

THE LOST WORDS: SEEK, FIND, SPEAK

English and Literacy
 EYFS/KS1



OVERVIEW OF THE ACTIVITY

To think about the importance of words and how they give meaning to our surroundings. Pupils will also go on a scavenger hunt for some lost words.

EQUIPMENT REQUIRED

- » The Lost Words book, photographs or pictures of natural scenes, clipboards, pencils, worksheets with pictures of the lost words, laminated word cards with associated picture.

LEARNING OBJECTIVES

- » To discuss the importance of words in describing our surroundings.
- » To listening to and discuss the poems.
- » To make connections between words and pictures from the natural world.

SET UP

Choose an area of the school grounds where the word hunt can take place. Prepare, print and laminate word and picture cards from the Lost Words books and hide them in different places around your outside area. When hiding the words, vary the height and difficulty of the hiding spots. Where possible, link the words to the correct natural object, for example, place the acorn card on an oak tree. Prepare worksheets for pupils to complete as they search for the words.

PLENARY

Which of the words did you already know?

Were there any words that no one knew? Do you think it is important that you learn them? Why?

What did you enjoy about this activity?

EXTENSION ACTIVITIES

Pupils can choose one of the lost words and try and think of as many words as possible that relate to that word. Can they then use those words to write or speak a very short story describing that tree, bird, animal etc.

Pupils could write a story or poem about one of the lost words. Ask them to write their poem out in the shape of the bird or animal that they have written about.

MAIN ACTIVITY

Start by showing pupils pictures or photographs of a natural scene, for example with trees, flowers, rivers, animals etc. Ask them to describe the scene but, ban them from using some key words. For example, if the picture is of a forest, do not allow them to use the word tree, green, leaves, branches, forest, wood etc. Ask pupils how they felt trying to describe something when they didn't have the correct words.

Show pupils the Lost Words book and explain that it is full of spells which are trying to bring back some words that are getting lost. Read one of the poems to the group and try and choose a word such as 'conker' that pupils may be familiar with. Or if you have an oak, willow, horse chestnut tree or ferns nearby, you may wish to choose one of those poems to give what you are reading about context. Discuss with the class whether they believe these words are worth saving. What would the world be like if we lost these words forever?

Give pupils the task of going on a hunt to find some lost words. Give them a sheet with pictures that correspond to the word that they need to find. When they find the word, they need to write it next to the picture and speak the word out loud. You could do this as a timed activity, or you can add some energy to the task by making it competitive to see which group can find all the lost words in the fastest time. As well as the 20 words in the book, you could also use the other nature words that were removed from the Oxford Junior Dictionary, such as buttercup, mistletoe, ash, beech, cygnet, hazel, walnut etc.