

Talk about it

SECTION

5

The farmer's dream

Objectives: To discuss familiar story themes and link to own experience; to listen to others in class, ask relevant questions and follow instructions.

What you need: Paper, writing and drawing materials, copy of *Farmer Duck*.

Cross-curricular links: PSHE – Discuss worries children may have arising from dreams; Art.

What to do

- Ask the children to look together at the page in the book that shows the animals squeezing under the bed of the farmer. Discuss Helen Oxenbury's delightful illustration, paying particular attention to the actions of the three hens.
- Ask what the farmer is doing. (He is sleeping.) Ask the children to imagine that the farmer is dreaming while he is asleep.
- Use the opportunity to talk about the children's own dreams. Have any of them had bad dreams or nightmares? Encourage them to tell a partner one of their dreams. Ask the children to listen to,

and comment on, each other's dreams.

- Explain to the children that dreams do not always make sense, and that they are often triggered by events during the day.
- Ask the children to discuss in their pairs what they think the farmer may have been dreaming about; perhaps chocolates, or lazing on a beach. Ask the children to listen to their partner's description of the farmer's dream, and come to a joint decision on which version they think is best.
- Invite the children to draw a picture of the farmer's dreams and to work together to write some descriptive sentences to go with it.

Differentiation

For older/more able children: Ask each child to make notes on an individual whiteboard and to illustrate their partner's dream.

For younger/less able children: Invite the children to draw an illustration of a dream and then describe it to the rest of the group.

The animals' plan

Objectives: To take part in role play; to respond imaginatively to an idea derived from a story; to listen to others' contributions and comment constructively.

What you need: Flipchart or board, copy of *Farmer Duck*.

Cross-curricular links: Music – Use percussion instruments to interpret the responses of the animals (Unit 9).

What to do

- Turn to the page in the text that ends with 'And *that* was the plan!'
- Re-read the page through together, paying particular attention to the dialogue between the animals.
- Remind the children how Martin Waddell uses only animal noises to record the animals' conversation.

- On the flipchart, write the headings 'Moo', 'Baa', and 'Cluck'. Encourage the children to offer suggestions as to what each word might mean.
- Record their answers under the appropriate headings, making sure you have at least three suggestions under each one.
- Select one idea from each heading and encourage the children to role play the scene using these words instead of noises.

Differentiation

For older/more able children: Encourage the children to role play the scene in which the animals tell the duck what has happened to the farmer. Remind them to include the duck's response.

For younger/less able children: With an adult taking the part of the animals, the children could role play the part of the duck.

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