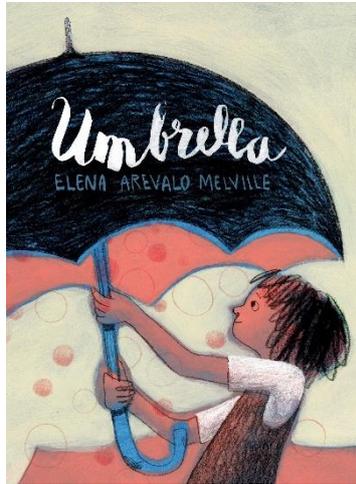


Umbrella by Elena Arevalo Melville

Literacy Resources for Teachers



Umbrella is a beautifully illustrated story book with an unusual and magical plot and a cast of lively characters. It contains themes of kindness, respect, friendship and forgiveness. Umbrella is a great book to use in literacy lessons as it generates lots of interesting discussion and inspires children to come up with creative story ideas of their own.

In this document you will find:

- four fully resourced literacy lesson plans covering both reading and writing objectives
- ideas for extended writing activities
- probing questions for guided reading sessions.

The learning objectives used in these lesson plans are taken from the English National Curriculum Program of Study for lower KS2 (years 3 and 4, ages 7-9) but the lessons can easily be adapted for other year groups.

If you use literacy units from the Literacy Framework in your planning, this book fits well into the Year 2 unit, 'Stories with Familiar Settings'; the Year 3 units, 'Stories with Familiar Settings' and 'Authors and Letters'; and the Year 4 unit, 'Stories that Raise Issues and Dilemmas'.

Umbrella by **Elena Arevalo Melville**, Published by Scallywag Press 2019
Guide and Lesson Plans by **Fern Taylor**, Education Consultant.
Resources in development with **Ash Smith**, Assistant head UCPS.



Lesson 1: Sparking interest and introducing the book

Learning Objectives (lower KS2, reading comprehension):

- To participate in discussions about books, taking turns and listening to what others say (En3/2.2d).

<i>Resources</i>	'Umbrella' book, an actual umbrella, large sheets of paper and pens for mind-mapping, ' Umbrella ' resource sheet printed onto card (one per child).
<i>Intro.</i> (10 mins)	Bring in an actual umbrella from home. Show it to the children and tell them that this is no ordinary umbrella, this is a special umbrella. Tell the children you want them to use their imaginations to think about what might make this umbrella special. Guide the discussion towards the idea that the umbrella might be <u>magic</u> . Develop this idea: Does it have special powers? What can it do? What would you do if you had a magic umbrella? Does the magic <i>always</i> work? Does the magic work for everybody? Elicit from the children that a magic umbrella might <u>help people</u> . How might it use its magical powers to help people? Who might it have helped in the past and how? Encourage children to extend their ideas and ask further questions.
<i>Activity</i> (15-20 mins)	In pairs or groups, children to create a mind-map with ideas about the special umbrella. How many different ideas about the umbrella can they come up with? Encourage them to extend their ideas giving as much detail as possible and to work together, asking each other questions, listening to each other's ideas and supporting each other. Finally, pass the umbrella round to different pairs/groups and ask them to share their ideas with the class.
<i>Plenary</i> (15 - 20 mins)	Tell the children that this umbrella is in fact SO special that somebody has written a book about it! Show class the front cover of the book and read the blurb. Read the book to the end showing the children the pictures and discussing the narrative, characters and themes. As you read, recognise that their predictions were right – the umbrella IS magic and it DOES help people! Discuss the story, checking everyone has understood the plot. Example questions: <ul style="list-style-type: none"> ▪ Which of the gifts from the umbrella is your favourite? ▪ Why do you think the umbrella gave Mr Fox a rain shower? ▪ How does Clara feel at the beginning and how does she feel at the end? ▪ What makes the park "perfect" at the end? <p>If time, give each child the '<i>Umbrella</i>' resource. Ask: 'The umbrella gives Clara a cat. What animal would you like the umbrella to give <i>you</i> and why?' Children draw a picture of an animal inside the umbrella and then cut it out. Umbrellas can be displayed on the wall or hung from the spokes of the real umbrella for display in the classroom.</p>

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Lesson 2: Exploring the thoughts and feelings of different characters

Learning Objective (lower KS2, reading comprehension):

- To infer characters' feelings, thoughts and motives from their actions (En3/2.2b iii).

<i>Resources</i>	'Umbrella' book, pictures from the '9 panels' resource cut out (one set for each pair), the name of a character from the 'Character names' resource blutacked under each child's chair (ideally children on the same table have different characters), a copy of 'Character's emotional timeline' resource sheet for each child, thesauruses, mini whiteboards optional for plenary.
<i>Warm-up (Optional)</i>	Children to sit in pairs at their tables. Give one set of cards to each pair. Children put the pictures in chronological order. They then take it in turns to use the cards as prompts to help them orally re-tell the story. (This activity re-familiarises the children with the plot of the story.)
<i>Intro. (15 mins)</i>	<p>Tell the children they're going to do some drama. Ask them to look under their chair to find the name of a character. Tell them that you are going to read the story aloud and as you do so, you want them to feel what they think their character is feeling and to show how they're feeling using their faces and body language (no need to use words or sounds). Children listen and watch others until their character enters the story then they use their bodies and faces to show their emotions. For example, at the beginning, children with the character of Clara look bored with slumped shoulders; when she finds the umbrella, they look interested and curious; when the umbrella speaks, they look excited. Pause occasionally to point out what you can see, for e.g., "I can see Mrs Moodie with her hands in the air looking really exasperated", and to praise expressive acting, for e.g., "I can tell Mr Roberts is excited by the way he's sitting up straight and smiling with his eyes wide!".</p> <p>When you have finished re-telling the story, ask the children what emotions their character experienced. (Write down any good emotions words on the board for them to use later.) How did their character's feelings change? What was the most intense/exciting part of the story for them?</p> <p>Show the children a blank feelings graph on the board. The y axis shows feelings going from negative up to positive and the x axis marks the events of the story in chronological order. Model how to begin the graph for Clara. Note down key events under the x axis. Start the line of the graph quite low down as she is bored, then show how her positive emotions increase when she sees the umbrella and again when it talks and again when she is given the cat. Above the line, write down the emotions she feels.</p>
<i>Activity (20 mins)</i>	Children to complete the <i>'Character's emotional timeline'</i> sheet for their character. They note the basic events of the story under the x axis using the pictures from the warm up to help them. Then they plot a line to show how the character's feelings change throughout the story. They write down emotions words above the line to explain how the character is feeling at different points. (They might like to use thesauruses to help them.) They can also draw emojis to illustrate the character's emotions.
<i>Plenary (10 mins)</i>	Children to imagine that when their character got home that evening, they sent a text message to a friend. They compose the text message (they can only use 15 words.) They can think about: who they have met, what they have done, how they feel, what they've learnt and if they have any further plans. (Alternatively, you could ask them to write a tweet in 140 characters.)

Lesson 3: Exploring the character of Mr Fox

Learning Objective (lower KS2, reading comprehension):

- To infer characters' feelings, thoughts and motives from their actions (En3/2.2b iii).

<i>Resources</i>	'Umbrella' book, a copy of ' Mr Fox thinks ' resource sheet for each child (this resource is made of two A4 sheets which you may photocopy onto A3).
<i>Intro.</i> (15 mins)	<p>Ask the children how they would describe Mr Fox. Is he like any other characters in books they've read? What questions would they like to ask him?</p> <p>Begin to re-read the book focusing on the character of Mr Fox. Notice how the presence of Mr Fox builds tension in the story as we wonder why he is there and what he is going to do. Stop when you get to the scene where Mr Fox is pretending to read his paper but is actually peering at the other characters. Ask some children to come to the front and create a freeze-frame of the scene. Ask the class to think about what the different characters are feeling, including Mr Fox. There may be different interpretations. For example, some might think that Mr Fox is feeling lonely whilst others might think he's plotting about how he can get his paws on the umbrella. The children can take it in turns to voice what they think Mr Fox is thinking. Next, look at the following scene in the book where all the characters except Mr Fox start dancing and partying and the umbrella is left on the bench. Ask class to direct the volunteers into a new freeze frame position. What thoughts are going through Mr Fox's head now?</p> <p>Continue reading until the end to remind the children of the plot.</p>
<i>Activity</i> (20 mins)	Children complete ' <i>Mr Fox thinks</i> ' resource sheet. They fill in the speech bubbles recording what they think Mr Fox is thinking at different stages of the story. When they are nearing the end of the task, ask children to read their words out loud to their partner in the voice of Mr Fox to check they make sense.
<i>Plenary</i> (10 mins)	Discuss Mr Fox's transformation: how has he changed? Ask one child to pretend to be Mr Fox on the day after the story took place. 'Hot seat' them so the class can ask questions. Why did he take the umbrella? Why did he change his mind? How does he feel now? Does he have any regrets? Is he glad that umbrella gave him a shower? What has he learnt? What are his hopes and dreams now? Does he have any plans for the day or for his future?

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Lesson 4: Generating similar story ideas.

Learning Objectives (lower KS2 writing composition):

- To discuss writing similar to that which they are planning to write in order to understand and learn from it (En3/3.3a i).
- To create characters and plots for a story (En3/3.3b iii).

<i>Resources</i>	‘Umbrella’ book, ‘Character, problem, solution A’ resource cut out so that each child has a slip of paper with either a character, solution or problem on it, ‘Character, problem, solution B’ resource sheets for children to complete (one between three).
<i>Intro. (15 mins)</i>	<p>Show the children the first double page spread in the book. How does Clara feel at this point? What does the umbrella give her and why? Read the book up to the page where the characters are dancing to the butterfly band (page 17). Discuss how there has been a repeating structure of a character who has a problem which is solved by a gift from the umbrella.</p> <p>Give children a piece of paper with either a character, problem or solution. They are to move around and get into a group of three with the matching character, problem and solution. The children then sit down in their threes as they will be working together later.</p> <p>Now, ask the children what the gifts from the umbrella all have in common. (They are all things from nature.) What other natural gifts might be given? As a class, mind-map nature-based things the umbrella might give. Examples might include, a cool lake to swim in, a bird orchestra, a beautiful snow fall, a monkey performing tricks, a galloping horse. Encourage the children to use descriptive language to add detail to their ideas.</p> <p>Choose one idea from the mind-map and ask the children WHO the umbrella might give this to and what problem it would solve. (Think about people who might be using the park.) For example, perhaps the galloping horse might be for a child who is late for a really important football game; the bird orchestra might be for an old lady who is on her own on her birthday; the monkey might be to entertain a little boy who is upset; the snow fall might be for a girl who has moved here from a snowy country who is missing home etc.</p> <p>Show the children ‘Character, problem, solution B’ resource sheet. Model how to fill it in. For example, in the first column, the problem is ‘heavy bags to carry’. Ask the children who might have this problem and what the umbrella might give to solve the problem (maybe a man who’s been shopping and a donkey to carry his bags). Demonstrate how to fill in the rest of the grid. Point out that the children need to leave drawing the picture until last when they have decided all of the details.</p>
<i>Activity (20 mins)</i>	Children work in their groups of three to fill in ‘Character, problem, solution B’ sheet. They use their imaginations to invent new characters with problems that the umbrella might help to solve.
<i>Plenary (10 mins)</i>	<p>Children introduce their new characters to the class. Do they think any of them would be friends?</p> <p>As a class, can you come up with a character who might be similar to Mr Fox? How might the umbrella help them?</p> <p>Do any stories ideas emerge from the characters you have all created?</p>

Extended Writing Ideas:

- Write/orally tell/act out/ illustrate a short story about a new character or group of characters who find the magic umbrella. How does the umbrella help them? (Use ideas generated in lesson 4.)
- Elena Arevalo Melville would love to hear from you! Why not write her a letter? You can share your thoughts about the book, tell her about your own story ideas and ask her questions.
- Think about what the characters in the book might do next. Do they meet up again? What happens to the elephant and the butterfly band? Write the next 'chapter' of the story.
- Have a look at the picture of the umbrella on the bench on the final page. Imagine you come into school tomorrow and you find the umbrella on the bench in your playground. What might happen? Create a short drama or write a script.

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Guided Reading Questions:

Character

Can you think of some good adjectives to describe the character of Clara?

Mr Roberts appears to be very energetic. Can you find evidence of this in the pictures?

What words would you use to describe Mr Roberts?

How is Clara's reaction to the umbrella different to Mr Fox's?

What does it mean to feel 'ashamed'? Why does Mr Fox feel ashamed?

Who is your favourite character and why?

What do you think the characters do next?

Plot

How does Elena build tension and suspense? (Using both pictures and words.)

What do you think is the climax of the story?

How is the tension resolved?

Relating to the story

What would you like the umbrella to give *you* and why?

Think of a friend or family member, what would you like the umbrella to give to them and why?

Does Clara remind you of anybody you know?

What would you do if you found the special umbrella?

Themes

How many examples of kindness can you find in the book?

Why do you think the characters choose to forgive Mr Fox?

Would *you* forgive Mr Fox? Why?

Does Mr Fox deserve to be forgiven? How does he show that he has changed?

Writing and illustration techniques

How does Elena use colour in the book?

How does colour help us understand the story?

What things are coloured in red?

Elena sometimes adds extra picture boxes to a page. Can you find a page with an extra picture box?

Why do you think Elena has used this technique? How does it help us understand the story?

Look at Clara's face and body language on the first page. How does Elena show this changing over the next few pages?

Are there any questions you would like to ask Elena?



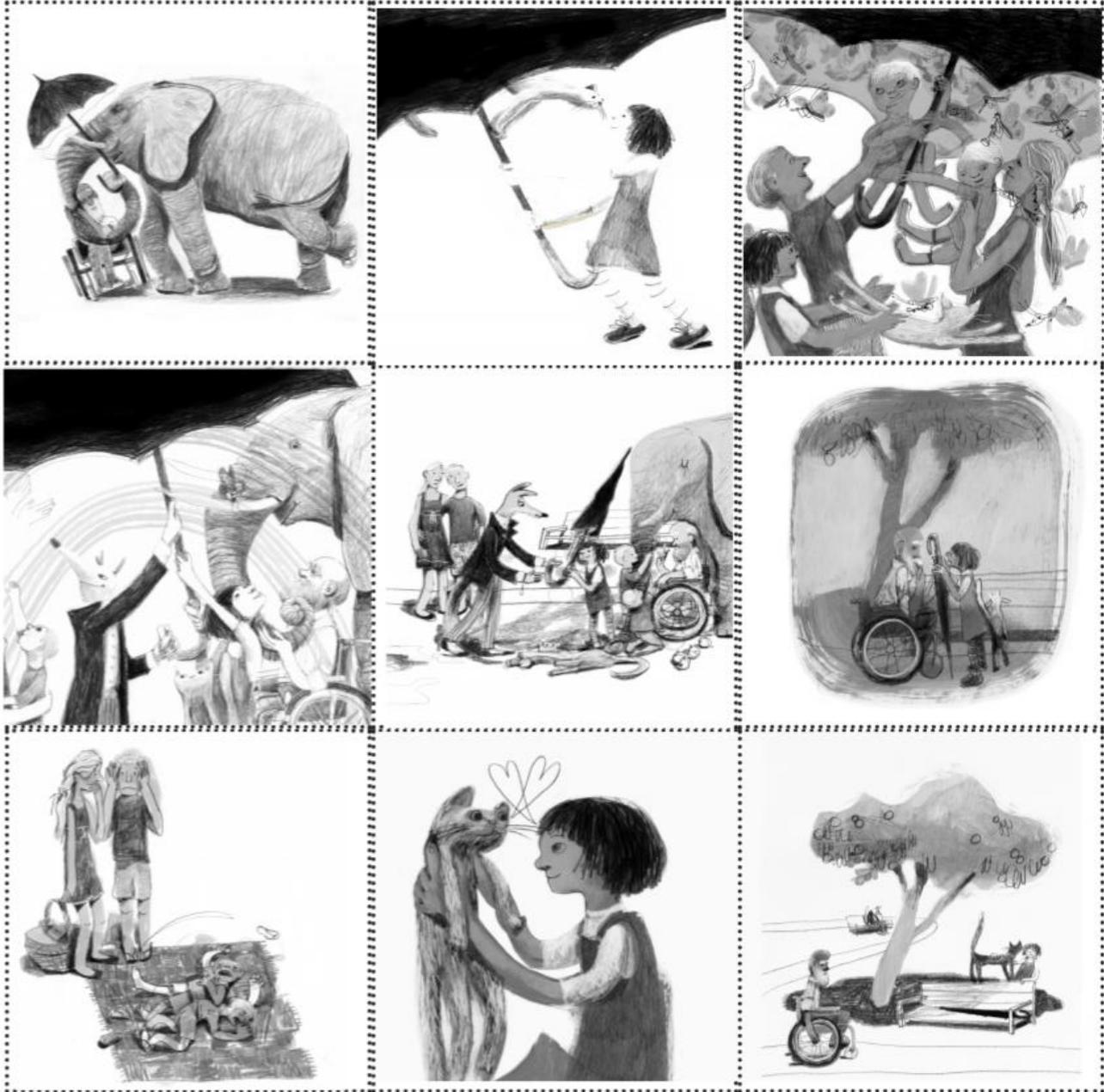
Umbrella

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LITERACY Resource Umbrella Print on CARD



A book to share from
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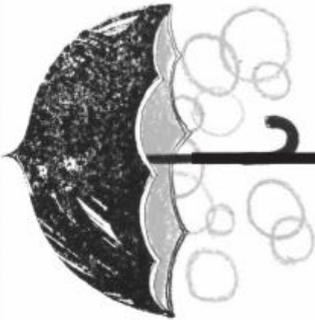


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 LITERACY Resource 9 Panels



A book to share from
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Clara	Mr Roberts
Mrs Moodie	Young Moodie
Young Moodie	Mr Moodie
Clara	Mr Roberts
Mrs Moodie	Young Moodie
Young Moodie	Mr Moodie



Character:

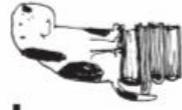
[Dotted rectangular box for character name]

Name:

Feelings

[Dotted line for feelings]

Events in the book



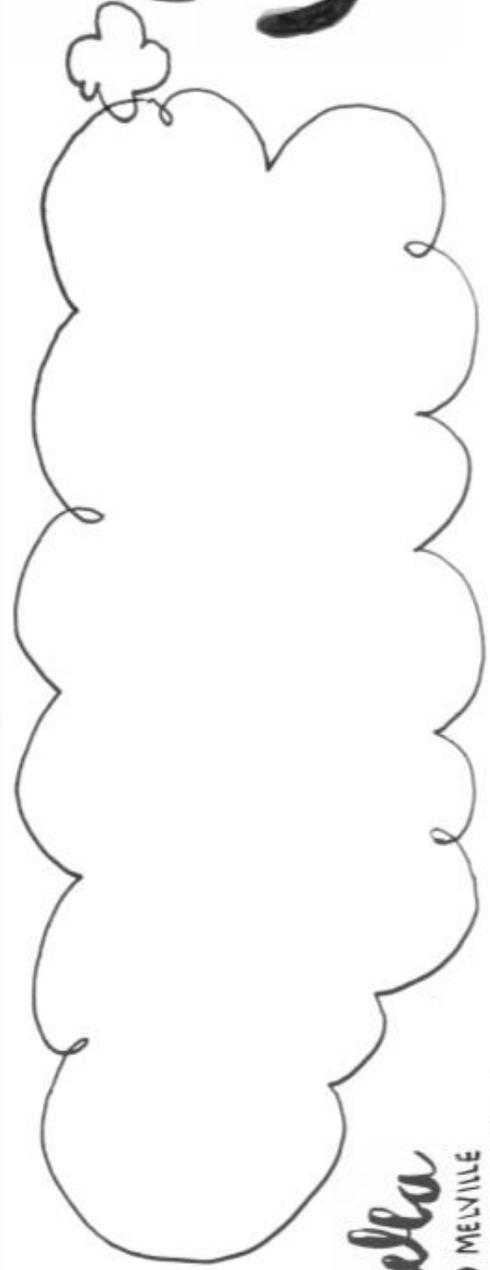
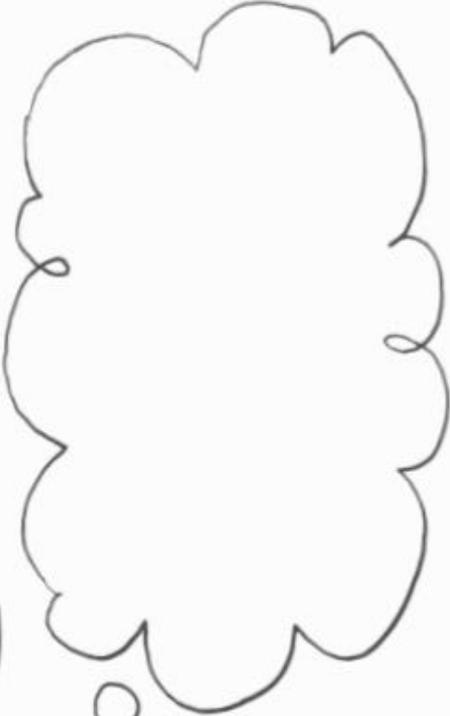
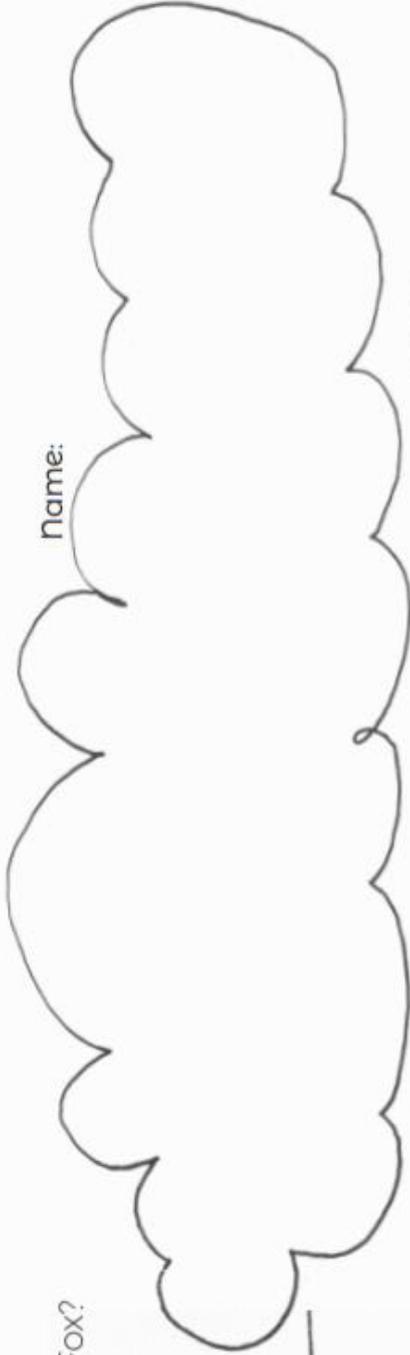
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LITERACY Resource Character's Emotional Timeline

What are you thinking Mr Fox?

Name: _____



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LITERACY Resource Mr Fox thinks... A

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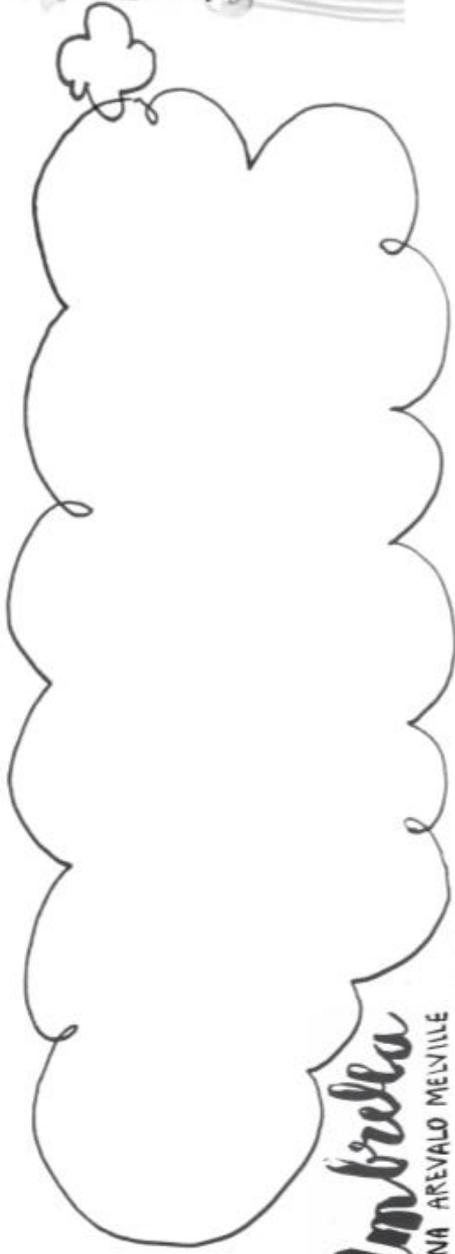
What are you thinking Mr Fox?



Name:



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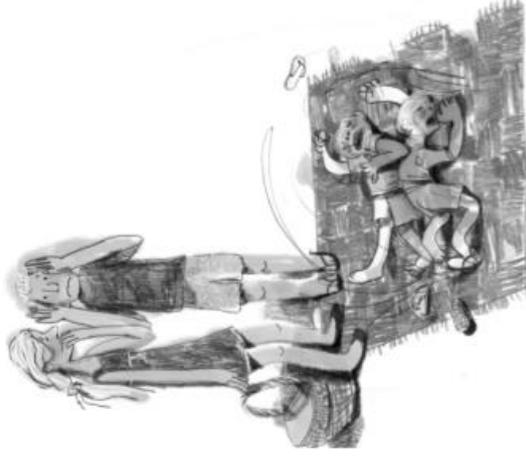
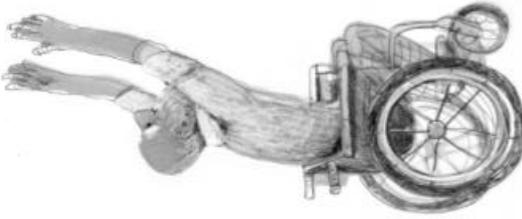


Umbrella

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LITERACY Resource Mr Fox thinks B

Umbrella is very good at helping people with their problems. What problems did Umbrella solve?



<p>Character</p> <p>Clara</p>	<p>Mr Roberts</p>	<p>the Moodies</p>
<p>Problem</p> <p>Had no one to play with.</p>	<p>Couldn't reach the apples.</p>	<p>Couldn't stop crying.</p>
<p>Solution</p> <p>A lovely cat to play with.</p>	<p>An elephant to shake the apples off.</p>	<p>Soothing and uplifting music from the Butterfly Band.</p>



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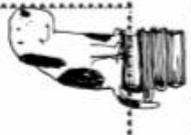
Umbrella

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LITERACY Resource 2 Character/problem/solution A

Name: _____

Umbrella is very good at helping people with their problems. Who else might be in the park? What problems might they need solving? Use your imagination to invent some of your own story ideas!

Character					
	Clara, a young girl			Heavy bags to carry.	Nobody to play with
			An eagle to fly into the sky		A kitten to play with
			Bright sunshine to warm them up		



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Umbrella

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LITERACY Resource 2 Character/problem/solution B