

## A NICE ALTERNATIVE

**THINKING SKILL:** evaluation  
**SUBJECT LINK:** English (literacy)  
**ORGANISATION:** whole class  
**RESOURCES:** a thesaurus; a large sheet of paper and pens; a short description containing only the word 'nice' to describe things

### WHAT TO DO

- Read the short extract to the children. Ask them if they noticed whether a word was used too often.
- Find the word 'nice' in the dictionary. Read out its definition.
- Ask the children to think of other words that could be used instead of 'nice'. For example, a nice person could also be a friendly person.
- Write down all the words that the children can think of. You may wish to include the context or subject in brackets; for example, friendly (person).
- Introduce a thesaurus to find other words for 'nice'.

### NOW TRY THIS

1. Read the extract again, but this time substitute each 'nice' with an alternative word from the list.
2. Ask the children which version they preferred. Give both versions a mark out of ten.
3. Ask them to write their own short extracts that use the idea of someone or something being nice (but not using the word 'nice').

## SOUND SNAP

**THINKING SKILL:** information processing  
**SUBJECT LINK:** music, science  
**LEARNING LINK:** visual  
**ORGANISATION:** small groups or whole class  
**RESOURCES:** two identical sets of musical instruments and objects that make a sound; two identical drums and a range of different types of beaters – soft-headed, wire, plastic, rubber, wood and metal

### WHAT TO DO

- Look at the instruments and objects.
- Choose one of the instruments and make a sound. How did you make the sound? Can you produce a different sound on the same instrument by playing it a different way?
- Invite another person to use the identical

instrument and to reproduce the sound exactly.

- Was the sound produced the same type, loudness, speed and pitch?
- Divide your group into two. Sit the two groups back-to-back in a line with the instruments and objects in front of them.
- Take it in turns for one person in the first group to make a sound for the person sitting back-to-back with them in the second group to reproduce exactly. The group copying can talk about the sound and instrument or object used, although only one person should play the sound. Continue until everyone has had a go.

## ALPHABET MAGIC

**THINKING SKILL:** information processing, enquiry  
**SUBJECT LINK:** English (literacy)  
**LEARNING LINK:** visual  
**ORGANISATION:** pairs and then small groups  
**RESOURCES:** reference books, dictionaries, atlases and maps; paper and pens; alphabet frieze

### WHAT TO DO

- Choose a letter from the alphabet and answer these questions:
  1. Does it come near the start, middle or end of the alphabet?
  2. Which letter comes before and after it?
  3. Does the letter appear in your names?
  4. Does the letter appear in the school name?
  5. Think of ten more things you can say about the letter.
- Do the same thing with three more letters.

### NOW TRY THIS

1. For each of the letters you have chosen, think of the name of a flower, animal, fruit, vegetable, insect and bird, starting with these letters.
2. Try to find the name of a country, river, town or city that starts with this letter. Use maps and reference books.
3. Which letter did you find easiest/hardest?

