ON WEBSITE



Lily, Windy and the Witch

The Journey Begins

by Yvonne Carlin-Page



Literacy Teaching Plan

For Key Stage 1 and 2



LILY



SLOBBERCHOPS



TOMMY



BAST



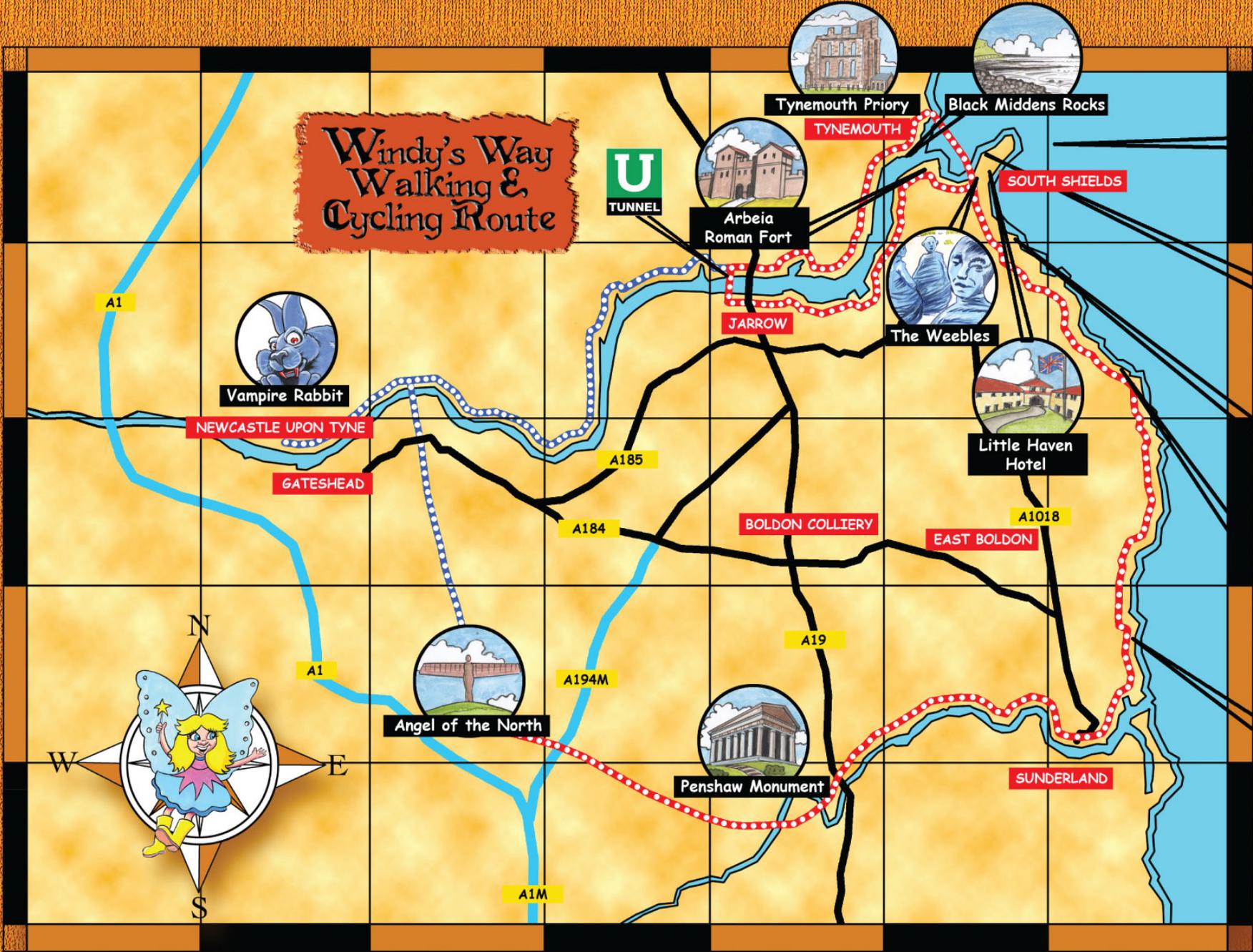
MR. PODDLEPOSH



BENJI BAT



DEMEANOR



Island of Secrets



Herd Groyne Lighthouse



The Magic Ship



Souter Point Lighthouse



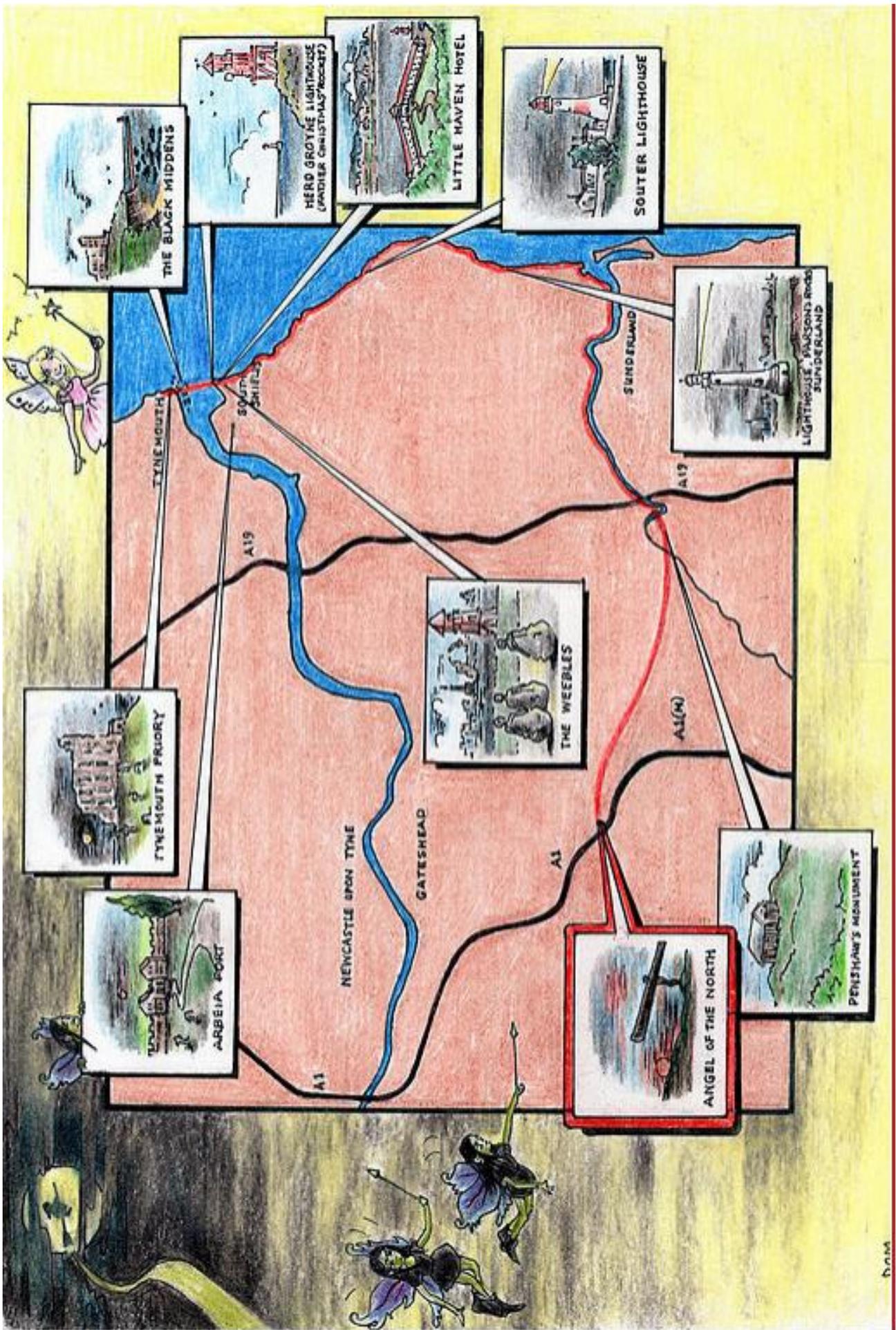
Parson's Rocks Lighthouse

Windy's Way
Walking and cycling route



Cycling route





Anna Hawkins South Tyneside Literacy Advisor

**A snooty cat, a feisty fairy, a stinky dog –
and a frightened and excited little girl,
all flying on a magic map. Lily has made
three wishes, and now they are coming true.
But not in the way she expected. Her magical
friends are on a dangerous journey. And Lily
is scared. Is she really brave enough to help
them fight the Queen of witches?**

Overall aims of this teaching sequence

- To engage children with a story with which they will empathise.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.
- To develop creative responses to the text through responding to reading, drama, and artwork.
- To compose a free verse poem.
- To write in role in order to explore and develop empathy for a character.
- To write with confidence for real purposes and audiences.

| Teaching Approaches | Writing Outcomes |
|--|---|
| <ul style="list-style-type: none">• Reading aloud• Book Talk• Role on the Wall• Storytelling• Visualising• Drama and role-play• Drawing and annotating• Debate and argument• Writing in role• Book-making• Performing Poetry | <ul style="list-style-type: none">• Character Descriptions• Information Reports• Script Writing• Persuasive Writing• Letter Writing• Free Verse/Performance Poetry• Diary Entry• Grammar Links• Narrative Writing |

Teaching Sessions

Responding to Illustration, book talk 'Tell me', freeze frame and thought tracking.

- Black out the words on the front cover and show the children an enlarged image
 - *What do you think the story will be about?*
 - *Where is the story set?*
 - *How do you know?*
- Show the children the book cover and title, noting ideas in a class journal:
 - *What sort of story are you expecting? Why?*
 - *What do you think this story might be about?*
- Encourage the children to think what kind of book this might be.

Deepening understanding about the character – Role on the Wall

Role on the wall is a technique that uses a displayed outline of the character to record feelings or what the character is like on the inside (inside the outline) and outward appearances or how others perceive them (outside the outline) at various stopping points across the story. Using a different colour at each of the stopping points allows you to track changes in the character's emotional journey.

- Read aloud Chapter 1
- Draw a body outline onto a large sheet of paper or roll of lining paper to represent Lily. Use a marker pen to annotate the outline to show what the children know about his outward appearance – on the outside of the outline - and her feelings – on the inside (this could be used as a display)
- Focus in on the emotions recorded on the inside of the outline. How do we think this character feels? If the children have a limited range of word, model and explain new vocabulary to enlarge and extend children's stock of words
- Target questions to draw out further information about Lily and her life. What does she like to do? Does she have any friends?
- Write a **character description** of Lily including the facts they have learned so far

Research and Non-Chronological Report Writing

- Remind the children of the new friend Lily made in Chapter 1 (Benji)
- Suggest to the children that they might be able to help her be a good friend by finding out about bats
- Collect what children already know about bats and their basic needs. You could record their ideas in a chart through which they can continue to record what they are finding out, having discussed what they think they could find out, e.g.:

| What I already know about bats: | What I would like to find out about bats: | What I have discovered about bats:: |
|---------------------------------|---|-------------------------------------|
| | | |

- Explain that the children are going to create an **Information Report** about looking after bats, so that they can advise Lily on how to be a good friend.
- Provide a range of texts for children to research answers to their questions and that provoke further thinking. You might want to share some clips from BBC wildlife documentaries or newspaper cuttings about bats.
 - Children could then write to Lily advising her how to look after Benji

Information writing – Write a script for a TV Nature Narration

- Show the children a documentary film clip of bats:
- Ask the children to listen to language used (both descriptive and scientific) and support them to reflect on the way in which the narrative is structured; where the narrator pauses, vocal intonation, how music is used for effect, etc. Again pick out memorable words and phrases that can be displayed for the children to revisit.
- Turn the sound down and using the same style of language and structure, shared write a script. Read aloud with the children in the voice of a wildlife documentary presenter, refining the writing to reflect the purpose and audience.
 - Groups of children can write their own scripts then rehearse the oral presentation, using digital equipment to record the voiceover.

Discussion and Debate – Conscience Alley to prepare advice for a character

Conscience Alley is a useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, they make their decision.

- Read aloud to the end of Chapter 2
- Ask children to consider whether Lily should tell her Mum what was happening, encouraging them to discuss and justify their ideas.
- Scaffold with arguments for and against that can be modelled by adults and confident children, gradually inviting others to voice their opinions.
- Children can create a Conscience Alley through which a child can walk in role as Lily while the others quietly offer their advice, choosing for or against telling her mum. At the end of the line Lily can share her decision and any arguments offered that led her to this decision.
- Write a **persuasive piece of writing** either for or against Lily telling her mum justifying their reasons

Letter Writing – Developing empathy for a character

- Read to Page 32 – No-one can help me....
- Discuss how Lily feels about Billy Moonface – have they ever felt like this before? (Links to PSHE)
- **Write a letter** to Billy from Lily telling him how she feels
- Before the end of the session read to - Maybe I can help you find your way home again.....
 - Get the children to think about how she will do this ready for the next session

Information/Research Homework

Before this session have a rolled up scroll of the map ready for the children to open

- Remind children of the previous session – how would Windy be able to find her way home?
- Read to Which, in actual fact, it was! (page 35) and show the children the scroll you have prepared – put a large image of the map on the interactive whiteboard
- Discuss what the children can see – have they been to any of the places on the map?
- Where is Windy's home?
- Read to the end of Chapter 3 and show children photographs of the places on the map
- Explain to the children that their homework is to find out information about one of the landmarks – using books, the internet and talking to friends and family members (send a copy of the map home)

Free Verse Poetry

*Creating poems collaboratively provides opportunities for children to discuss the effect of the words that they are choosing and using in their poetry. **Free Verse** poems have no rhyming structure and often don't have a particular rhythm or syllable patterns; like their name suggests, they are simply 'free'. They can be written by individuals, but also work extremely well as collaborative poems, where members of a small group will add individual lines – after a process of building suitable vocabulary around a subject and then a process of choosing particular words and phrases for the feeling and/or mood they create for the individual*

- Recap on what has happened in the story so far
- Read to page 54 'You must have seen them.....' – Who do the children think the slaves might be?
- Show children the photograph of the 'Weebles' and read up to 'Cruel and wicked things'



- Do any of the children know any information about the 'Weebles'? – link back to the previous homework they did.
- Watch a video/visit and ask the children to list words, sentences or phrases that come to mind around the picture
- Children to select their best four or five descriptions and write each one on a separate strip of paper
- In partners or as a group, organise the strips to create a verse of a poem; refining and making decisions based on how the words and phrases impact on the reader when they are read aloud and performed, e.g.:

Black, lifeless figures
Standing still and silent
Deep in conversation
Secrets never known

- Develop into a performance reading, inviting them to consider vocal expression and intonation, actions or sound effects, as well as how it will be performed as a group – chorally or through individual parts; all of which will impact on the audience experience of the contrast between the raging storm and calm dawn.
- Ask groups to rehearse then perform their poem, inviting comments from the class on the impact of each performance.

Read to the end of Chapter 5 before the next session

Diary Entry – Writing in role as a character

- Discuss how Lily felt after she stood up to Billy the Bully
- Shared write a diary entry from Lily that day – including her thoughts and feelings

Grammar

- Read to the end of Chapter 6
- Discuss what statements, questions, exclamations and commands are – show examples
- Give children examples from Chapter 6 to sort under the correct headings
 - Can they think of any of their own?

Visualising, Performance Poetry

Asking children to picture or visualise a character or a place from a story is a powerful way of encouraging them to move into a fictional world. Children can be asked to picture the scene in their mind's eye or walk round it in their imaginations. Finally they can bring it to life by describing it in words or recreating it in drawing or painting.

- Read to the end of Page 105
- Who do the children think is shooting towards them?
- Read on giving children more information about the witch – can they visualise what she looks like?
- Children to draw a picture of the witch or write a character description.
- Read the children The Witch by Jack Prelutsky – children to learn and perform
- Read to the end of Chapter 7

The Witch by Jack Prelutsky

She comes by night, in fearsome flight,
In garments black as pitch,
The queen of doom upon her broom,
The wild and wicked witch,
She hurtles by, she sweeps the sky
And hurls a piercing screech.
As she swoops past, a spell is cast
On all her curses reach.

A cackling crone with brittle bones
And desiccated limbs,
Two evil eyes with warts and sties
And bags about the rims,
Take care to hide when the wild witch
rides
To shriek her evil spell.
What she may do with a word or two
Is much too grim to tell.

A dangling nose, ten twisted toes
And folds of shriveled skin,
Cracked and chipped and crackled lips
That frame a toothless grin.



Storymapping, sequencing events and retelling

- Read to the end of the book
- Revisit the children's reactions to the story, focusing on the aspects that they found most interesting or surprising. Recap on the main events of the story, encouraging children to contribute.
- Remind the children that the main events are the main things which happen in a story and they must be told in the right order for the story to make sense.
- Swiftly demonstrate how to map the story along a winding path to demonstrate the events
 - Label the story map with the adverbial phrases used in the oral retelling.
- In pairs, invite the children to draw a map of the story along a winding path from the top of the page to the bottom
- When completed, encourage the children to retell the story using their story maps.
- Add more detail to the shared storymap; repeated dialogue in speech bubbles, key words and phrases to remind them as they retell. Children now add detail to their own storymaps in the same way.
- Make a storytelling circle and 'pass the story around'. Stop at important parts of the story and ask children to go into the middle and act it out. Encourage the children to draw on repeated phrases and other techniques a storyteller might use in creating suspense. Provide props to support the retelling.

Story mapping, shared writing of the story from the Windy's viewpoint, bookmaking and publishing

- Explain to the children that they are going to write the story from Windy's point of view.
- Ask the children to recall the main events, referring to their storymaps which will support the recount.
- Working in small groups or pairs, encourage the children to retell the story in order using sequential and descriptive prepositional language discussed last session. Model this first.
- Walk through the storymap and invite the children to discuss their own ideas about how Windy might be feeling at different times. Elicit and model the language and vocabulary needed to describe the Windy's feelings or viewpoint and create a large word bank.
- Use the storymap with annotations to help you begin to orally rehearse your first person recount. Give the children opportunities to offer up ideas, for example predictable phrases, feelings, time connectives, a closing sentence that says what happened in the end.
- Through paired talk, ask the children to orally retell the event from Windy's point of view.
- Through modelled and shared writing, compose a narrative recount using the annotated storymaps and model how to orally rehearse sentences before writing.
- At regular intervals, encourage children to re-read sections of their text to check it makes sense and make simple revisions. Support them in doing this and ask children to work in pairs to read their finished draft to a partner.
- The finished work could be neatly published in handmade booklets. Children may like to publish these narratives recounts using computer software, either as e-books or printed with scanned illustrations.
 - Children can read their narratives aloud to peers then, as a class, discuss how they compare to the original story – *Is there a difference in how it makes you, the reader, feel each time? Why do you think that?*

Extending a Narrative

- Write the further adventures of Lily, Windy and the Witch

Drama, role-play, book talk 'Tell Me' and writing a book review Learning

Talk briefly with the children about their responses to the story, using the 'Tell Me' grid:

- *What did you like and/or dislike?*
- *Did anything surprise you? Why?*
- *Did you find anything particularly interesting? Why?*
- *Did the story remind you of anything in real life or in other stories?*
- Through modelling, describe your favourite part of the story. Provide the children with an oral scaffold for example: *the most memorable part of the story was... because...; my top moment in the story was... because...* and in pairs ask them to identify their favourite part of the narrative. Encourage children to give reasons for their choices and invite some children to share these.
- Invite the children to draw and describe their favourite part of the story. Model how to do this, orally rehearsing before writing, considering spelling and punctuation.
- Encourage children to revisit writing with a partner to check that it makes sense, the meaning is clear and it is punctuated.
 - Publish the reviews in a class anthology and display prominently in school

Other ideas to use across the curriculum:

Science

- Nocturnal animals
- Healthy Eating - preparing a healthy lunch for Lily

Geography

- Investigate local environments and landmarks where Lily visits on her journey
- Go on a local area walk, mapping their own environment.

Design and Technology

- Create sculptures eg of The Angel of the North

Art and Design

- Paintings of local landmarks
- Display – large scale map

Maths

- Map co-ordinates

Personal, Social and Emotional

- Explore viewpoints; how Lily thinks about herself, what others think of her
- Learn to empathise: managing emotions. Respond to Lily's lack of confidence.
- Explore bullying – link to their own experiences – link to Anti-bullying week
- Create a Graph of Emotion linked to the story

A graph of emotion is a simple graph comparing a range of happiness to sadness against different points (time) in a story or film. This technique of graphing the emotional ups and down within a story really helps children to visualise the whole story in a different way.

eg.

Delighted

Excited

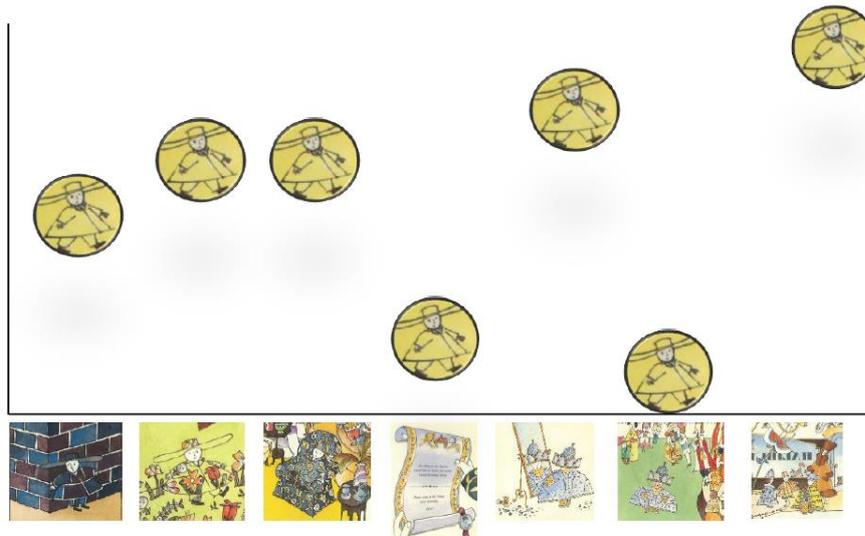
Relaxed

Curious

Shy

Anxious

Devastated





www.lilywindyandthewitch.co.uk



From the book Lily, Windy and The Witch

The Journey Begins



A snooty cat, a feisty fairy, a stinky dog - and a frightened and excited little girl, all flying on a magic map. Lily has made three wishes, and now they are coming true... But not quite in the way she'd expected! Her magical friends are on a dangerous journey. And Lily is terrified. Is she really brave enough to help them fight the Queen of Witches?

Book available (including postage) £5 from:
website: www.lilywindyandthewitch.co.uk
Email: lilywindyandthewitch@gmail.com

Find us on:
facebook



The Witch Quiz

Windy's Way Quiz Questions.

To find your answers look at the map.

1. What has wings but can not fly?
2. Where can Lily go for her afternoon tea and cakes?
3. Which lighthouse is also Father Christmas' Rocket?
4. Which fort has walls that Lily can hide behind?
5. What is the name of the river that Lily flies along with her friends?



Find the following characters from the book in the Word Search:

- Lily Windy Witch Slobberchops
 Bast Gremlin Benji Bat Billy Moonface

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | I | L | L | Y | M | O | O | N | F | A | C | E |
| E | Y | L | I | L | I | N | V | I | H | O | A | G |
| N | A | D | O | G | N | A | C | O | T | T | R | |
| J | L | L | N | S | E | A | T | E | L | L | P | E |
| I | A | S | T | I | N | I | L | M | E | R | G | M |
| B | A | S | T | N | W | R | O | I | E | O | A | L |
| A | N | B | A | B | E | N | J | I | B | A | T | I |
| S | L | O | B | B | E | R | C | H | O | P | S | N |

Word Search



School:

Dear Parents

Onwe will be inviting the author Yvonne Carlin-Page to Join us in school. She will be here to talk about her new book which the children in year ... are reading as part of their literacy work. As part of the topic we may be visiting the local landmarks which are mentioned in the book.

There will be an opportunity to purchase her book Lily, Windy and the Witch, which she will sign with a personal message for your child to keep.

If you would like to purchase a copy then please send £5.00 into school in the envelope provided.

Head Teacher

Lily, Windy and the Witch

I would like to purchase a copy of Lily, Windy and the Witch by Yvonne Carlin-Page. Please find enclosed £5.00

Child's name _____

Parents Signature _____