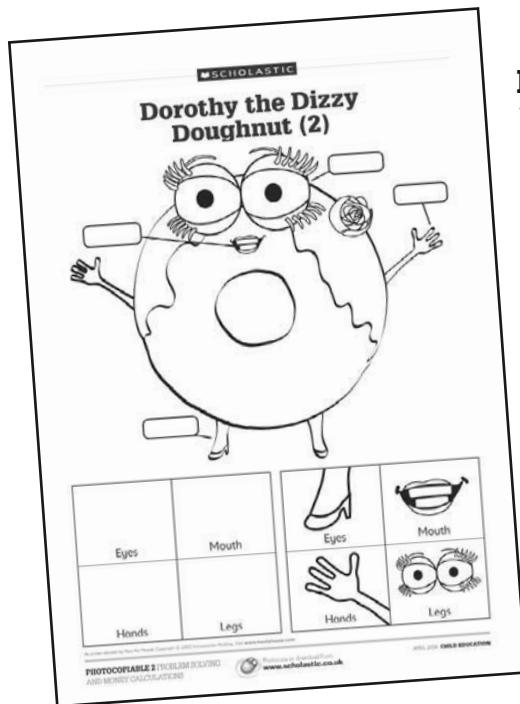


Dorothy the Dizzy Doughnut



Learning objectives

To use graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; to write labels for drawing and diagrams.

Whole class

Read the *Hoo Ha House* book to the class and ask the children questions.

Looking at the illustrations in the book, ask the children what makes a 'Hoo Ha' different from an ordinary object, for example, they have eyes, they can talk, they can walk and so on.



Group/ independent

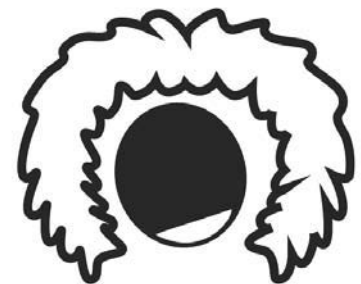
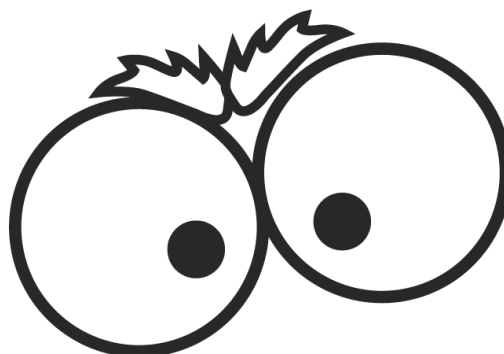
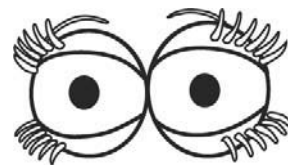
Using **Dorothy the Dizzy Doughnut (2)**



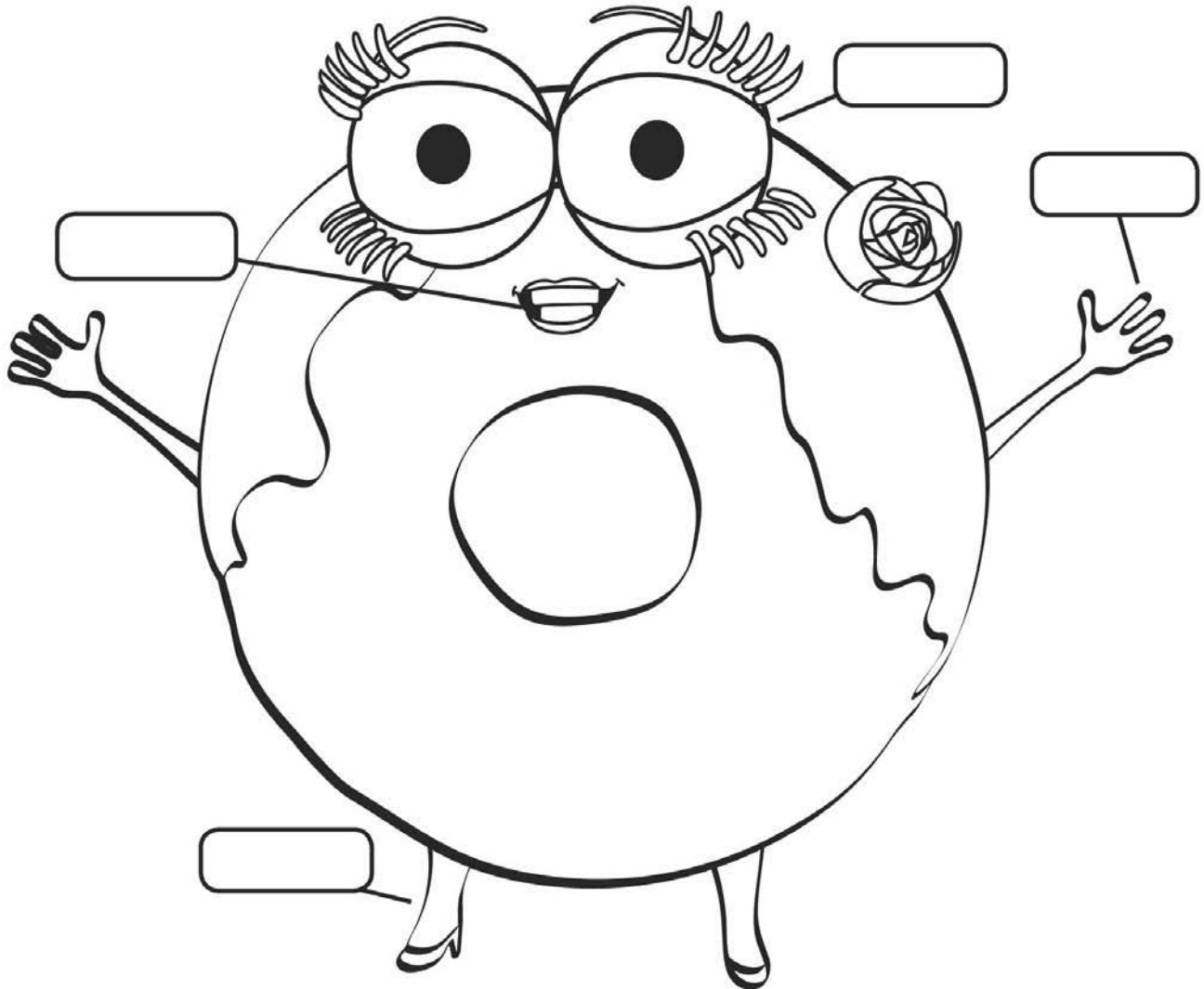
photocopiable sheet, ask the children to label the diagram. There are two word bank options: one with the graphic illustration next to the words and one with just the words to enable you to select the most appropriate level. Choose one of the levels for the class and cover the other when photocopying. For a more advanced option, photocopy the picture covering both word banks, or add more boxes for the children to fill in.

Questions




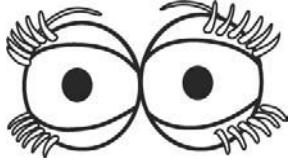
- Where is the story taking place?
- What is the Hoo Ha House?
- Can you name some of the characters?
- The characters are all objects in the Hoo Ha House, can you tell me what some of the objects are?



Dorothy the Dizzy Doughnut (2)



Eyes	Mouth
Hands	Legs

	
Legs	Mouth
	
Hands	Eyes

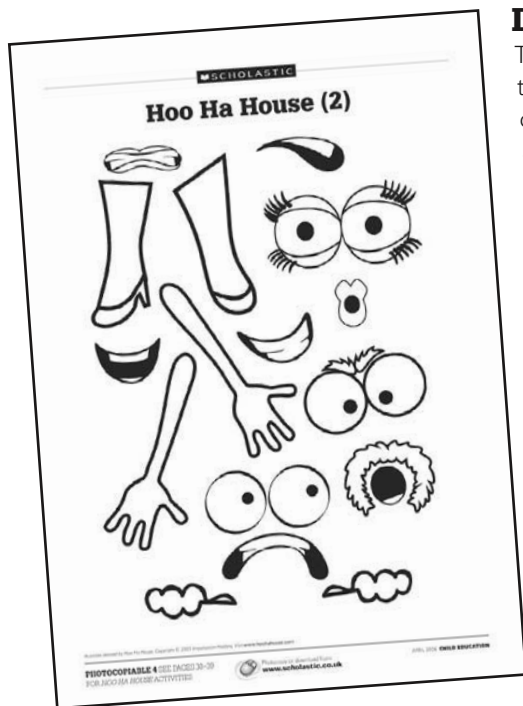
Activities devised by Hoo Ha House. Copyright © 2005 Imagination Holding. Visit www.hoohahouse.com

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Resource Bank
primary

Hoo Ha House



Learning objectives

To describe story settings and incidents and relate them to their own experience; to develop children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, and the locality in which they live.

Whole class

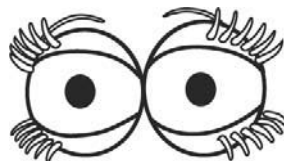
Read *Hoo Ha House* where it explains how the Hoo Ha characters have come to life.

Set the scene for the class – if they were a wizard and could make one thing in their bedroom at home come to life, what would they choose and why?



Group/ independent

Working in small groups, encourage each child to choose an



object from the classroom. Using the **Hoo Ha House (2) photocopyable sheet**, encourage them to cut out the eyes, arms and legs, colour them in and attach to a picture of their chosen object to make their own 'Hoo Ha'.

Invite the class to give their Hoo Ha a name that begins with the same letter as the object, for example, Charlie Chair. For older children, ask them to think of an adjective that starts with the same letter to describe their Hoo Ha.

Plenary

Ask some of the children from each group to present their Hoo Ha character to the rest of the class.

Assess the children's understanding by asking them what sort of words they need to make their own Hoo Ha character, for example, name + object, or name + adjective + object.

