

# Talk about it

SECTION

5

## Questions and themes

**Objective:** To listen to other viewpoints and work effectively as a group, challenging, supporting and moving on.

**What you need:** Copies of *Burglar Bill*, a set of theme cards from an enlarged copy of photocopiable page 24, paper, pencils.

**Cross-curricular links:** PSHE, citizenship

### What to do

- Ask the children to think about the events of the story. Explain that they will be connecting these events to some theme cards.
- Show the cards and explain briefly what each card means. Ask the children which themes are in the story and to give an example from the text. Discard any themes that the children do not think occur in the story.
- Now ask the children to think of or write down a question about the story that connects to one or more of the themes. For the theme of 'theft', for

example, they could ask: *Why do Burglar Bill and Betty take back the things they stole?*

- Gather the children into a circle. Record the questions and the related theme on a large sheet of paper or the board.
- Invite the children to vote on one of the questions to talk about. Lead the discussion to develop the main idea. Ensure that the children give reasons to support their responses.
- Ask the children to summarise the main themes in *Burglar Bill*. Have further questions been raised from their discussion?

### Differentiation

**For older/more confident learners:** Ask children to list reasons why they think certain themes appear in the story. Can they think of other story themes?

**For younger/less confident learners:** Ask children to practise putting questions to a partner. Model the use of the word 'Why', relating questions to the story.

## News broadcast: returned items

**Objective:** To take into account the needs of the listener and include relevant information when speaking for a purpose.

**What you need:** Copies of *Burglar Bill*, a large box made to look like a television with cut-out screen, clipboards, paper, pencils, hats, props and microphones (optional).

**Cross-curricular links:** Drama, ICT

### What to do

- Explain to the children that they are going to produce a news broadcast about the story that some stolen goods have been mysteriously returned to the owners.
- Put the children into pairs. Explain that one partner should take the role of the reporter and the other should act as a resident of the town where Burglar Bill lives.
- Encourage the pairs to recall the stolen goods that were returned. They should then think of possible questions that a reporter would ask the

resident. Offer examples such as: *When did you realise your toothbrush was missing / had been returned? Did you hear or see anything strange during the night?* The 'resident' should think of answers to the reporter's questions.

- Give practice time before inviting the pairs to perform their broadcasts behind the television screen. Remind them to use clear voices.
- After each performance, encourage the rest of the class to give feedback. Was enough information given about the burglaries? Was the report clear about how the items re-appeared?

### Differentiation

**For older/more confident learners:** Challenge the children to write the report in the form of a script and to record the interview using a video camera.

**For younger/less confident learners:** Develop this activity through role play. Provide props and materials for children to build role-play areas such as a television studio or police interview room.