

# Talk about it

SECTION

5

## When I packed Mr Grinling's lunch...

**Objective:** To listen to others in class, ask relevant questions and follow instructions.

**What you need:** Small wicker basket, pen, paper, photocopiable page 23 (laminated and cut up).

### What to do

- Sit the class in a circle. Use a small basket to act as the signal for who is allowed to speak.
- Invite all the children to imagine they are Mrs Grinling. Explain that the aim of the activity is to listen and recall each item as it is added to the basket.
- The first person begins, *When I packed Mr Grinling's lunch, I put in the basket a...* The child must choose an item supported by an adjective, such as *a juicy peach* or *a spicy meatball*.

Use the word cards on the photocopiable sheet as prompts to introduce new vocabulary.

- The basket is passed on to the next person who recalls the previous item and adds a further item.
- Continue playing until everyone has had a turn. It is a good idea for an adult to make a note of the items. Encourage the children to listen and only contribute if they are directly asked, enabling quieter children to participate equally.

### Differentiation

**For older/more confident learners:** Encourage the children to widen their vocabulary choices by introducing them to new, more ambitious synonyms for the adjectives chosen.

**For younger/less confident learners:** Let the children simply suggest a food item without a description.

## Little white cottage and the lighthouse home corner

**Objective:** To explore familiar themes and characters through improvisation and role play.

**What you need:** Role-play area, kitchen furniture and equipment, food, large cardboard box, paint, oars, CD player, sea shanties or songs on CD, two chairs, rope and basket pulley system, torch, aprons, handkerchief, hat, toy cat, basket, dusters, brushes.

**Cross-curricular link:** Art and design.

### What to do

- Develop a three-part lighthouse keeper's role-play area, to facilitate learning through play.
- In the first part, the cottage and Mrs Grinling's kitchen, include word labels on the food and equipment and simple recipe cards. Set up two chairs where Mr and Mrs Grinling can plan their strategies. This should link to the lighthouse with a pulley system.
- For the second part, invite the class to build a

boat with oars by painting a large cardboard box. Place a CD player in the boat with sea shanties or songs for children to sing along to.

- In the third area, the lighthouse, include a pretend light for tending to and a pulley system linked to the cottage. The pulley system can be used to send the basket between the two areas.
- The role-play area can be used to extend and enrich learning, as well as providing a valuable activity for a group to do while other groups are working on focused tasks. Use the opportunity to make recorded observations.

### Differentiation

**For older/more confident learners:** Provide differentiated word cards in the kitchen area.

**For younger/less confident learners:** Allow the children to role play freely. Observe to assess each child's progress and identify areas of talk, drama and group interaction that need moving forward.

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