

Talk about it

SECTION

5

Putting on a play

Objective: To prepare and retell stories through role-play in groups.

What you need: Photocopiable page 24, copies of *We're Going on a Bear Hunt*, flipchart and pen, musical instruments, props.

Cross-curricular links: Drama; Music, Unit 2, Sounds interesting – Exploring sounds.

What to do

- Read through *We're Going on a Bear Hunt*. Make a list together of all the characters that appear in the story.
- Choose one character and, using one of the illustrations from the book, ask the children to describe what the character is doing. Repeat with other characters.
- Explain that the children are going to act out the story in small groups. Ask if they have ever seen a play performed. What is meant by the word 'cast'? Do they know what a director is?

- Say that each group should select a director, who will be in charge of choosing the roles for the rest of the group but will not take part in the performance.
- Encourage the children to consider props and musical instruments that may support their performance.
- Allow the children to go off into their groups and complete the photocopiable sheet together and then rehearse their play.
- Each group can perform their play to the rest of the class.

Differentiation

For older/more able children: Ask children to become 'theatre critics' and talk about the performances of other groups. Ensure the children understand that they should make positive comments.

For younger/less able children: Let the children work as a group with an adult as the director.

The broadcast

Objectives: To notice the difference between spoken and written forms through retelling; to discuss patterns of rhythm and other features.

What you need: Copies of *We're Going on a Bear Hunt*, tape recorder with microphone, musical instruments.

Cross-curricular links: Drama; Music, Unit 2, Sounds interesting – Exploring sounds.

What to do

- Choose together one of the places the family go through (for example, the river). Practise saying the rhyme as a class and then explain that you are going to record the children saying the rhyme.
- Record their performance and then play it back for the children to listen to and discuss. Ask for suggestions and for improvements. Re-record the verse.

- Show the children a selection of musical instruments and ask how these could be used to enhance the performance.
- Explain to the children that they are going to work in groups, each taking a different part of the story to record. Give the children some rehearsal time before recording their performance.
- Bring the children back together and listen to each group's broadcast in turn. Discuss, as a class, encouraging positive comments.

Differentiation

For older/more able children: Make a 'radio broadcast' of the performance with a presenter making an introduction, the children performing the full text, and interviews afterwards with children explaining their different roles.

For younger/less able children: Ask an adult to say the text, with the children playing musical instruments at appropriate moments.

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