

Talk about it

SECTION

5

Fooling with the fishes

Objective: To experiment with and build new stores of words to communicate in different contexts.

You will need: Copies of *Tiddler*, photocopiable page 23, writing materials, dictionaries.

What to do

- Invite the children to find out the names of sea creatures in *Tiddler*. They may need help spelling some of the illustrated creatures.
- Ask the children to list these on the photocopiable sheet, along with a verb beginning with the same letter, as in ‘diving with a dolphin’ on the first spread.
- Encourage the children to create a collection of new alliterative activities using exciting and descriptive verbs. Remind them that they should stretch their imaginations, just like Tiddler.
- See how long they can keep the rhythm going, without repeating a phrase.

- Play a variation of ‘tag’, in which one child is the teacher, Miss Skate, and another is the fisherman. The rest each choose a different fish name. Miss Skate calls out one of the names, and says ‘Redfin, come to school!’ That child tries to reach Miss Skate without being caught by the fisherman. Once all the children are either in the ‘school’ or in the ‘net’, those in the school can try to release the ones in the net by touching them, without being caught themselves.

Differentiation

For older/more confident learners: Encourage the children to sort their sea creatures and verbs alphabetically or transfer their list to computer to automatically sort. Offer challenging verbs for them to look up in a dictionary, such as ‘eluding an eel’.

For younger/less confident learners: Provide the children with name and verb word cards for them to sort by the onset letter. Support them to put these into the sentence orally.

Tiddler’s tips

Objective: To explain their views to others in a small group, and decide how to report the group’s views to the class.

You will need: Copies of *Tiddler*, photocopiable page 24, writing materials.

Cross-curricular link: PSHE.

What to do

- Discuss how Tiddler’s behaviour differs from his friends’. Ask: *Does Tiddler go to school with friends or alone? Does he tell anyone where he is going or what he is doing? Is he truthful? What advice could Tiddler offer his friends based on his experiences (or imagination)? What could they learn from his adventures?*
- List the children’s suggestions under headings. For example: ‘Do [go straight to school]’; ‘Do not [swim inside a bottle]’; ‘Beware of [sharks]’.
- In groups discuss what advice they could give

to their friends about going to and from school, in school and after school. Invite each group to make notes on their photocopiable sheet.

- Encourage the groups to present their suggestions in an interesting way to the class. For example, they might take turns to recite each tip; use an interview format; plan a short drama; or write a song, using percussion for appropriate emphasis.
- Listen to each group’s presentation and discuss the merits of each.

Differentiation

For older/more confident learners: Develop the best presentation into a performance for an assembly or to present to another class.

For younger/less confident learners: Help the children to write cue cards to increase their confidence during the presentation.