

Core Text: Tuesday

Written and illustrated by David Wiesner, Published by Clarion Books, 1991

This superb, virtually wordless book by David Wiesner will capture the imagination of all children, no matter how old. It tells the story of an army of frogs who suddenly find themselves flying through a town one night. The book takes the reader through the night and some of the adventures that the frogs get up to. The text lends itself to all sorts of speaking & listening, drama and writing activities for children across the primary age range, therefore is a perfect selection for the purpose of this plan.

Day	Skills Focus	Teaching Outline	
1	Spoken Language-questioning	<p>Prior to the children coming in, set up the classroom so that there are lily pads (made by cut out green card – save <i>these for lesson 3</i>) around and water splashed over tables. You could set the scene so that it is like a crime scene with police tape (as in the pictures towards the end of the book) or if that might be too intimidating for the children, you may wish to play something like the 'frog song' by Paul McCartney - "We All Stand Together" for a friendlier atmosphere: https://youtu.be/gVfaf43W9cM</p> <p>Ask the children:</p> <p>What could have happened here? How did all these lily pads and water end up all over the classroom? Ask children to make predictions on what may have happened and why they think that.</p> <p>Show the book 'Tuesday'.</p> <p>Explain that there are no words in Tuesday and that everyone will need to look closely at the pictures to help create the story as you go along. Provide multiple copies of the book in small groups so that children can see clearly, or project the pages onto a screen, and take your time to explore each image and discuss. When you finish, look back over the book and encourage reflection and further questioning.</p>	
		Y1 – Y3:	Y4 – Y6:
		Provide children with sticky notes and ask them to write down any questions they might have about the book, which can then be put onto the working wall.	Provide children with a grid including the following headings: Likes/Dislikes/Puzzles/Connections Ask them to complete each section of the grid (collaboratively if you prefer) using bullets points to show what they liked and disliked about the

		This could be done orally with an adult scribing where necessary.	book. Anything that puzzled them about it and whether there were any patterns or connections which they noticed.	
6	Writing – police report	<p>For this lesson you may wish to re-use your lily-pads and set up a crime scene.</p> <p>Look at the page towards the end of the book showing the police officers examining the scene.</p> <p>How do you think the policers felt? If you were the police, what would you think from seeing all that mess? Encourage children to be creative and to share ideas. Note ideas on w/b.</p> <p>Explain to children that today, they are going to take on the role of the police officer and write a crime report for what has happened.</p> <p>They may wish to include the following elements into their report:</p> <ul style="list-style-type: none"> • What can they see in the street that morning? Describe it. • Eyewitness testimony – what have other people seen during the night? • Strange reactions of any other animals? 		
		Y1 & 2	Y3 & 4	Y5 & 6
		Children to write what they can see in sentences. Can they add any description using word banks?	Children to write a paragraph to report on the situation. Can they add in extra description for what they can see and add in inverted commas for what witnesses may have said? (mostly Y4)	Children to write a formal report talking through the situation in a paragraph or two. Children are to think carefully about the vocabulary they are using and to consider the correct punctuation for quoting witnesses.