

## Stages 8-9 Language activities

### Text level work

#### A Teddy bears' picnic

*Writing invitations, using Sheet 1*

Suggest that the children each decide which soft toy they would like to bring to school. Explain that you are planning a teddy bears' picnic, but first you need to write the invitations. What does an invitation need to include? Give the children time to think of the necessary information - event, say, time, place. You could use the format on Sheet 1 for each child, or use it as a model for children to design their own invitations. The children could then make an envelope from activity paper and address it to the chosen toy, or they could simply fold the note up and write the name on it. Suggest that the children might like to write a reply for their toy and bring it to school the next day.

If you have time the children could make their own jellies or biscuits or sandwiches for the party. Play party games such as 'musical bumps' or 'statues' or 'dead lions'. You might like to end by reading *The Kidnappers*. Some children might have brought the 'famous bears', so you could let them act out the kidnap and the escape - that is, if any children are willing to let their bears be the nasty bears!

#### We don't believe you!

*Talking about feelings*

In the story *Viking Adventure*, Kipper was upset when the others did not believe he had had an adventure. Not only did this take away his chance to talk about an exciting adventure, it also excluded him from the bigger children. No wonder he was upset. Children do suffer from adults and older children not bothering to listen to them. Use a Circle Time to let the children talk about this. Either start the sentence 'Nobody would believe me when...' or 'Nobody would listen when...'. Start by telling the class about your own experience, either when no-one believed you, or when you didn't listen to a child and you should have done. This can extend to a class discussion about when it is a good time to tell the teacher something, and when it is not a good time.

#### On the carpet

*An imaginative adventure, using Sheet 2*

If you have a piece of carpet where children sit for story time this could become your magic carpet. Alternatively you could bring in a small rug or let children fix together activity paper and decorate it to make a paper carpet. Decide what makes your carpet fly. Do you just have to make a wish, or do you need a magic command? Where will the carpet take you? To watch a football match from above? What would happen when the players noticed you? To pick up your dad/mum from work in the rush hour? What would the police do? To hover in the sky so that you can read a book in peace? What will you mum do when it's bedtime? Give the children a copy of Sheet 2 to write a magic carpet adventure, and add a small drawing of themselves on the magic carpet. Children who want to write longer stories could have further copies of the same sheet.

#### Aerial views

*Imaginative drawing*

Ask the children to imagine what they can see below when they are flying on a magic carpet. Do you remember when Mrs May went up in a hot air balloon? (*The Balloon*, Stage 4 More Stories Pack A). What did she see? If you have aerial photographs of your area, look at them and try to name all the features. Look at the scene on pages 10 and 11 of *The Flying Carpet*. What would the children like to see below? The sea with islands and ships? Forests and rivers and lakes? Animals in Africa? Ask the children to paint the scene they would like to see from a flying carpet. Display the paintings as 'flying carpet adventures'.

#### Mini-adventures

*Sequencing activities, using Sheets 3-8*

Activity Sheets 3-8 have sequences from the adventure part of each of the Stage 8 stories. They are presented as 12 squares to be made into sequencing cards or mounted as pages of a miniature book. To use as sequencing cards, cut the pages into squares, put them in order, write the page numbers and mount them in a tiny book. The children might like to provide

illustrations on each facing page or ask a friend to help. Mini-stories can be kept in the reading corner or sent home with the child to read to parents.

### **It was an accident!**

*Talking about feelings*

After reading *A Day in London*, talk to the class about the lady who was cross with Gran. What did the lady say? What did Gran say? Do you think Gran was embarrassed? Do you think the children felt embarrassed? In a Circle time ask the children to think of something they did wrong by accident. Who was blamed? Talk about what we can do if this happens to us. If you can think of an incident to recall first, the children will be amazed to hear that teachers also make mistakes.

### **What happened next?**

*A comprehension activity using Sheets 9–11*

Sheets 9–11 provide one worksheet each for three of the Stage 8 stories (*The Kidnappers*, *Viking Adventure*, and *The Flying Carpet*). The children are asked to read each sentence, then write what happened next, copying the sentence from a given selection. (Their attention is drawn to the use of punctuation). If this is too much writing for some children you could ask them to cut out the sentences and paste them on the right line.

You could also use this sheet to check a child's comprehension. If she has read the story at home you could ask her to read the numbered sentences to you and either tell you what happened next or point out the correct sentence in the list. You could then ask 'what happened after that?' for the child to recall events after the sentences here. This will give you an indication of sight recognition of words without visual cues, and an idea of her grasp of the story as a whole.

### **School trips**

*Sharing experiences*

If your class has taken part in a residential visit, compare your experiences with those in *Green Island*. What was the house called? Did you go by coach? Which teachers went with the class? Biff lost a toothbrush - did you lose anything? Did your class have bunk beds? Were you above or below? Did you help serve the food and wash up? Chip was silly and wouldn't get to sleep - who kept you awake? Did a teacher have to get cross? Did you

work on a beach? What did you study? Did you have any adventures? Some children may have been on similar trips with Beavers, Cubs or Brownies and have experiences to recall.

### **My worst nightmare**

*Sharing anxieties*

In the Stage 9 story *The Litter Queen*, Chip wasn't sure whether he had had a magic adventure or a nightmare. Can the children recall any bad dreams? If so, they may be willing to recount them to the class. 'My worst nightmare' can also mean something children worry about, not necessarily a dream. At this age it can be such things as the Earth blowing up or crocodiles under the bed. Sometimes children are surprised that others have had the same thoughts and will be less reluctant to talk about them. What about Chip's nightmare? Which part did the children find the most frightening?

### **Don't be a litterbug!**

*Designing a poster, using Sheet 12*

When Mr Johnson's class did a litter project they made posters. You could use Sheet 12 and ask children to complete it by writing sentences or drawing on the 'big'. Alternatively, you could use this as a starting point and ask children to suggest other ways of making 'Don't be a litterbug' posters.

### **Look it up**

*Referring to text, using Sheets 13–15*

Sheets 13–15 refer to three Stage 9 stories (*Storm Castle*, *Superdog*, and *The Quest*). Each one asks the children to refer back to the text to find the second part of the sentence. This encourages them to scan the text for the words they need. The final sentence asks them to write an ending to the sentence in their own words.

## Sentence level work

### **The quest game**

*Reordering words to make sense, using Sheets 16 and 17, and rules on Sheet 29*

This is a game based on *The Quest*. It gives children practice in reordering words to make sense of a muddled up sentence. Use sheet 16 as a baseboard. Sheet 17 provides activity cards with the muddled up sentences. The rules of the game are on Sheet 29.

## What do you know?

*Punctuating sentences, using Sheets 18–20*

Sheets 18–20 have pictures of Mrs Honey from Green Island, The Litter queen, and Amy from Survival Adventure. Each time the child is asked what she knows about the character. There is space to write four sentences. Children may refer to the book, but encourage them to compose their own sentences rather than copy direct from the text. Ask children to check that capital letters and full stops have been used correctly.

### Word level work: Word recognition

#### To Green Island and back

*Reading sentences out of context, using Sheets 21 and 22, and rules on Sheet 29.*

Use Sheet 21 as a baseboard. Sheet 22 provides sentences based on the story. The object of the game is to get to Green Island and back, reading the sentences to determine moves. As the sentences appear at random without pictorial cues the child will need to rely upon recognizing the vocabulary to read them. The rules of the game are on Sheet 29.

### Word level work: Graphic knowledge

#### Super-words

*Awareness of compound words, using Sheets 23 and 24*

'Superdog' is made by joining two shorter words together. On Sheets 23 and 24 there are 24 cards which together make 12 longer words. The words are taken from *Superdog* and *The Litter Queen*. Cut out the cards (mount and laminate if you want to keep them as a class resource) and use them in a 'beat the clock' game. You could give pairs of children a timer and ask one to make the words while the other records the time, and then swap roles. Alternatively, use a one minute timer and ask children how many words they can make in a minute. Do they improve on a second attempt? NB Compound words can be 'closed' (single words like 'nobody') or 'pen' (hyphenated words like 'life-jacket') or double words (like 'scrubbing brush').

#### Draw some more

*Singular and plural, using Sheet 25*

The story of *Green Island* includes several plurals. Some simply add an 's' but others such as 'people' and 'children' are irregular. On Sheet 25 the children are

given a series of illustrated single pictures and are asked to draw some more. Page numbers are provided to help the child find the spelling of the plural word in the text.

### Word level work: Phonological awareness

#### Words ending in '-y'

*Awareness of word endings, using Sheet 26*

If you have drawn attention to words with similar endings you might like to use *The Flying Carpet* and Sheet 26 which has missing words all ending in '-y'. After completing the sheet, the child is asked to scan through the book for more words ending in '-y'.

#### Words inside words

*Awareness of spelling pattern, using Sheets 27 and 28*

The ability to notice small words inside longer ones helps children to learn spellings. Sheet 27 has words from Storm Castle and Sheet 28 has words from The Quest. Each sheet has 12 word cards with three different short words hidden in them. Sheet 26 has 'or', 'an', 'as', inside longer words (four times each). Sheet 27 has 'it', 'on', 'in', inside longer words, also with four examples of each. To play a game with these cards, cut them out, shuffle and lay them face down on the floor or table. Children take turns to turn over two cards. If they can find the same word inside both cards, they may keep the pair. If not, they must be replaced face down. The winner is the person with most pairs at the end of the game.

An alternative version is for the child to turn over one card and look for the hidden word. If they find one, they keep the card. This version broadens the number and length of hidden words, for instance 'it', 'he', 'kit', 'hen', and 'itch' are inside 'kitchen'. The child keeps the card for recognizing any word where the letters are consecutively placed.