



Teaching Guide

Introduction:

Before reading 'Ballerina', it is expected that KS1 children will have prior experience creating and writing sentences and using adjectives in their writing. Adjectives can be introduced using the PowerPoints available at <https://www.twinkl.co.uk/resource/t-l-4876-adjectives-powerpoint> and <https://www.twinkl.co.uk/resource/t2-e-398-nouns-and-adjectives-powerpoint-quiz>.

'Ballerina' features a range of verbs which can be introduced to KS1 children is the use of verbs using the PowerPoint available at <https://www.twinkl.co.uk/resource/t-l-4871-verbs-powerpoint> and developed using the verb activity below.

Main literacy focus:

Task One:

Print out verb worksheet from <https://www.twinkl.co.uk/resource/t-l-53855-ks1-using-verbs-differentiated-activity-sheet> and ask pupils to complete the following:

1. Choose the correct verb and write it in the missing space.
2. Complete the sentences using the appropriate verb from the word bank.
3. Write your three of your own sentences using a verb in each sentence and underline the verb in a different colour.

(W1: Begin to check their work in relation to specific criteria)

Task Two:

'Ballerina' details Annabelle's dream of being a ballerina and dancing on stage. In pairs or groups, ask pupils to discuss what their dream would be of.


**(T&L1: Take turns at talking and listening in group and paired activities
Tell their own stories based on personal experiences and imagination)**

Task Three:

Print out dream jar activity sheet from <https://www.twinkl.co.uk/resource/t-c-254706-design-your-own-dream-jar-activity-sheet> and ask pupils to complete the following:

1. Draw something in your jar that you might see in a happy dream?
2. How would you explain your dream to a friend? Talk to the person beside you.
3. What adjectives could you use to make it sound amazing?

(T&L1: Think about what they say and how they say it)





Guided Questions:

- What is an adjective?
- What is a verb?
- Pick out the adjectives in 'Ballerina' and discuss how they affect the writing.

**(W1: Talk about and plan what they are going to write
Express thoughts, feelings and opinions in imaginative writing)**

Additional activities:

Writing a poem:

1. Ask pupils to fill out the pupil planning sheet resource from <https://www.tes.com/teaching-resource/once-upon-a-dream-poetry-writing-resources-including-animated-video-lesson-11369674>
2. Ask pupils to use their planning sheet to begin writing their own poem about their dream

Identifying Adjectives:

1. Ask the pupils to write two sentences about their dream jobs using at least two adjectives.
2. To assess if pupils can identify the adjectives in context, ask pupils to swap their work with a friend and underline/highlight the adjectives used.

