

The King's Breakfast by A. A. Milne

Week 2 (2 week unit)



| Task | Learning Objective | Activity / Success Criteria |
|---------|---|--|
| 1 | WALT: add speech marks to extracts from The King's Breakfast. | <p>Today we're going to look at parts of the poem again, but this time we are going to look at it as a story rather than a poem. In other words, we're going to ignore the poem formatting and start a new line when we want to, rather than when the poem does.</p> <p>This will be revision for some of you!</p> <p>Watch this video Speech marks - KS2 English - BBC Bitesize to remind you of how to use speech marks and the other important speech punctuation.</p> <p>Remember also, PURPLE group, that speech always starts on a new line. New speaker, new line!</p> <p>Using Resource Sheet 1 (see below), write out some sentences of speech from the poem. Do NOT just bung speech marks in the typed sentences; it's important for you to rehearse using ALL the speech punctuation carefully yourself. See below for criteria for your group.</p> <p>In today's lesson, I have:</p> <ul style="list-style-type: none">[] written out the five sentences from Resource Sheet 1, adding speech marks.[] written out the eight sentences from Resource Sheet 1, adding speech marks, appropriate punctuation after the speech and using better words for 'said'[] written out the eight sentences from Resource Sheet 1, laying out my speech properly (new speaker, new line), adding speech marks, appropriate punctuation after the speech and using better words for 'said'. |
| 2/ 3 | WALT: write a short story, including speech, relating to Fairtrade. | <p>In the original poem, the King is upset because the Dairymaid suggests he tries marmalade instead of butter.</p> <p>Can you imagine some speech between two people in a shop, when one person suggests to the other one that they should try a Fairtrade product instead of normal?</p> <p>Of course, the King didn't like the idea of having marmalade! But your character will need to be impressed by the taste of the Fairtrade product and end up buying some!</p> <p>You can make it as simple or as complicated as you like. You can include just two characters, or several characters. It's up to you!</p> <p>There are two sessions available for this, to give you time <u>to plan it</u> and then write it. You'll need to include non-speech (ie story-telling in normal sentences) between the speech, to move the story along.</p> <p>Here are two ideas to start you off, or use your own idea!</p> <ul style="list-style-type: none">• <i>Sarah was in the chocolate aisle at Co-op, staring at the shelves. She just couldn't decide which bar to choose! Another customer noticed she needed some help and offered her some advice. ...</i>• <i>Peter was eating his lunch in the dinner hall. His friend Sam offered him a try of a new type of chocolate that Peter had never seen before.</i> <p>In the last two sessions, I have:</p> <ul style="list-style-type: none">• planned and written a short story that <u>includes speech</u> and relates to choosing Fairtrade products. |

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Week 2 of 2



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|------|--|--|
| 4 | | World Book Day. Details to follow. |
| 5 | Add speech marks to an adapted version of The King's Breakfast | <p>As a final celebration of Fairtrade Fortnight (though we'll still mention Fairtrade in some topic lessons), you'll find an adapted version of the King's Breakfast in another pdf. It might be similar to the story you wrote yesterday, but it follows the layout and rhythm of the original poem.</p> <p>It is the story of a family whose boy is in Class 3 and studying the Considerate Consumers topic. His mum has forgotten about the importance of buying Fairtrade, but luckily their shopkeeper reminds her (Perhaps due to a Fairtrade Fortnight promotion in the shop!) However, his teenage brother is not convinced, so the boy does his best to persuade him.</p> <p>Have a read through it, and make sure you understand the 'story' of the poem. Colour the speech according to the character, and then draw in the speech marks. Remember to include a key so we know what the colours mean.</p> <p>Then, if you are Green or Purple group, you have a few options. Pick one; you don't need to do them all!</p> <ul style="list-style-type: none">• Draw a comic strip of a key part of the poem (don't worry about doing all of it - it'll take you ages - just do 4 or so boxes). Remember the speech bubbles (think back to last week's task). Pick the part that you think promotes Fairtrade the most..• Pick <u>one</u> key scene and draw it as a poster to promote Fairtrade, making sure you include the characters' speech in speech bubbles.• Write out the poem (or part of it) in your best handwriting and decorate it appropriately so that it could be displayed to promote Fairtrade.• Rehearse and perform some, or all, of the poem to an audience. <p>In today's lesson, I have:</p> <p><input type="checkbox"/> read the new version of the poem, adapted for Fairtrade Fortnight.</p> <p><input type="checkbox"/> made sure I have understood the 'story' of the poem.</p> <p><input type="checkbox"/> coloured the speech for each character (and included a key).</p> <p><input type="checkbox"/> added speech marks in the correct places</p> <p><input type="checkbox"/> (Green/Purple) chosen <u>one</u> more of the activities above to produce a piece of work to promote Fairtrade.</p> |

Resource Sheet 1



Red group: Add speech marks.

1. Could we have some butter for The Royal slice of bread? asked the Queen.
2. Certainly, I'll go and tell the cow now, before she goes to bed, said the Dairymaid.
3. You'd better tell His Majesty that many people nowadays like marmalade instead, said the Alderney, sleepily.
4. The Dairymaid said, Fancy!
5. Excuse me, Your Majesty, but apparently marmalade is tasty, said the Dairymaid to the King.

Green Group: Add speech marks, punctuation after the speech and better words for said (You can make these up; they needn't be from the original poem).

1. You'd better tell His Majesty that many people nowadays like marmalade instead said the Alderney, sleepily.
2. Would you like to try a little Marmalade instead asked the Queen.
3. Bother said the King.
4. I only want a little bit of butter for my bread said the King.
5. There, there said the Queen.
6. I didn't really mean it. Here's milk for his porringer and butter for his bread said the Alderney.
7. Butter, eh? said the King.
8. Nobody, my darling, could call me a fussy man BUT I do like a little bit of butter to my bread said the King.

Purple Group. Lay out your speech properly (new speaker, new line), add speech marks, appropriate punctuation after the speech and better words for 'said'. Don't worry if there are bits of original speech missing; just use what is below!

1. Could we have some butter for The Royal slice of bread asked the Queen. Certainly, I'll go and tell the cow now, before she goes to bed said the Dairymaid. You'd better tell His Majesty that many people nowadays like marmalade instead said the Alderney, sleepily. Excuse me, Your Majesty, but apparently marmalade is tasty said the Dairymaid to the King. Would you like to try a little Marmalade instead asked the Queen. I only want a little bit of butter for my bread said the King. There, there said the Queen. I didn't really mean it. Here's milk for his porringer and butter for his bread said the Alderney.