

THE LOST WORDS: READ, RECITE, REMEMBER

English and Literacy
 Key Stage 2



OVERVIEW OF THE ACTIVITY

To learn one of the 'Lost Words' spells by heart and perform it outside as a class.

EQUIPMENT REQUIRED

- » The Lost Words book, post-it notes or picture cards for the starter activity, clipboards, pencils, dictionaries.

LEARNING OBJECTIVES

- » To learn one of the 'Lost Words' spells by heart.
- » To plan the recital of the poem outside and use the performance to support the understanding and meaning of the poem.
- » To work collaboratively to organise a performance outside.

SET UP

Prepare word and/or picture cards for 'Who Am I?' starter.

Choose which poem or poems you would like the children to learn and recite. Make copies of the poems so that all pupils have access to one.

Bring simple props for pupils to use in their performance of the poems.

PLENARY

After the performance, ask pupils what they enjoyed?

What surprised them?

Do they feel they have a better understanding of the poem now than when they first read it?

Do you like the poem? Why?

MAIN ACTIVITY

Start with a game of 'Who Am I?' Have picture cards or post-it notes, prepared with some of the words from 'The Lost Words' book. Ask for a volunteer and stick the post-it note to their forehead so the rest of the class can see it, but they do not know what is written. They start the game by asking 'Who Am I?' and the members of the class take turns in describing the word (without using it!) until the volunteer correctly guesses what word is written on their forehead.

Give each pupil/pair a copy of the 'spell' you would like them to learn. Read it through as a class and then give them some time to read it to themselves, or in pairs, underlining any words they are not familiar with and looking them up in a dictionary. As a class, discuss the language used and the ways in which the author has used specific words or phrases to describe the animal or plant and its characteristics.

Read the 'spell' aloud as a class, either altogether at the same time, or going around in a circle reading a line at a time. To help with memorising the poem and getting a feel for the rhythm, pupils could tap out the beat that is created with sticks or stones. Ask for pupils to suggest different ways the poem could be read aloud, for example, should the volume be the same throughout, or should it be varied? How about the tempo?

When pupils have a good sense of the poem, of its meaning and mood etc, ask for ideas about how it could be performed to an audience. What actions could be used as the poem is being spoken. Encourage pupils to think of the positioning of different people as they recite the poem, can their location help to demonstrate the meaning and mood of the spell? What simple props might they want to use? Give the class as much freedom as possible to decide how they will perform the poem when they have learnt it by heart.

EXTENSION ACTIVITIES

Read the conversation between the coot and the newt in the 'Newt' spell. Challenge pupils to write a conversation between two of the animals or plants, commenting on the other's characteristics.