

# **pinpoint** **ENGLISH**

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## **whole class reading**

Flexible and Creative Lessons for

### ***Chasing the Sun***

Stories from Africa

edited by Véronique Tadjo

## Changing world

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### • Children should be able to:

“” listen and respond appropriately to adults and their peers; articulate and justify answers, arguments and opinions; consider and evaluate different viewpoints, attending to and building on the contributions of others; maintain attention and participate actively in collaborative conversations.

- 1 Ask children to think about things that have changed in the world since they started school.
- 2 Encourage as many contributions as possible, such as environmental, technological, scientific. They could be global (the hole in the ozone layer shrinking) or local (a new park / housing development).
- 3 Ask children to talk about the impact of these changes on them, their community and the wider world.

*This activity could be extended into a main activity such as a debate or children could work on an awareness campaign or a 'ways to help' initiative.*

## Starter activity 18

## Hot topic

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**Resources required:** headlines on global topics from various newspapers

### • Children should be able to:

✎ identify the audience for and purpose of the writing; select appropriate grammar and vocabulary; use further organisational and presentational devices to structure text and to guide the reader.

- 1 Cut out and display headlines on different global topics from a variety of newspapers.
- 2 Children are going to think about some potential news stories from the future and write newspaper headlines and taglines for them.
- 3 Children can work individually, in pairs or small groups and the stories can be anything of global interest – either connected to current events or completely imagined, e.g. the discovery of life on other planets, the extinction of specific species, the destruction of parts of the natural world, dramatic changes in the school system.
- 4 Encourage children to think of gripping, eye-catching headlines, how much information they want to give in the tagline, and what their angle is.

T You could provide a number of scenarios for children to choose from, either from the examples above, or your own.



*This activity works well with main activities 16–18.*

## Starter activity 19




## Poetry: animal poems

4 x 50 **Resources required:** photocopy masters (PCMs) 8–10  
*Children might like to use some of the onomatopoeic words they created in Starter activity 24.*

• **Children should be able to:**

-  identify the audience for and purpose of the writing; select appropriate grammar and vocabulary.
-  prepare poems and plays to read aloud and to perform.

- 1 Read the poems on PCMs 8–10. You could look at one together or differentiate as shown below.
  - 2 Ask the class what impressions the poems give of the animals they're about, whether they're serious, funny, how they use rhythm and rhyme, whether they provide a powerful image of the animal for the reader, etc.
  - 3 Over 4 sessions children are going to write some poems of their own from the perspective of key animal characters from the stories they've read:
    - ***Leuk-the-Hare Discovers Man*** (p 19–24): Leuk-the-Hare
    - ***Why the Mosquito Lives in the Bush*** (p 25–28): Iguana
    - ***The Drum*** (p 29–59): Tortoise
    - ***Bulubulu and Bamboko*** (p 101–113): a rat

Remind children that they can include some of the onomatopoeic words from Starter activity 24.
  - 4 Once children have finished their poems, encourage volunteers to read them out to the rest of the class.
-  Children use 'Poor Crow!' from PCM 8 to support and inspire their writing.
-  Children use 'To a Fish' from PCM 9 to support and inspire their writing.
-  Children use 'The Tyger' from PCM 10 to support and inspire their writing.





*You may wish to display the class's poems around the classroom.*

## Main activities 27-30

## Rat habitat

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- **Children should be able to:**

-  identify the audience for and purpose of the writing; select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
-  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; evaluate their ideas and products.
-  articulate and justify answers, arguments and opinions; participate in discussions, presentations, performances, role play, improvisations and debates.
-  improve their mastery of art and design techniques, including drawing.

- 1 Divide the class into pairs and explain that each pair is going to design a habitat for a rat. If the class have completed Plenary activity 15, the habitat can be based on the information they have gathered. Otherwise, it can be based on their existing knowledge and some assumption.
- 2 The habitats should represent what would best provide for a rat's needs and take all their character traits into account:
  - what they eat and drink
  - how much exercise they do
  - whether they need to be warm or cold
  - how they co-habit with each other.
- 3 Children draw their habitats, including any important features and listing the materials and supplies they would need to construct it.
- 4 Once pairs have finished, they could write a short piece explaining and justifying their decisions, and / or present it to the rest of the class.

*It is preferable to have completed Plenary activity 15 before doing this.*

## Plenary activity 16

## To A Fish

You strange, astonished-looking, angle-faced,  
 Dreary-mouthed, gaping wretches of the sea,  
 Gulping salt-water everlastingly,  
 Cold-blooded, though with red your blood be graced,  
 And mute, though dwellers in the roaring waste;  
 And you, all shapes beside, that fishy be,--  
 Some round, some flat, some long, all devilry,  
 Legless, unloving, infamously chaste:--

O scaly, slippery, wet, swift, staring wights,  
 What is't ye do? What life lead? eh, dull goggles?  
 How do ye vary your vile days and nights?  
 How pass your Sundays? Are ye still but joggles  
 In ceaseless wash? Still nought but gapes, and bites,  
 And drinks, and stares, diversified with boggles?

*James Henry Leigh Hunt*

