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| **While shepherds watched their flocks****Nahum Tate**Publisher: **Widely available online (originally c.1700)** | **3 guided sessions** |
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| This guided reading plan is based on a Christmas carol. It is part of a series, with one for each key stage. The focus for Year 3/4 is to understand the carol and then to explore word play with alternative versions. |

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| **Books by the same author** | **Linked texts** |
|  | Other Christmas carols known to the children |

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| **National Curriculum Programme of Study** |
| **Comprehension** |
| **develop positive attitudes to reading and understanding of what is read:** |
|  | **read books that are structured in different ways and read for a range of purposes** |
|  | * Read carols and discuss their structure and rhyming pattern
 |
|  | **prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** |
|  | * Practise reading the carol aloud
* Learn the carol by heart
 |
| **understand what they read, in books they can read independently:** |
|  | **check that the text makes sense to them, discuss understanding and explain the meaning of words in context** |
|  | * Clarifying the meaning of unknown words, using them in more familiar contexts
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|  | **identify main ideas drawn from more than one paragraph and summarise these** |
|  | * Match a sub-heading to a verse, picking out the key clues, words and phrases in the text
* Justify choice of summary
 |
|  | **identify how language, structure, and presentation contribute to meaning** |
|  | * Look at the rhyming structure in the carol and the word play in the alternative version
* Identify why the alternative version is amusing
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| **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say** |
|  | * Using sentence starters to develop a conversation
* Working with a partner, discussing and justifying ideas
* Sharing ideas with the whole group
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**Session 1**

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| **Book Introduction** | Discuss Christmas carols that the children know and why we sing them. Share ones that they particularly like and why.Does anyone know ‘While Shepherds watched their flocks by night’? If so, what do they know? Record on a sheet of paper.Share the new vocabulary (see Resources) on cards and discuss the words’ meanings. Can the children use the vocabulary to describe, retell something about their own lives, e.g. the dinner queue is a *throng* of children? |
| **Strategy Check** | When you read, you need to check that it is making sense. What will you do if you come to a word you are not sure about?* Sound it out.
* Read to the end of the sentence.
* Go back and read the whole sentence again.
* Think about what would make sense.
* What do you expect when you read a song/carol? (layout, rhyme, rhythm, unusual word order, sentence fragments)

As you read, build a picture in your head of what is happening. |
| **Independent Reading** | Give pupils the carol to read silently, or very quietly aloud to themselves. |
| **Respond to Text** | Discuss:What do you think has happened? Use the sentence starters to start the discussion (see Resources).* How do the shepherds feel when the see the angels?
* Who is the ‘heavenly babe’? How else is he referred to?
* What is the message that the angels give?
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| **Post-session task**Children choose two of the verses and stick them in their reading journals. Draw a picture to show what is happening in each one. |

**Session 2**

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| **Book Introduction** | Share pictures. What clues did you use to help you decide what should be in your picture?Explain what a summary is. We have a range of sub-headings (in Resources) and there is one for each verse, with a few left over. Our task is to decide which is the best sub-heading for each verse and why. |
| **Strategy Check** | When you read, you need to check that it is making sense. What will you do if you come to a word you are not sure about?* Sound it out.
* Read to the end of the sentence.
* Go back and read the whole sentence again.
* Think about what would make sense.

As you read, build a picture in your head of what is happening. |
| **Independent Reading** | Read to the end of the carol again, clarifying any parts that are not understood. Read aloud this time to check that pupils are reading with fluency. |
| **Respond to Text** | Provide each pair with a set of sub-headings. Read through them and then work together to decide which one goes with the first verse.* What clues did you use in the verse to help you identify the sub-heading that best fits? Highlight the words or phrases in the carol.
* Discuss any disagreements.

Pairs then work out the next verse and share their ideas, highlighting words and phrases that provide the clues. Discuss any differences. |

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| **Post-session task**Children stick the words of the carol into their journals and then decide on the summary for each verse and stick it next to it.Use a highlighter pen to identify the words and phrases that provide the clues to the summary. |

**Session 3**

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| **Book Introduction** | Share the summaries linked to each verse. Discuss those where there are differences.Sometimes people mishear lyrics and sing what they think they heard. Have children ever had this happen to them?There’s a song by Jefferson Starship which starts with ‘We built this city on rock ‘n’ roll’, but people heard it and thought it sounded like ‘*We built this city on sausage rolls*’!Or, how about ‘*Dancing queen, feel the beat from the tangerine*’? Correct lyric: ‘Dancing queen, feel the beat from the tambourine’ from ABBA’s ‘Dancing Queen’!Well, some people have misheard the lyrics for ‘While shepherds watched their flocks’. |
| **Respond to Text** | Share the first line of the alternative carol (below) – *While shepherds washed their socks by night*. How could this have been misheard?Can we work out how the next line might be finished – all seated…? What are the possibilities? Share the line.Explore the rhyming patterns in each verse and provide the third line. The last line needs something rhyming with ‘tub’ but is to do with washing socks. What rhyming words can we come up with and would any fit?Share the final line and read it out aloud together.Read the whole of the alternative carol. Why is this funny? |

**Other independent activities based on the book**

* Learn the carol off by heart to sing in an assembly.
* Create readings of the carols to share with the class.

**Resources**

**Sentence starters**

I’m puzzled by…..

It reminds me of….

It makes me feel…

I wonder if…

Do you think that…?

I don’t understand…

Have you noticed that…?

**New vocabulary cards**

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| **flocks** | **glory** | **glad tidings** |
| **swathing bands** | **seraph** | **throng** |
| **henceforth** |  |  |

**Lyrics**

While shepherds watched their flocks by night,
all seated on the ground,
the angel of the Lord came down,
and glory shone around.

"Fear not," said he, for mighty dread
had seized their troubled mind;
"Glad tidings of great joy I bring
to you and all mankind.

"To you, in David's town, this day
is born of David's line
a Savior, who is Christ the Lord;
and this shall be the sign:

"The heavenly Babe you there shall find
to human view displayed,
all meanly wrapped in swathing bands,
and in a manger laid."

Thus spake the seraph, and forthwith
appeared a shining throng
of angels praising God, who thus
addressed their joyful song:

"All glory be to God on high
and on earth be peace;
good will henceforth from heaven to me
begin and never cease."

**Summary**

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| **The song of peace** | **Good news!** |
| **The angels sang** | **You can see the baby** |
| **Do not worry** | **The angel came to earth** |
| **A child is born** | **The child is in a manger** |

**Alternative lyrics**

While Shepherds washed their socks by night,

All seated round the tub,

The Angel of the Lord came down,

And gave their socks a scrub.

And when their socks were squeaky clean,

And sparkling like a gem,

The Shepherds put them on again

And walked to Bethlehem.

And when they got to Bethlehem,

All looking nice and neat,

The Christ child said you've got nice socks,

But next time wash your feet.