

Recipe 1: Little Owl And Friends

Learning Objectives

To listen with sustained concentration

To act out A Bit Lost using voices and actions for the different characters

Learning Objectives - National Curriculum 2014

Listen to and discuss a wide range of stories

Recognise and join in with predictable phrases

Maintain attention and participate actively in collaborative tasks

Participate in performances

Ingredients

- A copy of A Bit Lost by Chris Haughton - <http://astore.amazon.co.uk/wwwlearningla-21/detail/1406344257>
- Hats or masks for the main characters
- Equipment for filming the finished pieces

Method

1. Read the story A Bit Lost 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 'character' to the children. This can be simply best described as the people / animals in the story. In this case, the main character is Little Owl and the other animals are also characters.
5. Explain that the children are going to act out and film the story in groups. They will need to think carefully about how they will show the audience that each character is different by using tone of voice. If required, give the example that Bear might have a deep voice because he is so big and Squirrel might talk quickly because he is always running around.
6. Give the children time to discuss their ideas, taking feedback from some groups.
7. Model the enacting process with another adult, taking the first few pages of the text as an example. Explicitly demonstrate tone of voice and actions to indicate different characters, including the repeated refrains and language from the original text.
8. Provide the children with the character hat / masks and plenty of time to act out the story in groups. Some support for allocation of roles may be required.
9. Expect the children to stay on task and in role, using appropriate expression, actions and key language taken from the text. Support groups and individuals as required.
10. Explain that the children are going to watch all practised performances and evaluate one another's work as each group is filmed.
11. Give each child a whiteboard and a marker. At the end of each performance, ask the children to draw a face to illustrate their opinion (for example a happy face, sad face, indifferent face). Ask individuals to provide reasons to support their decisions.

Variations

Encourage less able children with plenty of adult support to express their thoughts, extend spoken vocabulary (with reference to the text) and to apply appropriate expression / actions.

The Sweet Smell of Success!

Can the children...

- Listen and join in with the story?
- Describe the term 'character'?
- Name the main character in the text A Bit Lost?
- Verbally express opinions about the text?
- Use expression and actions to differentiate between characters?
- Work collaboratively in role without distraction?
- Express opinions about the work of others, giving some reasons for their choices?



Learning Lady Top Tips!



Why not...

Make a backdrop for the re-enactments before filming the performances. Use the illustrations in the text as inspiration for creating a collaged woodland scene. Encourage the children to think particularly carefully about:

- Where the story is set
- The shapes and style used by Chris Haughton
- How texture can be created by overlapping
- Use of colour for contrast and different shades of the same colour

Recipe 2: Little Owl's Journey

Learning Objectives

To retell the story, ordering events using the language from the story
To identify the main events in the story, finding specific information in the text

Learning Objectives - National Curriculum 2014

Recognise and join in with predictable phrases
Become very familiar with key stories, retelling them and considering their particular characteristics
Apply phonic skills, knowledge and simple spelling rules

Ingredients

- A copy of A Bit Lost by Chris Haughton - <http://astore.amazon.co.uk/wwwlearningla-21/detail/1406344257>
- Tricky word flashcards (Resource File 1)
- Copies of story ladders of appropriate sizes (Resource File 2)

Method

1. Check that the children have remembered the tricky words taught in the discrete phonic sessions.
2. Can the children name all of the characters in the story A Bit Lost?
3. Reread the story to the children. Expect them to join in with the repeated refrains.
4. Explain that the main events are the main things which happen in a story and that they must be told in the right order for the story to make sense.
5. Model phonic application to read the words 'first', 'next', 'then', 'after that' and 'last'. Practise reading these words all together.
6. Paired talk. Hold up the word 'first' and ask the children to consider what happens first in the story. Give them two or three minutes to think and discuss. Collect feedback from some groups, remodelling their answers into simple sentences with the word 'first' at the beginning.
7. Continue paired talk. Hold up the word 'next'. Ask the children to consider what happens next in the story. Give them two or three minutes to think and discuss, setting the expectation that this time they will orally construct a simple sentence with the word 'next' at the beginning (as demonstrated). Collect feedback from some groups, praising and reforming sentences orally as required.
8. Continue paired talk in this way for three further sentences beginning 'then' 'after that' and 'last'.
9. Model the thinking process by swiftly drawing the first part of the story sequence onto an enlarged version of the story ladder. Demonstrate how to write 'first...', 'next...', 'then...', 'after that...' and 'last...'. Explicitly model the application of phonic strategies.
10. Give the children time to retell the story in five parts onto some story ladders, pointing out whether they need to work from top to bottom or from the bottom to the top. Add variety by letting the children choose the size of ladder and tools preferred (for example pens, pencils, pastels).
11. Expect the children to label their pictures with the words 'first', 'next', 'then' 'after that' and 'last' in the correct places. Support groups and individuals as required.
12. Paired talk. Once all story ladders have been completed, the children should sit in pairs to retell the story. Stress the use of words 'first', 'next', 'then', 'after that' and 'last' throughout the oral retelling.

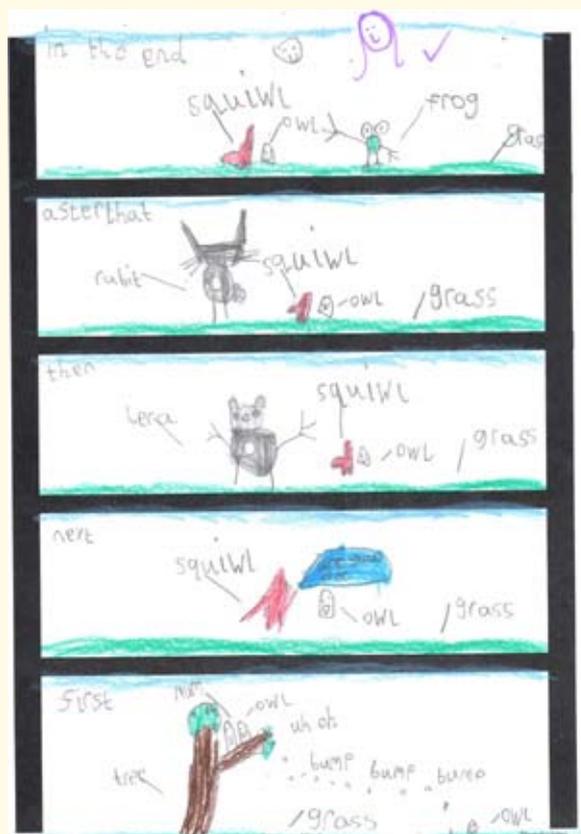
Variations

Encourage less able children with plenty of adult support to think of the events and what these might look like. If completing the whole story ladder is too daunting, give these children individual parts of a ladder to complete a whole group product. Some children may benefit from working on a much larger scale than the A4 story ladder in the Resource File.

The Sweet Smell of Success!

Can the children...

- Listen and join in with the story?
- Describe what is meant by 'main events'(in simple terms)?
- Recall what happens in the story?
- Verbally construct simple sentences for each part of the story?
- Retell the story in the correct sequence, verbally and through pictures?
- Apply phonic skills and knowledge to write 'first', 'next', 'then', 'after that' and 'last'?



Learning Lady Top Tips!



As adults we all know that retelling stories in picture form dates right back to prehistoric times, so why not think about storytelling as creatively as possible? Try drawing giant ladders with chalk on the playground for children to illustrate and retell the story on a large scale, then record using photographs before it rains! Alternatively, why not paint or collage the story onto giant ladders instead?