

# Recipe 1: Who Is George?

## Learning Objectives

- To listen with sustained concentration
- To identify the main characters in the story
- To visualise and comment on the main character

## Learning Objectives - National Curriculum 2014

- Listen to and discuss a wide range of stories
- Recognise and join in with predictable phrases
- Apply phonic skills, knowledge and simple spelling rules

## Ingredients

- George sock puppet (see how we made him link to Learning Lady blog)
- Design a puppet sheet (Resource File 1)
- Socks, felt fabric, googly eyes, glue, scissors
- A copy of Oh No, George! by Chris Haughton
- Tricky word flashcards (Resource File 8)
- Best Dog In Show Certificate (Resource File 2)

## Method

1. Read the story Oh No, George! <http://astore.amazon.co.uk/wwwlearningla-21/detail/1406344761> to the children.
2. Reread the story, encouraging the children to join in with the repeated refrains.
3. Paired talk. Give the children time to discuss what they like about the story. Encourage them to give reasons for their choices.
4. Explain the term 'main character' to the children. This can be best described as simply the main person/animal in the story.
5. Paired talk. Give the children time to consider and discuss their opinions of George.
6. Model phonic application to scribe some of the features fed back by groups and individuals.
7. Explain that the children are going to design a new character who is just as naughty as George. This could be any character they choose.
8. Reinforce that all children should have their own ideas and make the characters as individual and interesting as possible. All new characters must have a name, and the children will need to think about the size, shape and type of features and facial expressions.
9. Model the thinking process by briefly drawing a new character, modelling phonic application by labelling different parts of the design.
10. Give the children time to design their own characters.
11. Expect the children to label their designs as demonstrated. Support groups and individuals as required.
12. Stick all completed designs around the room for the children to look at.
13. Develop the process of evaluation by giving each child a sticker / Post-it note with a smiley face on. Explain that the children must walk around the designs, looking closely at everybody's work, and pick a favourite by marking the chosen design with the smiley face. The design receiving the most faces from the class evaluation should be celebrated, with the children expected to give reasons for their choice.

## Variations

Help less able children with plenty of adult support to think of new ideas, express their thoughts clearly, and apply phonic skills and knowledge in the labelling.

Challenge more able children to write a simple set of instructions for making a sock puppet character or a write a written description of the character for a partner to draw.

## The Sweet Smell of Success!

### Can the children...

- Listen and join in with the story?
- Describe the term 'main character'?
- Name the main character in the text Oh No, George!?
- Verbally express opinions about the text and about George?
- Explain their thinking verbally and through pictures?
- Apply phonic skills and knowledge as you label their designs?
- Choose a favourite design, verbally giving reasons for their choice?

### Learning Lady Top Tips!



The making of the puppet could be:

- A fun homework activity
- A competition for a 'best dog in show' award (with a certificate)
- A great opportunity to practise and apply designing and making skills

Why not...

Research new character names on the Internet:

<http://www.20000-names.com>

# Recipe 2: Where Does George Live?

## Learning Objectives

To listen with sustained concentration

To identify the setting for the story by finding specific information in the text

## Learning Objectives - National Curriculum 2014

Recognise and join in with predictable phrases

Link what they hear read to their own experiences

Apply phonic skills, knowledge and simple spelling rules

## Ingredients

- A copy of Oh No, George! by Chris Haughton - <http://astore.amazon.co.uk/wwwlearningla-21/detail/1406344761>
- Tricky word flashcards (Resource File 8)
- House setting recording sheet (Resource File 3)

## Method

1. Check that the children have remembered the tricky words taught during the discrete phonic sessions.
2. Can the children remember the name of the main character in the story Oh No, George!? Reread the list of George's characteristics that was generated by the children in Recipe 1, all together.
3. Reread the story to the children. Expect them to join in with the repeated refrains.
4. Explain that a 'setting' is where the story happens.
5. Using an e-book version of the text or visualiser, encourage the children to look closely at the illustrations which indicate the story setting. Pages 3, 6, 8, 14 and 16 are best.
6. Paired talk. Looking closely at the illustrations, encourage the children to think about where George is at different points in the story. How do the children know? What is it about the picture that is giving them the clue? Take feedback from some groups.
7. Explain that the children are going to imagine that the story is set in their own home. Give them time to close their eyes and visualise four rooms that George might visit. What might be included in an illustration of those rooms to give the reader some clues?
8. Model the thinking process by briefly drawing the features of a room.
9. Model phonic application by labelling different parts of the illustration.
10. Give the children time to design their own settings.
11. Expect the children to label their illustrations as demonstrated. Support groups and individuals as required.
12. Stick all completed setting illustrations around the room for the children to look at. Explain that the children must walk around, looking closely at everybody's work. Can they work out the different story settings from the illustrations?

## Variations

Help less able children with plenty of adult support to think of new ideas, express their thoughts, and apply phonic skills and knowledge in the labelling.

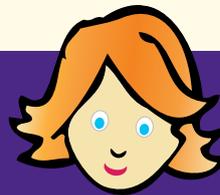
Challenge more able children to write short descriptions of each room using simple sentences.

## The Sweet Smell of Success!

### Can the children...

- Listen and join in with the story?
- Describe what a setting is (in simple terms)?
- Name the 'setting' in the text Oh No, George!?
- Verbally explain how the illustrations provide clues to the story setting?
- Explain their thinking verbally and through pictures?
- Apply phonic skills and knowledge as you label their illustrations?

## Learning Lady Top Tips!



Why not...

Use catalogues or online stores to inspire the illustrations, copying and pasting electronically or with actual scissors and glue?!

Try [www.argos.co.uk](http://www.argos.co.uk)