

29.06.2020

BEEGU - by Alexis Deacon

YEAR 1

There is a reading of the story here: https://www.youtube.com/watch?v=OaX_zGZO0Y8
and there is a powerpoint of the story on the website with the other resources.

Try to follow the sessions in order this week (they jump around the subjects on the grid)

It will really help you with your understanding of this book! As there is a lot of writing to explain the tasks this week, I have indicated the task in bold. Hope this helps!

PHSE	ART	ENGLISH
<p>Session 1 Watch the video clip of Beegu reading ONLY the first page....then pause the video clip! Look carefully at Beegu and imagine how she is feeling. Restart the clip and watch the reading of the book until 'Some wouldn't even stay still to listen.'....then pause the video clip again! Explore the illustrations in which Beegu tries to communicate with the rabbits, the tree and the leaves. What do they notice happening to Beegu? Encourage your child to discuss how they think she must be feeling and why. What do they notice about her body language? Can they notice the way in which Beegu is trying to mirror the position of the rabbits, the tree and the leaves? Why do they think she is 'copying' them? Here you could draw this out into a wider discussion of ways</p>	<p>Session 3 Re-play the story from the beginning of the book and up until 'It wasn't her'. Respond to the text and images, particularly focussing on the way in which Beegu's body language and specifically her ears reveal her emotions to the reader. Also consider the way in which the landscapes/backgrounds depicted in the story allow Beegu to be illuminated, she is so bright against the earth tones that our eye is always drawn to her. Imagine the world where Beegu comes from....</p> <ul style="list-style-type: none">• What would the sky look like?• What will the landscape be?• Do you think she blends into her environment or stands out as she does on Earth? Why?• What might you see? hear?• What colours would there be?	<p>Session 4 Re-watch or listen to the story from the beginning to where we have got to so far ('It wasn't her'), focussing on the character Beegu and how we can infer meaning from her body language, specifically her ears. Ask your child what they think we have found out about the character Beegu. Draw or trace a picture of Beegu and write words or phrases you would use to describe her feelings and personality but don't forget about her outward appearance or other information/facts about her! Describe her well!</p> <p style="text-align: center;">----o---oOo---o----</p> <p>Session 6 Reflect on the story so far and rewatch from the beginning, pause the clip at 'And she did at last'.....and focus specifically on the emotions of 'Beegu'. Use a few cut up strips of paper and on each strip write a word, phrase or sentence that you think best describes how Beegu is feeling or the language that comes to mind when you think about the story. Talk about any words or phrases that they think works particularly well. Now you can move your individual strips around and then put them together underneath each other and organise them to create a verse of a poem, for example:</p> <p><i>Lost ignored in a world of strangers</i></p>

in which we try to assimilate to our surroundings, and that sometimes when people copy us it is to try to make the other person like us.

Session 2

Draw attention to the speech bubbles and Beegu's language. What do they notice? What do they think she is trying to say? Can they remember a time when they had tried to communicate a feeling or idea and no one understood them? How did that make them feel?

Use your speech/thought bubbles (in the resource) to write how you think she is feeling.

---o---oOo---o---

Write advice notes to Beegu suggesting where she can find help or what she should do next.

Phonics and spellings from this story that you could focus on/practise:

Phase 2: did, not, big, and, but, if

Phase 3: wait, far, too, again

Phase 4: lost, still, from, bring, find

Phase 5: /ai/ alternatives: stay, away, say, place

/ur/ alternatives: Earth, heard

/ow/ alternative: found

Split digraphs: like, alone, place

Ask them to describe the scene they imagine to you. **Then draw the scene their have in their imagination.**

Ask them to consider how the way in which they have drawn the pictures express the atmosphere of the scene they had in mind.

---o---oOo---o---

Session 5

Re-watch the story from the beginning of the story and on until **'She needed to find some friends'**.

Look carefully at the illustration which accompanies this text and discuss how you think Beegu must be feeling, again focus attention on her ears and body language. Allow them to relate this to their own experiences and to share any similar experiences that they have had. Ask the children to **create a friend for Beegu from playdough/saltdough and/or a range of junk modelling and crafting materials.** Before you ask them to begin this, ask them to consider what they know about her and therefore what kind of friend would she like and why. For example, she reaches towards people which suggests she likes to be cuddled, therefore our friend for Beegu might have strong but soft arms to wrap her in a warm embrace. Also ask them to consider if they think this new friend should look just like

*Hoping to finally go home
lonely*

---o---oOo---o---

Session 7

Reveal the next two pages and stop at **'then she thought she'd found the perfect place'** and ask your child to consider why the playground is 'perfect' for Beegu. Ask your child what playground games they would teach Beegu if she were to join their playtime.

Write instructions on how to play your favourite playtime games. Test them out on someone else in your family or a siblingare they accurate enough? Have fun with this.

---o---oOo---o---

Session 8

Read and show the next double page spread and then stop the clip where the teacher is holding Beegu away from the children. Compare this with the one of the man holding Beegu while the box of puppies are reaching towards her. Compare and contrast the two images. Consider the similarities, for example the way in which the children and dogs mirror each other, the way the adults hold her, consider also the body language of the children and what it tells us about their feelings. In this double page spread you may also want to consider the page division and spacing which highlights Beegu's separation from the children.

Following this, split your page and write thought and/or speech bubbles for each character depicted.

---o---oOo---o---

Session 9

Look at the next two pages – stop at **'Goodbye'**. Explore the illustrations, considering the emotions depicted by the children and by Beegu. Consider why the page in which she waves goodbye is so bright;

Alien Words: Through the reading of this book you could explore 'alien' words in context. Such as creating a dictionary of Beegu's language. For example, provide the children with a pseudo word similar to one which they may encounter in the phonics screening check and then ask them to sound this out and then agree on a definition of this word in 'Beegu's language'.

High Frequency Words: she, be, was, to, her, here, some, no, one, thought, friends, could

Spelling: 'ed' endings: seemed, supposed, wanted, needed, hoped
'ing' endings: calling

Beegu or if the friend could look different and why? Relate this back to their own friendships. Consider if they like all the same things their friends like and what makes them similar to each other and what makes them different.

---o---o0o---o---

- do you think Beegu is happy in this moment? Why?
- Why else might the page be so bright?
- Could it be the way Beegu has made the children feel?

In the story the children want to say goodbye to her. Imagine that you are the children in this book and that you are going to write a farewell letter to Beegu.

Write a goodbye letter to Beegu.

---o---o0o---o---

Write a book review about the story of Beegu – use the book review template on the website.

---o---o0o---o---