



# THE NAUGHTIEST GIRL

## ALL AGES ENGLISH; SPOKEN LANGUAGE

### National Curriculum Learning Objective:

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates

### L.O: to be able to describe and explain a set of objects

### Lesson Warm Up:

Remind the children that pupils at Whyteleaf School are allowed to have six personal or precious items on top of their dresser in their school bedroom. Ask the children to close their eyes and the class teacher can describe to them an object e.g. a special photograph / a teddy / a favourite book. However – **do not** tell them what the item is that is being described, they need to try and guess! While the children are listening with their eyes closed they can use the description to create an image of the object in their mind. Can they guess what the object is?

Encourage the children to then think of one special object that they would choose to take away to boarding school with them.

Once they've had a think, put the children into groups of three. The children can then take it in turn to describe their special item **without** telling the other children what it is. Can they guess what is being described? What do the children guessing find most helpful in the description?



## MAIN ACTIVITY:

Using the suitcase template (**Resource 1**) the children can draw the six items that they would choose to pack ready to put on top of their dresser at school. Remind them that the items might be sentimental / precious / useful / decorative etc. Once they have drawn their six items the children can then write a selection of adjectives and descriptive phrases around each object.

Explain to the class that they are going to be describing their items and explaining why they are important enough to make it on to their dresser top. Encourage the children to make notes using bullet points to help them when explaining their choices. They can then practise describing aloud each item and explaining **why** they would choose it for their 'Dresser Top Six', what makes it so important?

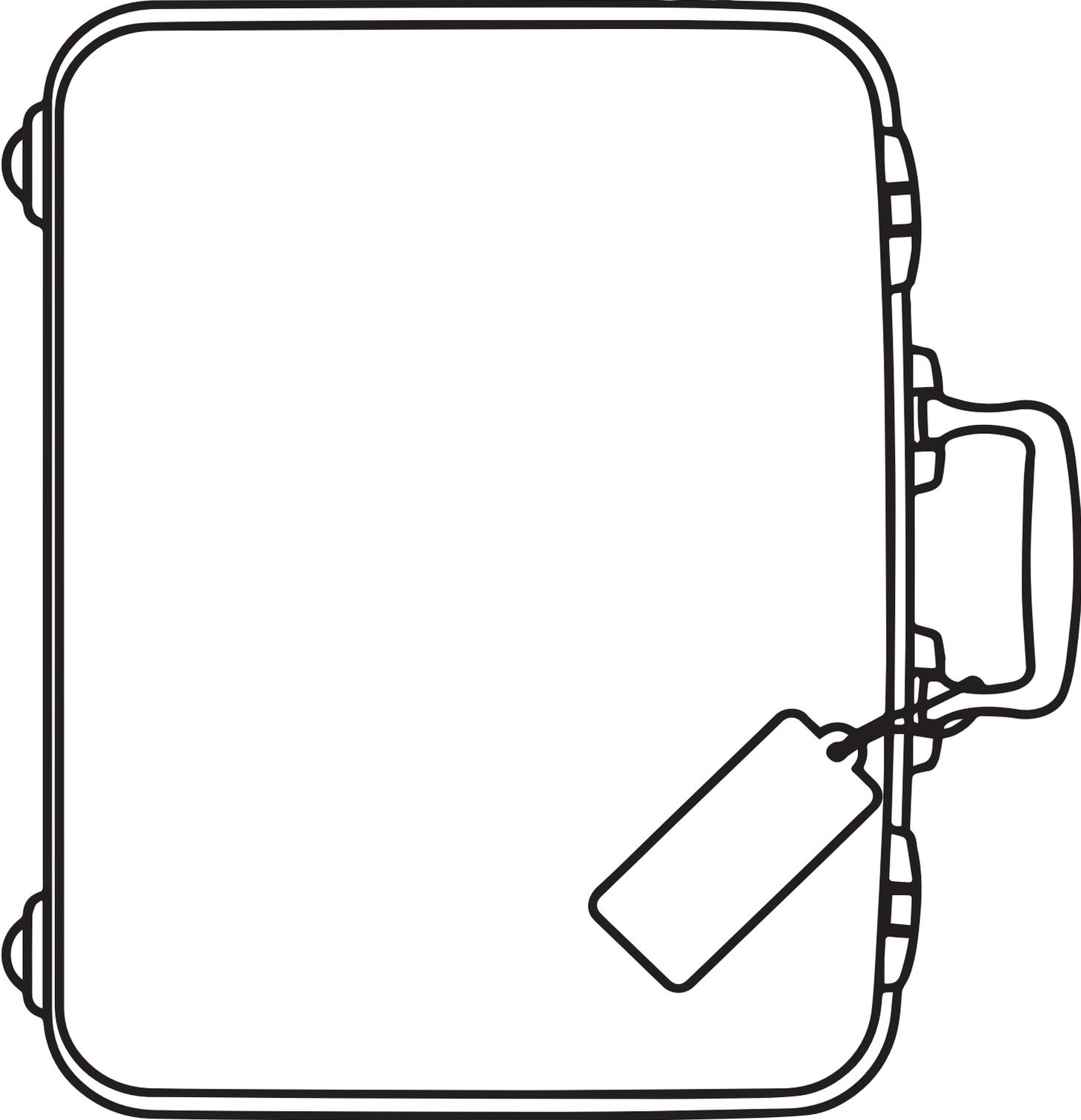
Ask the children to get into groups of 5 – 6, the pupils then need to present their explanations to their group.

## PLENARY:

What did the children think of the justifications given by their group members for their chosen objects? Select a few children to feed back to the class about something that was described to them and why they found their reasoning so convincing. Did anyone's partner put forwards such a good a suggestion that they now wished they had included it in their 'Dresser Top Six'?



# RESOURCE 1 - SUITCASE TEMPLATE



# RESOURCE 2

## Note Making Template

Object 1

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Object 2

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Object 3

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Object 4

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Object 5

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