

# See inside the...

# Beowulf

## Literacy Pack



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A two-week literacy unit for lower KS2, focusing on the Anglo-Saxon legend Beowulf.

Integrated SPAG objectives

Extension activities

Opportunities to develop reading skills

Encourages talk and discussion of the text

<b>Wednesday</b> To use powerful verbs		
Teacher	Group Work	Plenary
<b>Warm Up Level Starter</b> - Ask pupils to close their eyes and imagine that they can see a terrifying monster. The monster does not make any noises but it is moving in some way. Ask pupils to think about how the monster moves and then write down a list of words that would explain what it is doing, such as crawling, smashing, creeping, stomping. <b>Main Input</b> - Read chapters 2 and 5 of Beowulf, asking pupils to listen out for the descriptions of Grendel. While you are reading, ask pupils to make a note of some powerful verbs. <b>Extension</b> - Give out small pieces of paper and put them in a small bag or box and then ask pupils to sit in a circle. Choose a pupil to secretly pick a word from the bag and act out the verb, allowing the others to guess the word. Continue until all of the words have been used.	<b>Independent or TA:</b> Give pupils time to design their own monster, using <b>Resource C</b> . Once they have drawn their monster, they should record around the edges of their picture some powerful verbs that show how the monster moves and acts. Prompt pupils to think beyond the way the monster moves around, but to also consider how it uses its hands, eyes, mouth, heart and voice. If you want to extend this activity, you might like to challenge pupils to make their monsters out of clay, collage materials or paint. <b>Teacher guided - middle group:</b> Help this group to extend their vocabulary by using thesauruses to generate a more ambitious range of verbs.	Give pupils time to share their monster designs in pairs. Ask partners to give feedback about the verbs chosen for the monster, explaining which powerful verbs are most effective at suggesting additions or improvements where they can.
<b>Thursday</b> To draw inferences from details in a text To use show-not-tell as a writing technique		
Class	Group Work	Plenary
<b>Warm Up Level Starter</b> - Give out copies of the cards from <b>Resource D</b> . Ask pupils to read the sentences and the king and to match up the descriptions on the right with the emotions on the left. Explain that texts sometimes describe how characters look or act and from that we can infer how they feel even if the text does explain that directly. Sometimes writers call this technique 'show-not-tell'. <b>Main Input</b> - Ask the pupils to quickly summarise in pairs what has happened so far in the story. Then read chapters 6-7. This is an exciting section of the story with lots of action. Ask the pupils to discuss what we can infer from these show-not-tell sentences from the text. - The king's face was pale. His hand shook as he pointed. - Beowulf's lip set into a grim line. - The men cheered and jested as dawn blazed across the sky. Explain that pupils are going to write a letter home from one of the warriors who watched the fight take place, explaining what they saw. Model writing part of the letter, using lots of show-not-tell sentences to suggest how the characters felt without directly telling the reader.	<b>Independent or TA:</b> Give children time to write their letters home from the warrior to describe what happened in the fight. Challenge them to show characters' feelings and thoughts using the show-not-tell technique. <b>Teacher guided - selected group:</b> Target pupils who will find the concept of show-not-tell difficult. Talk about show-not-tell together, acting out some of the ideas from <b>Resource D</b> and talking about how they show us what the characters might be feeling. Focus on how faces and bodies look when experiences are different. Then support these pupils to include some show-not-tell sentences in their writing.	Ask pupils to highlight the show-not-tell sentences in their letters. Then choose a few pupils to read about their writing to the class, asking the others to identify the show-not-tell sentences and to infer what they tell us about the characters.

10 daily lesson plans

Assessment opportunities

Builds on writing techniques throughout the unit

Guided group ideas

Activities Include:

- Auditioning for the best mythical hero
- Describing settings
- Using the power-of-3 writing technique
- Designing monsters
- Using powerful verbs
- Finding inferences in the text
- Writing letters from one of Beowulf's warriors
- Designing a computer game journey map
- Preparing a drama performance
- Drafting and editing a hero myth
- Playing dictionary games
- Performing a myth aloud to an audience

Pupil activity sheets

Pupil Success criteria checklist

Unit overview notes for teachers including National Curriculum objectives