

Language and Literacy Enrichment Resources for

The Smeds and The Smoos

Written by Julia Donaldson and Illustrated by Axel Scheffler

Resources and Assessments

Contents

Resources and Assessments for: The Smeds and The Smoos

Handy printing reference

Blank's Questions:

Level 1 (Look at it) 3

Level 2 (Talk about it) 4

Level 3 (Think about it) 5

Level 4 (Solve it) 6

Vocabulary 7

Word Web 8

Phonological Awareness 9

Phonological Awareness Tracking Sheet 11

Extension Activities 13

Word Cards 14

Blank's Questions Assessment:

Level 1: Matching Perception (Look at it) 15

Level 2: Selective Analysis of Perception (Talk about it) 17

Level 3: Reordering Perception (Think about it) 19

Level 4: Reasoning About Perception (Solve it) 21

Click to jump to the page

Vocabulary

The Smeds and the Smoos

TARGETING THE FOLLOWING WORDS:

explore (v.), **shade** (n.), **quest** (v.), **suspicious** (adj.), **glade** (n.), **off your head** (idiom)

1. Let's **say** the word together: e.g. *"explore"*
2. Let's clap it out – explore - 2 claps. That means there are 2 **beats**, or **syllables**, in the word
3. What **sound** does it start with? /e/
   Can you think of any other words that start with /e/ (letter sound, not name e.g. egg, echo)
4. Can you think of any words that **rhyme** with...? (if achievable) e.g. adore, more, pore, sore
   Does anyone remember what ... **means**?
   e.g. Explore means to go to and learn about a new place.
   Are there any **other words** that mean explore? (investigate, look at, discover)
   n you think of anywhere that you have explored? (e.g. *the classroom, the beach, a forest*)
   at **kind** of word is it – a describing word, a doing word, or the name of something?
   ou put this word into a **group**, or **category**? (size/ animal/ feelings/ foo
   ut it into a **sentence**: *"I love exploring new places with my famil*
   think of your own sentence?
   d we **draw** it? What would it **look like**?
   n the board as you

The Smeds and The Smoos

BLANK'S QUESTIONS: LEVEL 2 (TALK ABOUT IT)

Pages 1-2 (a lake and a hill)
- Describe these aliens to me. (Point to the red ones)
- And describe these ones. (Point to the blue ones)

Pages 3-4 (going to bed)
- What are the [illegible] father and grandmother doing?

Pages 5-6 (sleeping and eating)
- What could we [illegible] doing to and learning about a new place we were exploring?

Pages 7-8 (the wedding)
- This is a [illegible] (point to pink berries): tell me the names of some of the fruits on our planet.
- How are these plants different to plants we have on our planet? (Point to the brown plants with teeth)

Pages 9-10 (reprimanding grandparents)
- What do the grandparents use glasses for?
- A *shade* means the type of colour. Find something a shade of blue, with spots.

Pages 11-12 (planning to marry)
- Show me what the two friends used to write their initials on the tree.
- [illegible] *your head* means that you aren't thinking [illegible]. Who said that Bill was "off his head"?

[illegible] (rocket)
[illegible] else that is red.
[illegible] does the rocket have?

Pages 15-16 (they've disappeared)
- Suspicious means that you don't feel right about something. The different aliens don't trust each other, so they are suspicious. Can you finish this sentence? "The different aliens were...."

Pages 17-18 (green aliens, brown aliens)
- How many eyes do the green aliens have?
- What are the brown aliens using water for?

Pages 19-20 (Gruffalo aliens, slime aliens)
- This brown alien looks like a Gruffalo – where is (Point to it: targeting **on**)
- How are these two planets different?

Pages 21-22 (pink milk and haircuts)
- Where is this alien? (Point to the alien rocket: targeting **under**)

Pages 23-24 (stilts and kilts)
- A *quest* is a long search for some what happened on their quest.
- A **kilt** is a skirt that men wear in S these aliens wear too. Tell me s is a type of clothing.

Pages 25-26 (the reunion)
- A *glade* is a name for some What colour are the trees

Pages 27-28 (meet the baby)
- How are the red and
- Find an alien that is

Pages 29-30 (singing on
- Where is the bal to)

Phonological Awareness

The Smeds and the Smoos

epetition of multisyllabic non-words

fantastic skill to develop.

me of the rich, playful language that is unique to this story, to support repetition of new and complex
s. Pick a word, say it clearly, and ask the child to repeat after you. Make sure they have a direct view of
face and mouth. You can also use these words to practise syllable clapping.

2) Word level awareness

How many words are in these sentences? Let's count on our fingers:

- Aliens (1)
- Blue wood (2)
- She got bored (3)
- They were suspicious of them (5)
- A bright moon (3)
- They flew in a rocket (5)
- Trim Grandfather's hair (3)
- Red ones (2)
- Never play with [illegible] (4)
- Look at the [illegible] purple baby (8)

3) Syllable level awareness

How many beats in these words? Let's clap together:

- lake (1)
- never (2)
- grandfather (3)
- runaway (3)
- milk (1)
- rocket (2)
- baby (2)
- suspicious (3)
- glade (1)
- explore (2)

4) Alliteration

Which sound do all these words start with? (NB say the sound not the letter name)

- Suspicious, scowling, space - /s/
- Watery, wetter, wood - /w/
- Bill, button, beastly - /b/
- Joy, jumping, Janet - /j/
- Dry, dusty, delight - /d/
- Hill, hump, hair - /h/

5) Alliteration production

Can you think of another word that starts with the same sound?

- /s/ splash, slept
- /t/ tall, taken
- /g/ grandp
- /j/ Janet
- /n/ never,

Word Cards

The Smeds and the Smoos

explore

shade

suspicious

glade

off your head

but

so

because

or

when

then

- Cut out the vocabulary cards and use them alongside pages of the book to f construction.
- Cut out the conjunctions bricks to develop the complexity of
  - E.g. "the thin sheep felt scared... because...
- Provide a clear model and encourage
- challenging.
- This is a great opportunity fo
- errors.

WE RECOMMEND LAMINATING THIS PACK

SAMPLE

SAMPLE