

Language Legends is a programme of work designed to support the language of children between the ages of 8 and 11. It facilitates the learning of new words, builds children's understanding and enables use of language. It also helps them to work more collaboratively with peers.

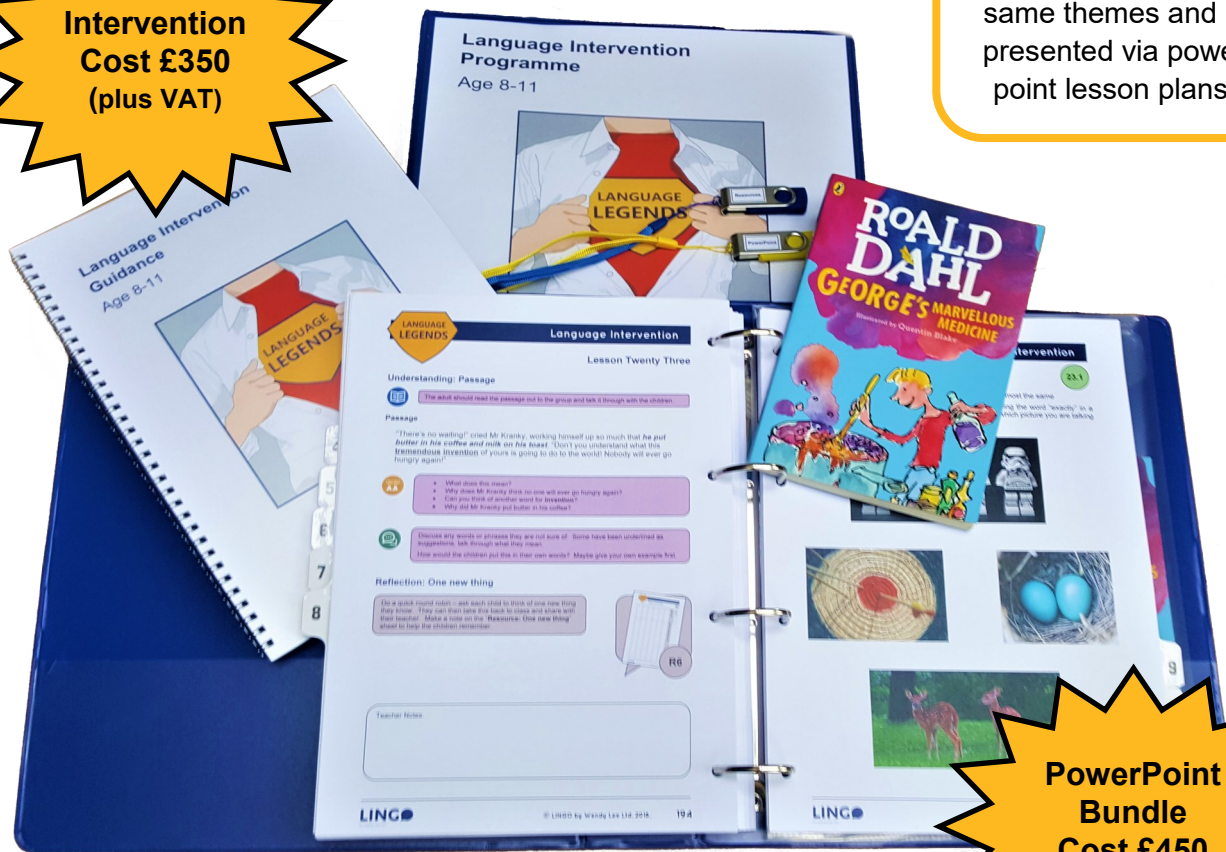
It provides activities and materials for working with small groups of children who have language difficulties. There are further activities to support language within the classroom and information and activities for parents.

“Engagement in class has improved and it is making a difference in Literacy!”

LANGUAGE LEGENDS

Intervention Cost £350 (plus VAT)

There is an additional whole class curriculum option, which uses the same themes and is presented via power point lesson plans.



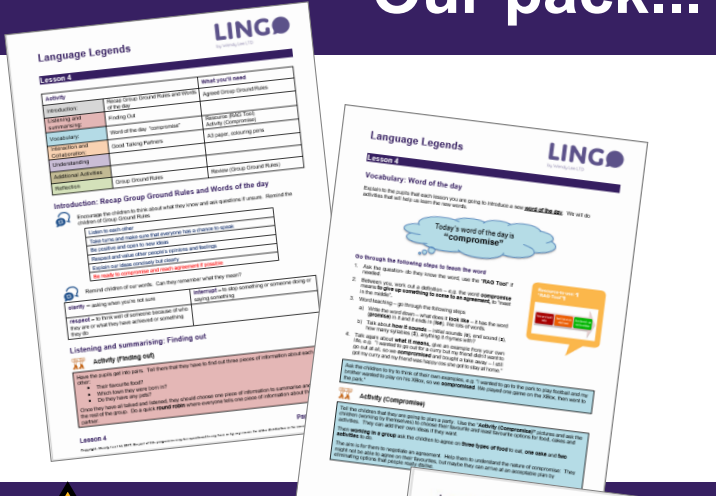
PowerPoint Bundle Cost £450 (plus VAT)

“He is putting his hand up in class which is just fabulous – it’s a massive improvement for this child”

- Interactive language activities linked to a story
- Increasing difficulty as the programme progresses
- Supports spoken language and reading comprehension
- Activities for spoken language in the classroom and for sharing with parents
- Optional lesson plans for the whole class delivered through power points
- Tried and tested, with positive outcomes for children with language difficulties

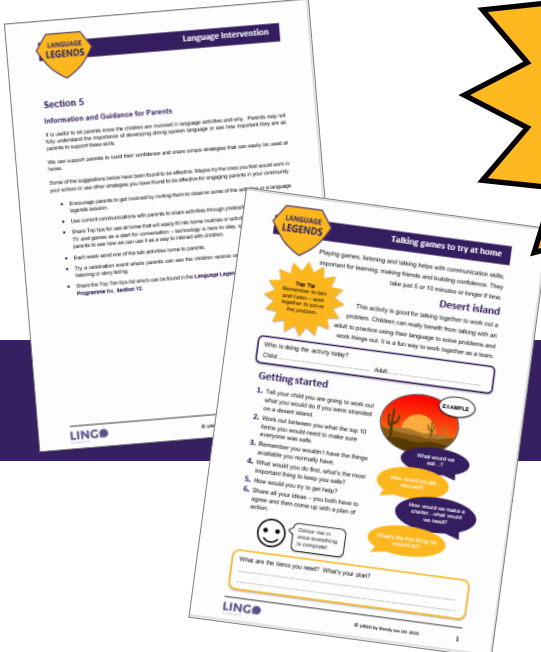
- Guidance book; background information, classroom activities and information for parents
- Intervention file of guidance and 30 detailed lesson plans
- Story book
- Picture resources with backups on memory stick
- Assessment tool for pre and post assessment
- Optional whole class curriculum

Our pack...



Contents

“They are a lot better at listening to each other’s ideas and listening in class.”



Contact

Find out more
 Contact Wendy Lee at wendy@lingospeech.co.uk
To order
 Call 01422 251630
 or email enquiries@lingospeech.co.uk
www.lingospeech.co.uk

Language Legends Intervention

Lesson Twelve

Lesson Aims: To practice summarisation, use robust strategies to understand and use the word “explore”, to use strategies for understanding and clarification and reflect on learning.

Activity		What you'll need
Introduction	Recap Words of the day	
Listening and Summarising	Listening to the story Summarise the rest of the chapter	The book Resource: Summary Sheet (R4)
Vocabulary	Word of the day “explore” Vocabulary Log	Resource: RAG Tool (R1) Activity: Explore (12.1) Resource: Vocabulary Log (R2)
Interaction and Collaboration		
Understanding	Passage	
Additional Activities	In or out game	
Reflection	Like best	Resource: Like Best (R7)

Introduction: Recap Words of the day



Remind children of our words. Can they remember what they mean?

respect – to think well of someone because of who they are or what they achieve or something they do	frightened – feeling really scared of something or someone
horrid – not very nice at all	enormous – really big in size

Listening and Summarising: Listening to the story



Discuss with the children what they can remember of the story from the previous lesson.



Remind them of the story: we heard about how George started to make some special medicine for his Grandma...last time he was in the bathroom.



Read the story: Chapter 3 – George begins to make the medicine **page 21** “On his mother’s dressing table” to the end of chapter 3 (**page 25**).

Lesson Twelve

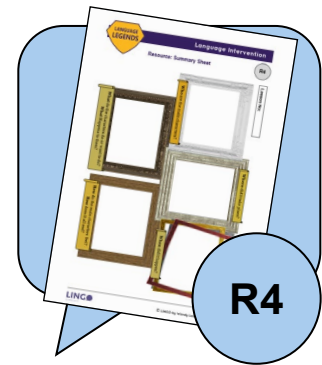


Activity: Summarise the rest of the chapter

In this section – George moves onto his mum’s bedroom.

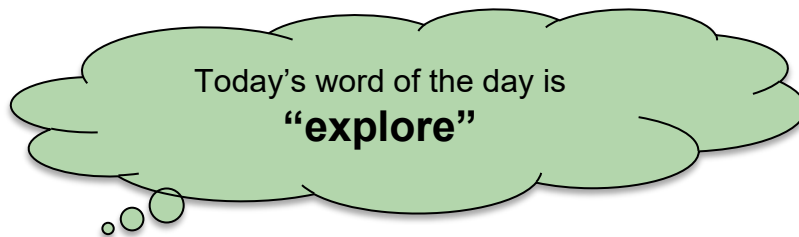
As a group **Summarise the rest of the chapter**. Use the “**Summary Sheet**” to jot down what they know. Don’t worry about getting down lots of detail or writing lots of information. Just do quick sketches, doodles or single words.

Quick fire exercise: round robin in groups – take turns to say one thing they remember about the chapter, as a group or individually. Agree on a new title for the chapter so far.



Vocabulary: Word of the day

Explain to the pupils that you are going to think about the words in the book. We will have a **word of the day** and do other activities that will help us learn new words.

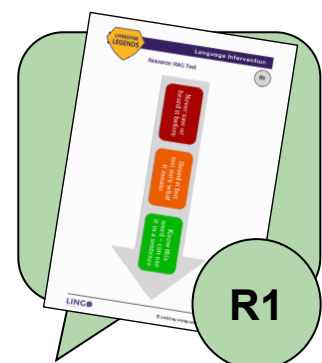


In this chapter, we hear lots of interesting words...here is a sentence with our word of the day.

“George **explored** the box with the shoe cleaning materials.”

Go through the following steps to teach the word

1. Ask the question- do they know the word, use the “**RAG Tool**” if needed.
2. Between you, work out a definition – e.g. the word **explore** means **to find out more about a place or object by looking more carefully at it or travelling through it**.
3. Word teaching – go through the following steps:
 - a) Write the word down – what does it **look like** – it starts with (**ex**). Can you make any other words from the letters in **explore**?
 - b) Talk about **how it sounds** – initial sound (**e**), end sound (**or**), how many syllables (**2**), anything it rhymes with **before** or **ignore**.
4. Talk again about **what it means**, give an example from your own life, e.g. “When I went on holiday, the first thing I did was to **explore** the town to find out what was there.”
5. Ask the children to try to think of their own examples, e.g. “My baby brother **explores** all the time, he looks in cupboards to see what he can play with.”



Lesson Twelve



Activity: Explore

Give the “**Activity: Explore**” pictures to the children. After they have looked at and discussed the pictures, ask them to think of some of the places or things people might want to explore. Ask them to share with the group what they have thought of and why they chose that.



Activity: Vocabulary Log

We will be helping the children work through the steps of learning the word of the day by writing it down on an “**Activity: Vocabulary Log**”. Ask the children to:

1. write down the word of the day.
2. write out the definition of what it means.
3. write down words they found in the word of the day.
4. make a note of what they remember about how it sounds.
5. write down an example that will help them remember what the word means.

If they want to, they could draw a picture or doodle to help them remember.

This template can be used for any words they are unsure of, so it is useful to have multiple copies for the children to use.



Teacher Notes:

Lesson Twelve

Understanding: Passage



The adult should read the passage out to the group and talk it through with the children.

Passage

“Next, George explored the box with the **shoe cleaning materials** – brushes and tins and dusters. Well now, he thought, Grandma’s medicine is brown, so my medicine must also be brown or she’ll **smell a rat**. The way to colour it, he decided, would be with brown shoe polish.”



- What does this mean?
- Can you think of another word for “explore”?
- What does it mean when he says “she’ll smell a rat”?
- Do you think shoe polish is a good thing to add to medicine?



Discuss any words or phrases they are not sure of. Some have been underlined as suggestions, talk through what they mean.
How would the children put this in their own words? Maybe give your own example first.

Additional Activities: Collaborative talk



Activity: In or out game

Go around the circle – each child should say something that has been included in the medicine or not! The other children should put their thumbs up if the item was included, thumbs down if not. Join in as the adult to make sure lots of examples of things included in the medicine are mentioned.

Reflection: Like Best

Do a quick round robin – ask each child what did they like best in the story so far and say why they chose that. They can then take this back to class and share with their teacher. Make a note on the “Resource: Like Best” sheet to help the children remember.





Teacher Notes:

A large, empty rounded rectangular box intended for writing teacher notes.

Lesson 12, Activity: Explore

12.1

Explore means to find out more about a place or object by looking more carefully at it or travelling through it.

Take a look at and chat about the pictures. Think of a place or thing people might want to explore, then take turns to say what you have thought of and why you chose that.



Lesson 12, Activity: Explore

12.1



Language Legends Powerpoint

(Fully animated)

Available at additional cost for teaching at a class based level



by Wendy Lee LTD

Language Legends

Lesson 12

Lesson Plan

Introduction	Recap Words of the day
Listening and Summarising	Listening to the story Summarise the rest of the chapter
Vocabulary	Word of the day “explore” Vocabulary Log
Interaction and Collaboration	
Understanding	Passage
Additional Activities	In or out game
Reflection	Like best

Introduction

Recap Words of the day



Do you remember what our words are? Can you remember what they mean?

Match the words to their meaning!

respect

frightened

horrid

enormous

not very nice at all

feeling really scared of something or someone

to think well of someone because of who they are or what they achieve or something they do

really big in size

Listening and Summarising

Listening to the Story

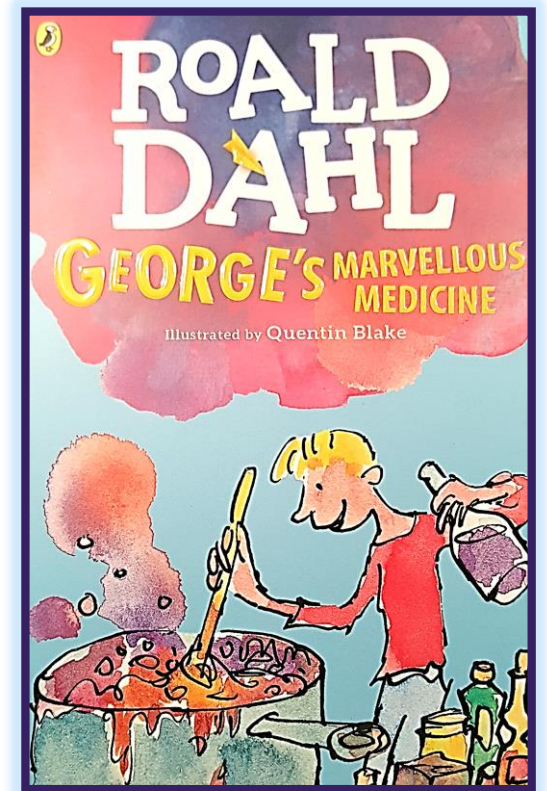
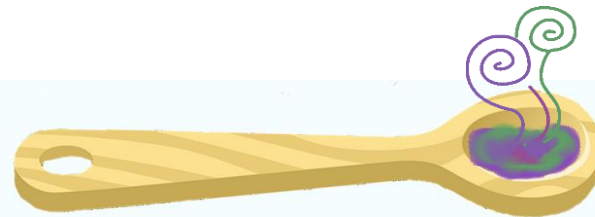


In previous lessons we've looked at **George's Marvellous Medicine**.

Discuss!

What can you remember about the story so far?

We heard about how George started to make some special medicine for his Grandma...last time he was in the bathroom.



Listening to the Story

We are now going to read the rest of chapter 3 of George's Marvellous Medicine.

In this chapter, George moves onto his mum's bedroom.

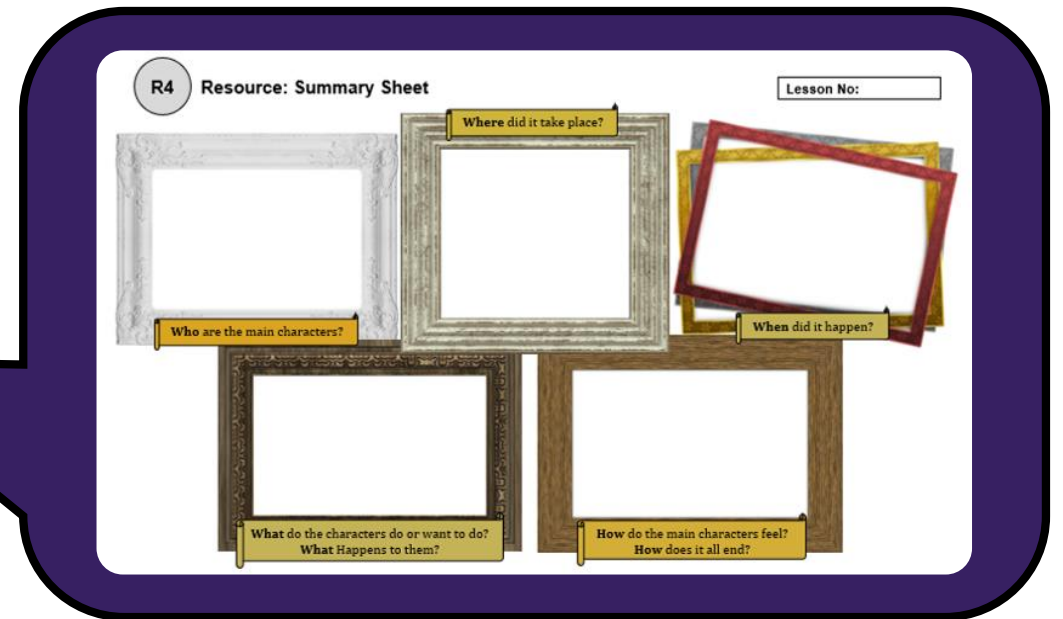


Summarise the rest of the chapter



As a group use the Summary Sheet to summarise the rest of the chapter.

Don't worry about writing lots of detail, you can do quick sketches, doodles or single words.



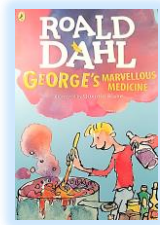
Now, take it in turns to say one thing you remember about the chapter.

Can you think of a **new title** for the chapter we have read?

Vocabulary

Word of the day

explore



“George **explored** the box with the shoe cleaning materials.”

How well do you know this word?

Never saw or
heard it before

Heard it but
not sure what
it means

Know this
word – can use
it in a sentence

Word of the day - Explore

What is the definition?

- The word **explore** means **to find out more about a place or object by looking more carefully at it or travelling through it.**

What does the word look like?



Explore

It starts with an **ex**.

Can you make any other words from the letters in **explore**?

Word of the day - Explore

What does the word sound like?

- What sounds are at the beginning and at the end?
- How many syllables are in the word?
- Are there any words explore rhyme with?

“e” → “or”

2 Syllables

Ignore

What does explore mean?

“When I went on holiday, the first thing I did was to **explore** the town to find out what was there.”

“My baby brother **explores** all the time, he looks in cupboards to see what he can play with.”

Think of your own examples!



Word of the day – Activity

Explore means to find out more about a place or object by looking more carefully at it or travelling through it.

Look at the following pictures and for each discuss what you think about them.



Discuss!





Word of the day – Activity

Explore means to find out more about a place or object by looking more carefully at it or travelling through it.

Look at the following pictures and for each discuss what you think about them.



Discuss!



Word of the day - Activity



Can you think of some places or things people might want to explore?



Share with the group some ideas you have come up with, why did you choose it?

Word of the day – Vocabulary Log



Now take a look at the vocabulary log, this where you will record what you have learnt about the word of the day.

This is to help you remember the word, so make sure to complete:

**Writing
the word**

**The
word's
definition**

**Other
words
inside it**

**How does
it sound**

**Giving an
example**

If you want to, you could also draw a picture or doodle to help you remember.



Understanding



“Next, George explored the box with the shoe cleaning materials - brushes and tins and dusters. Well now, he thought, Grandma’s medicine is brown, so my medicine must also be brown or she’ll smell a rat. The way to colour it, he decided, would be with brown shoe polish.”

Passage



“Next, George explored the box with the shoe cleaning materials – brushes and tins and dusters. Well now, he thought, Grandma’s medicine is brown, so my medicine must also be brown or she’ll smell a rat. The way to colour it, he decided, would be with brown shoe polish.”

- What does this mean?
- Can you think of another word for “explore”?
- What does it mean when he says “she’ll smell a rat”?
- Do you think shoe polish is a good thing to add to medicine?

Passage



Are there any words or phrases you don't know? For example...

- What does the highlighted word mean?
- What do the highlighted phrases mean?
- How would you put these in your own words?

Are there any more words or phrases that you are unsure of?

*“Next, George explored the box with the shoe cleaning materials – brushes and tins and dusters. Well now, he thought, **Grandma’s medicine is brown, so my medicine must also be brown or she’ll smell a rat** . The way to colour it, he decided, would be with brown shoe *polish.*”*

Additional Activities

In or out game



Going in a circle everyone will take turns to say one thing that was included in the medicine.



FLOWERS OF
TURNIPS
PERFUME



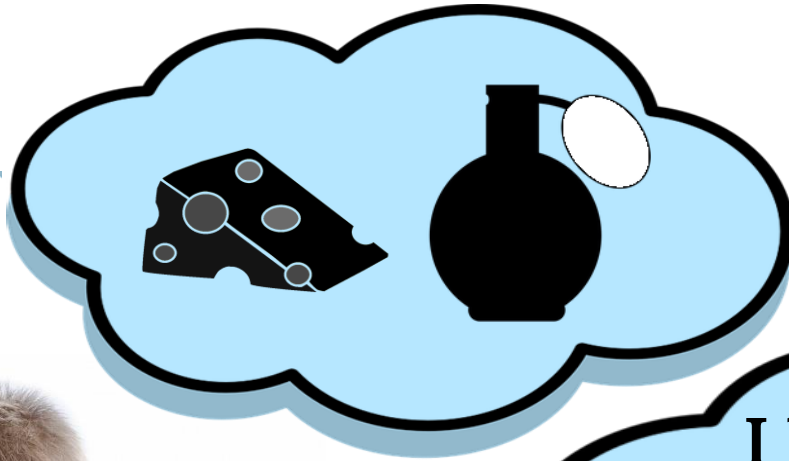
DOG FOOD

After each turn everyone else will put their thumbs up if they think the item was added and put their thumbs down if they think it wasn't.

Reflection

Reflection – Like Best

What did you like best in the story so far?



Why is that your favorite?

I like the “Flowers of Turnips” perfume. That it smelt like cheese made me laugh.

