

The Matchbox Diary - Paul Fleischmann and Bagram Ibatoulline



Phase	Activity	Recorded Outcomes
1 prediction	<ol style="list-style-type: none">1. Props bag2. Big Envelope3. Word Cloud	<ul style="list-style-type: none">• Prediction half of Tell Me grid• Sentence predictions using conjunctions from Y2 and ARE grammar• Noun phrases from Big Envelope to use in written predictions.

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Comprehension

1. Read the opening of the story to the page with the olive stone in a matchbox. Perform this in pairs in role as Great Grandfather (GG) and Girl (G)
2. Write this scene as a play script using appropriate conventions.
3. Flashback to home in Naples with GG as small boy and mum giving him an olive stone - **Freeze Frame** this scene in pairs and then move into **Thought Tracking**. Complete and emotions card for mum and boy (GG). Add the emotions cards to the class axis of emotions.
4. Read the book until the page where the family leave home and Grandmother remains behind.
5. **Conscience Alley** with Mum in role - should the family leave home or not?
6. Complete a **Decision Wheel** as follow up to this activity and then **write a note to Mum** either persuading her to go or to stay. Complete and emotions card for mum and boy (GG). Add the emotions cards to the class axis of emotions.
7. Read the next page of the book and discuss the picture and the finding of the matchbox.
8. Carry out the **Mats** activity as part of ongoing **Freeze Frame** and then introduce the prop - the matchbox and **improvise** with the boy finding the matchbox to bring the scene alive, Add emotions cards.
9. Look at the double page spread on board the ship. **Freeze Frame** the scene showing the upper and lower class passengers. Use **simple props** for some (hats for upper deck and shawls and caps for lower decks). Bring selected scenes to life with **Thought Tracking**.
10. Share the text and images on the Storm page. Set up a circle of support with the boy at the centre. Write down the advice and assemble into a poem.
11. Role on the Wall and then Venn Diagram comparing the characters
12. Literal and Inferential questions
13. Test question practice
14. 3D comprehension using artefacts from the props bag

- **Play script** from activity 2
- Add thought cards to whole class **Axis of Emotion** as follow up to activity 3.
- Completed **Decision Wheel** and follow up **note to Mum**.
- Completed **Tell Me grid**
- **Role on the Wall diagram**
- **Venn diagram and written comparison**
- **Character study** of the girl or the old man
- **Written answers to test questions**
- Circle of support **poem**
- **3D comprehension written answers**

Main written outcome to be a retelling of the family's journey to the USA

An alternative is personal writing about a precious object of the children's own or the story of their family in three to five objects.

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**Text Structure
and Organisation
and SPaG**

1. The axis of emotion created in the above phase serves as the text structure for the retelling of the the journey to America
2. The 5Ps could also be used to capture the story
3. Labelling with noun phrases and ARE grammar of double page spread of GG office
4. Sentence Soup in context - word classes
5. Apostrophe for plural possession (Y4)
6. O and X
7. Super Sentences
8. Text message dialogue
9. SPaG Test questions

- **Axis of emotion** and/or **5Ps grid**
- Short para' **describing the picture**
- Outcome of sentence soup activity with **word classes labelled**
- 'Super Sentences'
- Text message **dialogue and continuation of speech**
- **O and X sentences** to practice the outcome
- **SPaG test question practice answers**

4
**Planning,
drafting and
editing**

1. Shared Writing to model appropriate grammar and structure for the outcome
2. Modelling the use of the example checklist

- **First draft**
- **Other drafts** showing additions, revisions and corrections and in accordance with school policy
- **Punctuation cricket grid and score**

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Publication

The final published and/or performed version