

The Santa Trap

KS1 & KS2 Lesson Plans

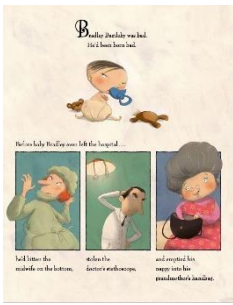
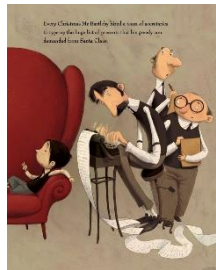



This teaching plan contains suggestions for how ***The Santa Trap***, by Jonathan Emmett and Poly Bernatene, could be used creatively to develop children's writing skills in line with the Vocabulary, Grammar and Punctuation Programme of Study for each year group from Year 1 to Year 6.

Print-on-demand editions of *The Santa Trap* can be ordered from Amazon using the following link: <https://amzn.to/3QsJU2B>

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Year group	NC Statement	Opportunities for exploration in the text:
1	Regular plural noun suffixes –s or -es	<p>After enjoying the story, the children could imagine what presents might make it onto Bradley's wishlist. Would he want just one of each item, or would he want more, more, more...!</p> <p><u>My Wishlist</u> twenty rabbits with big floppy ears nine drum kits seven snowballs that never melt five tame foxes</p> <p>This story is similar in theme to <i>The Empty Stocking</i>, by Richard Curtis and Rebecca Cobb – children in Year 1 might enjoy hearing both stories and noticing how the unkind child in each text learns a lesson in a similar way.</p>
2	<p>Expanded noun phrases for description and specification</p> <p>Use of suffix –est in adjectives</p> <p>Formation of adjectives using suffixes -ful</p>	<p>Explore the different adjectives used to describe Bradley: <i>'what a <u>beastly</u> <u>brat</u> Bradley was'</i> <i>'<u>greedy</u> son'</i></p> <p>Explore the adjectives used to describe Santa: <i>'<u>kind-hearted</u> <u>old</u> fellow'</i></p> <p>Following a read of the text, challenge children to generate further well-chosen adjectives to contrast the two characters.</p> <p>When children have perfected a range of expanded noun phrases, they could work in role as one of Santa's elves to write a report about Bradley for Santa's Naughty Book (a place where he keeps details about people who have ended up on his naughty list).</p> <p>A possible model for this writing might be as follows:</p> <p><i>Bradley is the naughtiest boy in the whole world. He is greedy because he asks for lots of toys and he never shares them. His mum and dad love him very much but they spoil him rotten. They give him everything he wants even when he is rude to them! He never thinks about other people and he is never grateful.</i></p>

3	Expressing time, place and cause using prepositions	<p>1. Identify the prepositional phrases from the first page, used to reinforce just how bad Bradley is:</p>  <p><i>'Before baby Bradley even left the hospital...he'd bitten the midwife on the bottom, stolen the doctor's stethoscope and emptied his nappy into his grandmother's handbag.'</i></p> <p>Provide images of other family members/hospital staff and consider what terrible misdemeanours Bradley might have dished out to them!</p> <p>2. Explore the prepositional phrases used to describe the traps that Bradley creates, and mimic those structures to generate new, inventive traps:</p> <p><i>'Bradley spent the rest of the winter fixing dynamite inside all the other chimneys...'</i></p> <p><i>'He spent the summer fitting guillotines over all the doors and windows...'</i></p> <p><u>Ideas for innovation:</u></p> <p><i>Bradley spent the first week of December marinating carrots in hot chilli sauce.</i></p> <p><i>He spent the next week throwing sharp Lego pieces across the carpet in the dining room.</i></p>
4	Use of inverted commas and other punctuation to indicate direct speech	<p>Explore the characterisation portrayed on page 5:</p>  <p>Freeze-frame the different characters: How are they feeling? How do we know? What are the clues in their posture/facial expressions? What tone might they use when speaking to each other? What might they say if we brought this scene to life?</p> <p>Surely, Bradley would speak in commands: <i>'I want ten Mr Freezy Ice Slushy Makers. <u>Write</u> that down now!' demanded beastly Bradley as he lay on the plush velvet chair.</i></p> <p>Perhaps his secretaries would hesitantly ask a question in response: <i>The chief secretary replied nervously, 'Are you sure Sir? I think you received twenty of those from Auntie Ophelia last year. I have never seen you play with them.'</i></p> <p><i>'Be quiet Neville! Stop quibbling and start typing!' sneered Bradley. He had no time for boring busybodies.</i></p> <p>This provides a great opportunity to re-visit the grammatical formation of different sentence types, such as questions and commands (see year 2 PoS).</p>

5	Devices to build cohesion within a paragraph	<p>1. Explore the clever way in which the passing of a passage of time is conveyed efficiently (and amusingly) in the text.</p> <p>Start from: <i>'It'll take a whole year to finish it all.'</i></p> <p>Notice how the sequential reference to the seasons swiftly guides the reader through Bradley's activities across the year. Note how the line beginning: <i>'By the time December came around,...'</i> concludes the passage of time and leads the reader to the culmination of Bradley's accomplishments.</p> <p>Challenge the children to attempt this technique for conveying a passage of time, by inviting them to mimic the sentence structures to describe something that they have achieved over a specific time period e.g. <i>I spent the winter perfecting my first position and the spring practising my plié. I spent the summer building up the strength in my forearms and the autumn securing my chassé. By the time December came around, I was ready for the performance of my life.</i></p> <p>2. Investigate the way in which varied references to the same subject create cohesion and interest in the text.</p> <p>Look at the example on page 21:</p> <div data-bbox="549 1084 932 1330">  </div> <p><i>'He had barely caught his breath when six sleek, stripy shapes came bounding towards him out of the snow. "Nice pussies," squealed Bradley as he fled back through the rose bushes with the tigers snapping at his heels.'</i></p> <p>Challenge the children to generate more ways to refer to the tigers in this scene e.g. <i>brutal beasts, fearsome felines, slaving brutes.</i></p> <p>Having explored this part of the story (where Bradley becomes the victim of his own evil plan), the children will be ready to enjoy writing their own fast-paced action scenes based on similar scenarios. The Home Alone films - where the dim-witted burglars repeatedly fall foul of the young boy's inventive traps - provide a perfect stimuli for this piece of writing!</p>
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<p>6</p>	<p>How words are related by meaning as synonyms and antonyms</p> The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	<ol style="list-style-type: none"> 1. This text provides a great opportunity to explore how antonyms can be used effectively to convey contrast. <div data-bbox="561 342 845 705"> </div> <p>Explore the following section: <i>'“Aha!” he cried triumphantly, as he leaped clear of the falling guillotine. “Ahaaaargh!” he cried miserably, as he fell through the trapdoor.'</i></p> <p>Explore how the sentences mirror each other closely in both structure and word choice. Note how the difference in meaning between the two sentences is left almost entirely to the contrasting adverbs. A clever little narrative trick!</p> <p>Challenge the children to practise this skill using a stimulus that mirrors this ‘fall from grace’ moment: the film, <i>Mouse Hunt</i>, is a rich source of such comedy moments!</p> <ol style="list-style-type: none"> 2. Taking inspiration from <i>The True Story of the 3 Little Pigs</i>, by Jon Scieszka (illustrated by Lane Smith), challenge the children to write a version of the story as if Bradley has been ‘framed’! <p>Perhaps the narrative presented in the text is told by someone who wants to get Bradley into trouble. Maybe he is simply an innocent boy who is just horribly misunderstood. What if all of his actions have been misconstrued in some way?</p> <p>Encourage the children to explore, note and mimic the informal style of Scieszka’s text, by incorporating question tags, colloquialisms, creative and purposeful (mis)use of co-ordinating conjunctions e.g. to start sentences <i>‘And he wasn’t too bright, either.’</i> and <i>‘But like I was saying.’</i></p> <p>Their attempts might go something like...:</p> <p><i>They say I fitted guillotines over the doors to chop off Santa’s head. What kind of monster do they think I am? Now, I know I haven’t been a model child over the years, but really? Assassinating Santa? Just before Christmas? Talk about ridiculous! The truth is actually far too dull for some jobs-worth journalist to want to write about in a tatty tabloid. If I told you I put the guillotines in place to help Santa chop up the delicious carrots that I had left for his devoted reindeer, would you believe me? I doubt it, but it’s the truth. So there!</i></p>
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