

CREATIVE RESOURCES



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SPEAKING AND LISTENING ACTIVITY

TITLE: THE SHORTEST STORY IN THE WORLD

Learning Objective:

- to become more competent in using spoken language.
- to realise the importance of listening carefully.

Activity: Developing an oral story individually & listening round.

Tell the children several shortest stories in the world using the examples below.

- give them time to practice in pairs
- explain that they are to tell one shortest story and listen to everyone else's
- explain that after taking turns to tell their own shortest story, you the teacher will;
- ask them to remember a particular child's shortest story, so listening and looking at the speaker is vital

EXAMPLES

Once upon a time ...
There was a dog
And he barked
The end.

Once upon a time ...
There was a star
And it fell out of the sky
The end.

Once upon a time ...
There was a shop ...
And it sold sweets ...
The end.



Possible extensions: record the stories, scribe the stories

THE BABY OF THE FAMILY

Up on Daddy's shoulders
He is riding high -
The baby of the family,
A pleased pork pie.
I'm tired and my feet are sore -
It seems all wrong.
He's lucky to be little
But it won't last long.

The baby of the family,
He grabs my toys
And when I grab them back he makes
A big loud noise.
I mustn't hit him, so I chant
This short, sweet song:
You're lucky to be little
But it won't last long

Everybody looks at him
And thinks he's sweet,
Even when he bellows 'No!'
And stamps his feet.
He won't be so amusing
When he's tall and strong.
It's lovely being little
But it won't last long.

Wendy Cope

PSE AND CIRCLE TIME

RELATIONSHIPS & BUILDING SELF CONFIDENCE

Learning Objective:

- To understand feelings of jealousy between siblings and friends.
- To identify ways to cope with these feelings.

Activity: Working in a circle:

- Teacher read aloud: *The Baby of the Family* by Wendy Cope
- Use a square of cloth. The children take turns to shape and twist the cloth into the baby or his sister or brother who speaks in the poem.
- 'He's lucky to be little but it won't last long'. Ask the children to talk in pairs about how the sister/brother felt about the baby and how the grown ups treat them both differently.
- Ask the children to turn the other way and make a new pair. Share their experiences of 'being jealous' of a sibling or friend.
- Discuss with the children how common it is to have jealous feelings. Help the children identify that others may be equally jealous of them. Sometimes being envious of somebody makes you work harder, it motivates you.

*Resources : Poem - The Baby of the Family by Wendy Cope
Square of cloth.*

(At the age of 5 upwards children are capable of comparing themselves to others. Feelings of envy and jealousy begin to emerge. Actively talking about emotions can help children's emotional confidence and their behaviour around others.)



WORD BANK

from *WHOSE SHOES?* by Mike Kenny

Imelda Baglady Eldamina Madeline old lady

shoemaker princess baglady Cinderella sister

bus story phone suitcase bags

glass slippers shoe shoes pair of shoes fit

rubber boots wellies rags climbing boots

talk dance climbing dancing

farmhouse mountains swamp forest

sky moon moonlight

lake water sank swam surface frozen

knocked milked cooked cleaned

carried picked swept

journey adventures gift

winter spring summer

QUOTES FROM WHOSE SHOES? by Mike Kenny

'They wouldn't let me on the bus.'

'These are my bags, they go with me everywhere'.

'All these stories want to be told at once'.

'One shoe.

On its own

One shoe

All alone

No pair to put it with.'

'Dance for me.' 'Eldamina would take the glass slippers, put them on and dance for her mother and father.'

'When Eldamina's feet are too big to fit, Madeline will wear the glass slippers and dance for us. '

'Mine' she said, 'They're mine. Mine Mine. Mine.'

'She shall not have them'. ' And Eldamina threw the shoes into the lake and they sunk below the water.'

'Help. Help.' She cried 'The glass slippers have gone'.

'I saw an old woman dressed in rags. She must have taken them.'

'But she did not see the slippers. She saw the old woman looking up at her.'

'I'm alone, all on my own, I'm looking for shoes to dance in'.

'She tried

Once again

The glass slippers

But they would not fit.'

'No matter how hard she tried

Her feet were too big'

'Eldamina sat down and wept bitter tears'.

'You dance so beautifully

I want to give you a gift.

These are all I have.

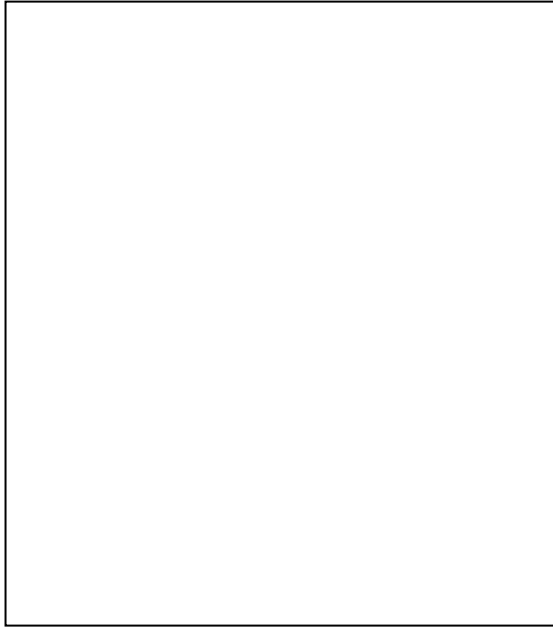
They don't fit me anymore.'

'And Eldamina gave the little girl the glass slippers.'

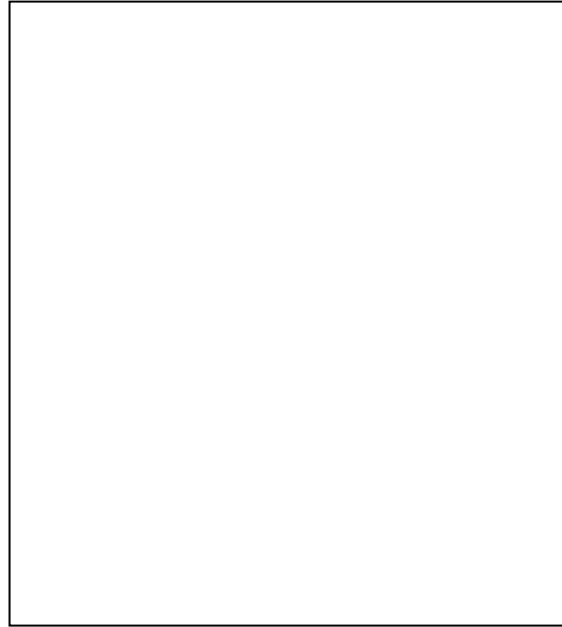


MY CHARACTER STUDY OF IMELDA BAGLADY

Name of Character



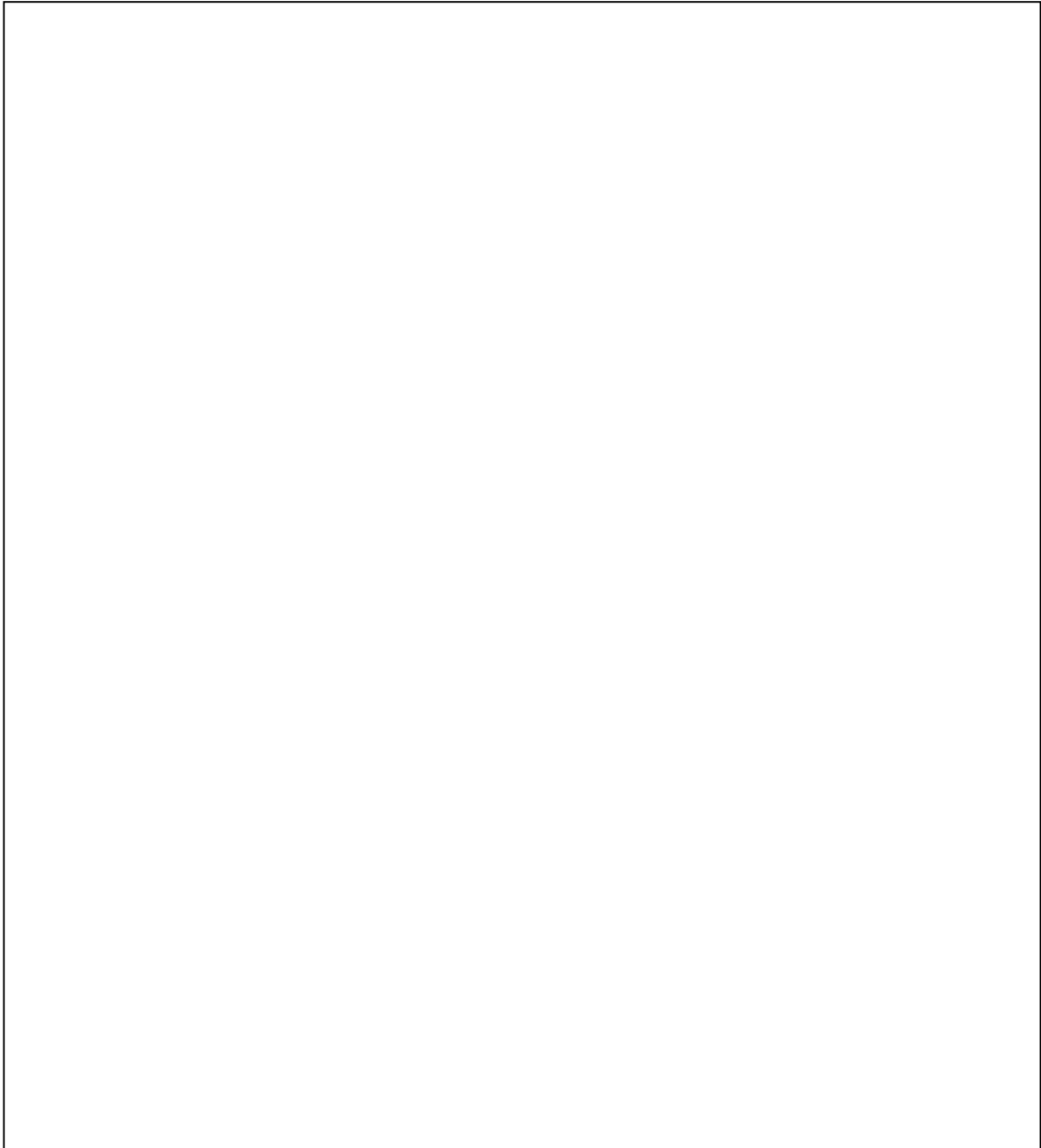
Picture of Character



Write a description of Imelda Baglady. Think about what she looks like and what she likes to do. Write any facts you remember about her.

WHOSE SHOES?

Imelda wore four different sorts of shoes in the story. Draw the four different types and say what she did when she wore them.



*Answer: 1. glass slippers to dance in 2. rubber boots or wellies to cross the swampy plain
3. climbing boots to climb the high mountain 4. carpet slippers to rest her feet in.*