

# Talk about it

SECTION

5

## Help me!

**Objective:** To act out a well-known story, using voices for characters.

**You will need:** *The Rainbow Fish*. Drape a piece of dark material over a large table to create a gloomy cave.

**Cross-curricular links:** PSHE/Citizenship, Drama

### What to do

- Turn to the page in the story which begins 'I have been waiting for you...'. Look at the illustration and read the text together. Encourage the children to read the direct speech in a deep voice, as directed by the author.
- Working in pairs, instruct the children to act out this part of the story, focusing on the dialogue that takes place between the octopus and the Rainbow Fish.
- Circulate around the class. Listen to different

pairs of children, offering encouragement and support as necessary. Ensure that the children speak in a manner appropriate to the role they are playing and keep the content of their dialogue pertinent to the story. Ask: *Do you think the Rainbow Fish would be speaking in a sad or happy voice? Why? What about the octopus?*

- Gather the class together. Choose different pairs of children to go into the cave and perform their dialogue to the rest of the class. Evaluate each performance.

### Differentiation

**For older/more confident children:** Ask the children to write out the dialogue using speech marks to demarcate all direct speech.

**For younger/less confident children:** Ask the children to record in a speech bubble one thing that their character said..

## The Friendship Fish

**Objective:** To take turns to speak and listen to others' suggestions.

**You will need:** *The Rainbow Fish*, a copy of photocopiable page 23 for each child and one enlarged copy.

**Cross-curricular links:** PSHE/Citizenship

### What to do

- As you read through the story of *The Rainbow Fish* with the children, empathise with how the Rainbow Fish is feeling at different points in the story. Talk about why the author wrote the story of the Rainbow Fish. Establish that the story teaches children about the importance of friendship and sharing.
- Talk about why the Rainbow Fish had no friends. To prompt the discussion, ask the children questions such as: *Would you like to be friends with someone who didn't share their toys? Why not? What kind of person would you choose to be your friend?*

- Show the children photocopiable page 23. Tell them that, like the Rainbow Fish, the Friendship Fish has some very special scales. Each of the Friendship Fish's special scales contains a word that describes a quality of a good friend.

● Ask the children to suggest words and phrases that describe the attributes of a good friend. (For example, *loyal, fun, kind*.) List their ideas on the board. Pick five children to choose an adjective from the list and write it in one of the Friendship Fish's special scales (on an enlarged copy of photocopiable page 23).

- Working cooperatively in pairs, let the children design their own Friendship Fish using their own versions of photocopiable page 23.

### Differentiation

**For older/more confident children:** Let the children use a dictionary to help with spellings.

**For younger/less confident children:** Make a group Friendship Fish. Ask each child to record one characteristic of a good friend on a cardboard scale.