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Extract 1

- Display an enlarged version of Extract 1 and read it with the children. Agree that Plop sounds adorable. Ask the children to help you to circle all the adjectives in the text. Write the words 'Plop' and 'Night' on the board and write the adjectives from the text around each word. Point out the alliteration used.
- Underline the word 'knackety'. Challenge the children to find it in the dictionary. Agree that it is not there and discuss where in their dictionary they would have hoped to find it (probably before 'knee'). Ask: *Is this word wrong?* Agree that Jill Tomlinson has made up a word but we can guess what it means. Challenge the children to suggest their own made-up words for wonky, knobbly knees.
- If the children have not already finished the book, ask the children to predict what will happen in the story. Ask the children to find some clues in the passage and highlight these (for example, how determined Plop is and Mrs Barn Owl's comments: 'You *are* what you *are*' and that he just doesn't know about the dark).
- Ask the children to circle or highlight the punctuation used for direct speech (for example, speech marks, commas, new paragraphs).
- Encourage the children to infer how Plop and Mrs Barn Owl feel during this exchange? (Plop is quite sure of himself; Mrs Barn Owl is frustrated, but patient.) To point them in the right direction, highlight words that give them clues: 'mumbled', 'firmly', 'shut her eyes'.

Extract 2

- Display and read Extract 2 and agree where it comes in the book. (Chapter 3: Dark is fun) Recap on the story so far.
- Explain that there are lots of words to describe light and dark in *The Owl Who Was Afraid of the Dark*. Challenge them to find as many phrases as they can in the text. Share their ideas and circle the words and phrases. Help them to locate the phrases that describe his mother, the dark, the fireworks and the bonfire. Focus on the phrase that describes his mother, white against the dark and then the dark wrapping itself around Plop and talk about how effective the language is. Discuss how ominous the dark sounds as it comes towards him and wraps itself around him. Move on to decide which sort of fireworks make splashes, stripes and spots in the sky.
- Ask: *Is Plop brave?* Talk about how he is scared of the dark but he tries to use the advice he's been given to overcome his fear – and that makes him brave. Ask the children to locate the references to previous chapters in this extract.
- Recap on using nouns and pronouns to avoid repetition and ask the children to help you locate places where Plop's name is used and where 'he' or 'him' is used. Circle the phrase 'said the roly-poly pudding'. Enjoy the humour here and point out that the author is using a fun way to avoid repeating 'said Plop'.
- Challenge the children to find three words that end 'ly' in the text and to write them out as root word plus 'ly' (excited+ly, sudden+ly, actual+ly).
- Ask the children to wonder how the boy felt left behind watching the fire.



1. When, if, because and although

Objective

To use a wider range of conjunctions, including when, if, because and although.

What you need

Copies of *The Owl Who Was Afraid of the Dark*, Extract 3, photocopiable page 22 'Tell me more'.

Cross-curricular link

Science

What to do

- Hand out copies of *The Owl Who Was Afraid of the Dark* to pairs of children and challenge the pairs to find a sentence in the book that includes one of the conjunctions: 'when' or 'because'. Race to see who can find a sentence first. Share the sentences the children find on the board, for example:
 - 'They never bother to move about quietly,' the young lady whispered, 'because they know nobody would want to eat anything so prickly.'
 - 'There are...muffled winter nights when snow blankets the ground and ices the houses and trees.'
- Make up some sentences using 'if' and 'although' such as:
 - Plop was afraid of the dark although he was an owl.
 - Mrs Barn Owl knew Plop would learn to love the dark if he found out more about it.
- Help the children to understand the structure of each sentence and how each introduces different types of information.
- Hand out individual copies of photocopiable page 22 'Tell me more' and ask the children to complete each sentence as instructed.

Differentiation

Support: Provide sentence finishers for the children to use to appropriately complete these sentences.

Extension: Challenge early finishers to write sentences using the subordinating conjunctions: 'while', 'before', 'whenever' and so that.

2. One dark night

Objective

To practise using fronted adverbials.

What you need

Photocopiable page 23 'All at once'.

What to do

- Write the following sentences from 'Dark is Kind' on the board:
 - 'When the very last firework had faded away, Mr Barn Owl turned to Plop.'
 - 'When daylight came, they were very tired and just wanted to go to sleep.'
- Ask: *When did Mr Barn Owl turn to Plop? When were Mr and Mrs Barn Owl tired?* Ask volunteers to circle the relevant part of the sentences. Explain how these phrases work as adverbs, because they provide more information about the verb phrase. Introduce and discuss the phrase 'fronted adverbial' if appropriate.
- Tell the children that these phrases can tell the reader how (Carefully,), when (On Christmas Eve,) or where (At the foot of my bed,). Point out the use of the comma to separate off the fronted adverbial.
- Spend time reorganising a range of simple sentences such as 'I go downstairs as soon as I wake up.' to create fronted adverbials, for example: 'As soon as I wake up, I go downstairs.' using a comma correctly. Explain that both versions of the sentence are equally correct, but that fronted adverbials can create a nice effect.
- Ask the children to carry out photocopiable page 23 'All at once' individually. Explain that in section one they will need to use the clauses to create correctly punctuated sentences. In section two they should use their own ideas to complete the sentences.

Differentiation

Support: Help children to locate adverbials and understand their purpose in a range of sentences.

Extension: Challenge the learners to write their own sentences starting with a range of interesting fronted adverbials.

Plop learns to fly

- Find a description of Plop flying in each chapter and write it into the correct box.

