PLEASE DONATE!

NSPCC

A message from Talk for Writing

Dear Teacher/Parent/Carer,

Welcome to batch four of our home-school English units.

We are continuing to receive huge amounts of positive feedback from teachers, parents and children about our units which have been downloaded tens of thousands of times.

If these booklets are used at home, we expect teachers to support children through their home-school links. The booklets are also ideal for in school 'bubble' sessions.

We want to use this batch of units to raise money for the NSPCC.
Sadly, having to spend time in enforced isolation during Covid-19 will have put many children at greater risk of abuse and neglect. The NSPCC website provides useful guidance **here**. We are therefore asking for voluntary contributions of:

- **£5 per year group unit**
  Schools using or sending the link to a unit to their pupils

- **£2 per unit**
  Parents using a unit with their child, **if they can afford to do so**

The above amounts are recommendations only. If you are finding the units of use and are able to donate more, please do!

DONATE HERE
www.justgiving.com/fundraising/tfw-nspcc

A huge **thank you** for all your donations so far. We are pleased to be able to provide the units as free downloads, whilst also using them to support good causes.

We hope you enjoy this batch of units as much as the previous ones.

With best wishes,

Pie Corbett
Talk for Writing

What is Talk for Writing?
Thousands of schools in the UK, and beyond, follow the Talk for Writing approach to teaching and learning. If you're new to Talk for Writing, find more about it **here.**

TalkforWriting

Talk for Writing Home-school booklet

Max's Jungle Adventures

by Sue Cove

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Dear Teacher/Parent/Carer,

Thank you for taking the time to support your child / the children you teach with their learning. This booklet is designed to inspire and support children to develop skills and confidence in speaking, listening, reading and writing.

Along with Max, the black Labrador, children will go on an adventure to explore a number of engaging, fun and purposeful activities. This booklet starts with a story and is followed by different related activities:

- Story talk – answering and asking questions about the story
- Exploring words and describing objects
- Making musical instruments
- Noisy animals matching game
- Rhyme time
- Mark making
- Animal safari – reading and writing words
- Designing a new bandana for Max
- Animal fact file
- Writing a postcard
- Inventing an imaginary animal and a new story

Max will explain to children what they will do and there are extra notes for guidance as well as additional ideas and resources.

You can also listen to a recording of the story 'Max's Jungle Adventure' here: https://soundcloud.com/talkforwriting/maxs-jungle/s-7mdf7356etd

At the end of the booklet children can talk about how they got on with their learning and you can add your comments too.

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Hello, my name is Max and I'm a black Labrador. I love having adventures because you never know what might happen. In this adventure, I explore the jungle and discover lots of animals. I've never been to the jungle before. Are you ready to come with me? Great - explorer hats on, binoculars ready and off we go!

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As you listen to my story, think about
- where I go,
- who I meet
- and what I see.

And you could add in the sound effects!

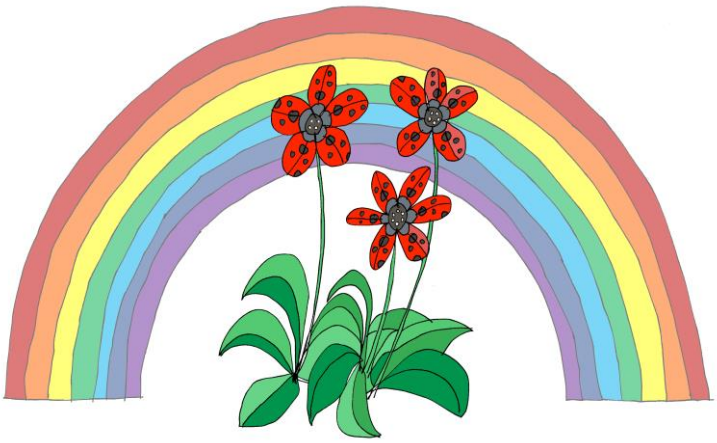
Listen to this story here:
https://soundcloud.com/talkforwriting/maxs-jungle/s-7mdf7356etd

Max's Jungle Adventure

Late one cold, wet afternoon, when the sky was covered with grey clouds, Max went for a walk through a forest. As he walked, he left a trail of muddy paw prints.

At the end of the path, he discovered an old wooden door covered in green leaves. He nudged it gently with his nose and, very slowly, it began to creak open. Max stepped through.

To his amazement, he found himself in the middle of **a bright, sunny jungle**. Max looked up. Above him, he saw **tall trees stretching into the blue sky like gigantic pencils**. Below on the ground, he saw **strange round flowers with shiny leaves and red spotted petals like a ladybird.** Around him **orange butterflies and red parrots fluttered and flew.** Everywhere Max looked he could see **so many colours**. It was like being wrapped in a rainbow!



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Max listened. He heard monkeys chattering as they swung through the trees, parrots screeching from high in the branches and snakes hissing as they slid through the grass . "It's very noisy in the jungle!" thought Max.

Roar! Suddenly, a tiger roared so loudly that Max jumped behind a tree and hid. Fortunately, the tiger was a friendly tiger. "Welcome to our jungle!" said Tiger. "It's my birthday and we're having a party. Would you like to join us?" asked Tiger."

"That sounds like fun. Yes please!" barked Max.

So Max, Tiger and all the jungle animals played music, sang songs and danced until the stars began to twinkle in the night sky. At last, it was time for Max to go. He thanked his new friends and said goodbye. Then he stepped through the old wooden door and followed his muddy paw prints all the way home.

Max was just getting into his bed when he noticed something very strange. His bandana was no longer blue! It had changed colour! Now it was orange with black stripes - just like the pattern on the tiger's fur! Max smiled happily, curled up in his cosy bed and fell asleep dreaming of his new friends and his next adventure.

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Exploring the story

Can you draw a picture of what I saw in the jungle? I've drawn the frame for you!

Tell your helper which words and images in the story you want to draw. Was it the round flowers with red spotted petals or the monkeys swinging through the trees?

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Quiz time!

Listen to the story again and see if you can answer some quiz questions. Here are a few to get started but your helper may have much better questions. To help you say your answer in sentences, I've started off some of the answers for you.

★ What did you like most about the story?

- *The part of the story I liked best was …*

  because …

★ I think Max felt puzzled when he saw the old wooden door. How do you think he felt?

- *I think Max felt …*

  because …

★ Tell me what Max saw in the jungle.

- *Max saw …*

★ Why did Max hide behind a tree?

- Max hid behind the tree because …

★ How did Max find his way back home?

- *Max found his way back by …*

★ Do you know any other stories about jungles and animals ?

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Design a new bandana for Max

What happened to my bandana at the end of my adventure?
Can you design a new bandana for me? You could mix up these animal patterns or draw, colour and create a new one.

Talk with your helper about the patterns, colours, spots and stripes. Do you know which animals these patterns belong to?

(zebra, leopard, giraffe, tiger)

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Exploring words

What can you tell me about my tennis ball?
With your helper, think of some words to describe it.
How many words can you think of?

★ **Max's add-a-word challenge**: Try to remember each of the words and add another e.g.

- *This is a **green** ball.*
- *This is a **green, round** ball.*
- *This is a **green, round, bouncy** ball.*
- *This is a **green** …*

Let's have a go now with a toy – Max isn't allowed to play with this toy mammoth as he'd spoil it. Now try playing Max's add-a-word challenge with this mammoth.

Now find your favourite toy.
Draw its picture here and
label it and then play
Max's add-a-word challenge.

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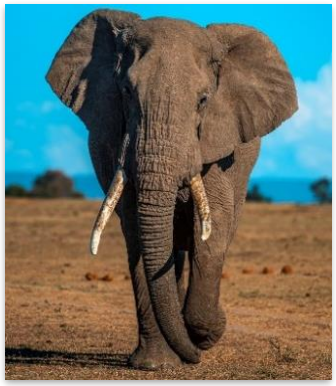
Guess who?



Look at these animals. Begin with the elephant. Give your child /children you teach some clues like these:

It can flap its ears.

It is gigantic.

It is grey.

It begins with the letter 'e'

Your helper will keep adding clues until you have named the animal. Now you know what it is, can you describe it?

Now it's your turn to choose an animal to describe. Your clues will help your helper to guess which animal you've chosen. Try speaking in sentences when you say the clues just like in the examples above.

Max's challenge : Choose an animal from the animal pictures on page 14. The more animals you use in this game the harder it will be to guess!

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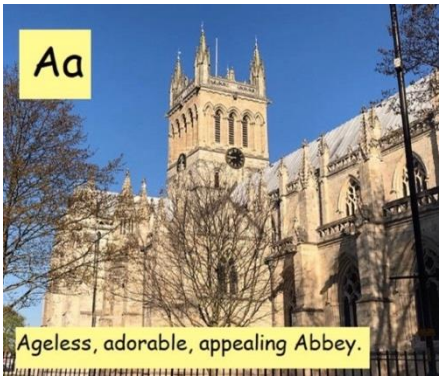
Time for an alphabet walk

Last time I shared my adventures with you, I suggested a walk. A kind woman in Selby turned it into an alphabet walk and sent me her pictures.

Why don't you do the same for your next walk in your area? Find something beginning with every letter of the alphabet and describe it.

You could even copy the idea below and choose as many describing words as possible beginning with the same sound. This is called alliteration. I hope you're impressed as not many dogs know this!



You don't have to worry about the photos. Just jot an alphabet and take it with you on your walk. Note down things you see beginning with each letter and draw them when you get back and add descriptions, just like the examples here. Don't worry about X & Z. You can always say, *No one was playing the xylophone and we did not see a zebra in a zoo!*

You can download the full alphabet walk here thanks to Dawn Proctor, Selby Community Primary School.

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Make some music!

Can you make musical instruments? You could use these to make a lot of noise when we are all clapping the NHS and key workers.

What you need:

- cardboard tube
- paper e.g. wrapping paper
- 4 elastic bands
- scissors
- rice or dried beans/pasta/beads/shells/or buttons

How to make a pair of maracas

- First, cut the cardboard tubes so you have 2 pieces (around 15 cms/6ins long)
- Next, cut out four big circles from a piece of wrapping paper. Make sure the circles are wider than the end of the tube.
- After that, cover one end of each tube with a paper circle and wrap an elastic band around the paper.
- Then pour some rice into the tubes.
- Finally, cover the other end of each tube with a paper circle and fasten with an elastic band-now shake and dance!

.

Happy music making!

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Noisy animals!

- Who makes these sounds?
- What sound made me jump behind a tree?
- Which animal made it?

★ Look at these pictures and name the animals.

★Now read the animals' sounds together:

screech	chatter	hiss

★Can you match the sounds to the right animal?

Max's challenge:

★ In my jungle adventure, can you tell me which sound I heard first?

★ Which was the second sound I heard?

★ What was the third sound I heard?

Read or listen to the story again to check.

If you have access to the internet you can listen to the animal sounds at :

★ Sequencing sounds BBC Stimulus sounds https://www.bbc.co.uk/sounds/play/b03g6w17

★ Animals and habitats https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-sound-games-3/znnsmfr

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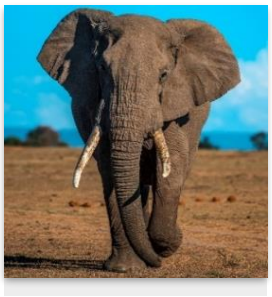
★ Animal sounds game

Try making different animal sounds.
Can your helper guess which animal you are?

Now try and match the sound below to the animal above.

quack	oink	trumpet	croak
chatter	hiss	bark	roar
neigh	bleat	miaow	moo

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Look who's talking! Rhyme time

Here is a funny rhyme for you and your helper to say. Make certain you add in some actions and sounds.

Animal Fair

I went to the Animal Fair,
The birds and the beasts were there.
The big baboon by the light of the moon,
Was combing his auburn hair. [combing hair actio]

The monkey fell out of the bunk, thud! [clap hands/bang drum]
And fell down the elephant's trunk. Wheee! [move arms]
The elephant sneezed and fell on his knees,
And what became of the monkey, monkey, monk?

Max's challenge: Make the words rhyme!

Think of all the words that you can rhyme with 'dog': *bog-blog-cog-clog-fog-flog-frog-gog* (nonsense words are allowed!) *-grog-log-etc.*

Your turn: *goat …*

snail …

fox …

bee …

If you liked that, here are some rhyming stories about jungle animals:

- *Party Animals* by Tony Mitton
- *Whizz Bang Orang-Utan* by John Foster
- *Wriggle and Roar* by Julia Donaldson
- *Doing the Animal Bop* by Jan Omerod

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Mark making with Max !

Make a squishy bag and then write your name or the name of your favourite animal.

How to make a sensory squishy bag.

What you need:

- ★ 1 cup of flour
- ★ 6 tablespoons of water
- ★ food colouring
- ★ 1 zip-lock plastic bag/clear plastic bag (around 20cm/8ins)
- ★ a small mixing bowl
- ★ a tray/chopping board

What you do:

1. Place the flour into a small bowl.
2. Add the food colouring.
3. Add the water (adjust this to get the right squishy consistency!) and mix until all the ingredients are well blended.
4. Scoop this mixture into the plastic bag.
5. Place the bag onto a tray or chopping board. Smooth out and close the zip/secure the end.
7. Use your finger/a lolly stick to write an animal's name, your name or your pet's name.

You could try using shaving foam or hair gel (with added eco-friendly glitter) for extra sparkle!

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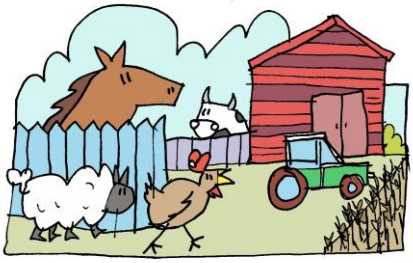
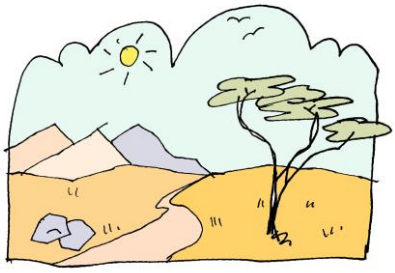
Animal mix-up!

The animals have got muddled up. Some live on farms, some in jungles and some in hot grasslands.
Can you help the animals get to their homes?
Say the name of each animal and where they live.





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Max's reading challenge

Can you read all these words?

sheep	cat	frog
dog	tiger	monkey
cow	pig	duck
geese	elephant	horse

If your child / the children you teach need help, remember to **pause** to let them think, then **prompt.** Try pointing to the first letter and saying, 'What sound do we say when we see that letter?'

Remember to **praise** them for trying and tell them the word if they are struggling – reading should be fun not frustrating for us all!

If they are still stuck, use the pictures on the previous page to help.

Now draw your favourite animal and say why you like it.

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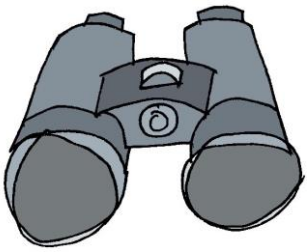
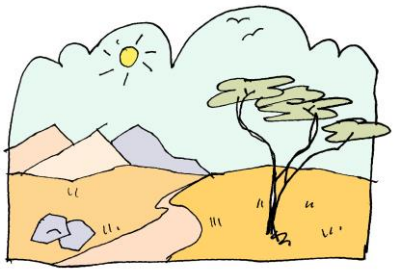


On Safari



We are all going on a safari – when you go on a trip to see wild animals. Can you write a list of all the animals that you find?

Your challenge is to go on safari in search of the animals.
Once you've found them all, try to write down the name of each animal.

Instructions for helpers:

- ★ Together, draw pictures of all the animals on page 14 – stick drawings will do. If you've got a printer, you could print them off.
- ★ Hide each picture separately somewhere around the rooms where you live or outside if you are able.

At the writing stage you might want to help like this:

"What sounds can we hear?"

"Which letters do we need to write?"

"In **'cat'** there are three small sounds so we write **c-a-t.**"

It's important to have fun finding the animals so don't worry if your child / children you teach can't spell some of the trickier ones. Hopefully, they can spell *dog* because Max will tell us that dogs are much important than giraffes!

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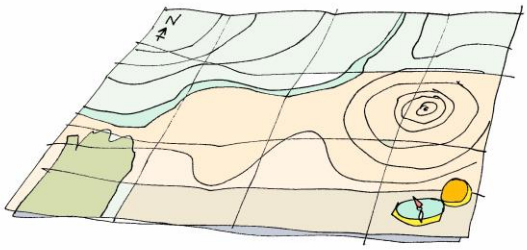
The safari map



Max's challenge : Great explorers always write down what they find on a map. Can you draw a map of where you went on your safari showing which animals you found where?

Here are a few words to help you label your map.

lounge, kitchen, bathroom, bedroom, cupboard, table, chair, door, shelf, drawer, sofa, cushion, box, floor

in, above, next to, under, by, near, beside, close to, beneath

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Animal fact file

Choose your favourite jungle animal and write a fact file about it.

Read the Tiger fact file with your child / children that you teach as an example.

Tiger fact file

My animal is a tiger.

It has orange fur with black stripes.

It lives in the jungle.

It eats meat.

Did you know that no two tigers have the same stripes?

Now you choose which animals you want to write about?

If you can access the web, these sites are very useful for information about jungles and animals
https://www.scienceforkidsclub.com/jungles.html
https://www.natgeokids.com/uk/.

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My fact file

Your helper will help you write a fact file for your animal. Don't forget to draw a picture of it too above all the facts!

My animal is …

It has …

It lives …

It eats …

Did you know …

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Write a postcard about your adventures

Write a postcard about your adventure in the jungle. Who could you send it to? Gran, grandad ...? Tell them all about the animals and what you have done. You could attach your fact file and drawings and send it all to them in an envelope. They'd love to hear from you. A letter in the post would be a real treat.

POSTCARD

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Well done! I hope you enjoyed our adventure.

How did you get on? Colour in my bones to say how well you think you've done.

What was your favourite activity?

My favourite activity was .....

because .....

.....

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Sue Cove, former Deputy Headteacher and Senior Primary National Strategy Consultant now works with Talk for Writing to help schools develop the approach.

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