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| Activity title: | 1. Dylan Thomas’s feelings (KS2) |
| Description: | Oracy- Hot-seating activity |
| Year groups: | KS2 |
| Link to LNF: | **Developing and presenting information and ideas**  \*Speaking:  Y3:   * keep in role and support others in role play.   Y4:   * explore different situations through role play.   Y5:   * explore issues and themes through role play.   Y6:   * explore challenging or contentious issues through sustained role play.   \*Listening:  Y3:   * check understanding by asking relevant questions or making relevant comments.   Y4:   * after listening, respond, giving views on what the speaker has said.   Y5:   * listen to others, asking questions and responding to both the content and the speakers’ viewpoints.   Y6:   * respond to others with questions and comments which focus on reasons, implications and next steps.   \*Collaboration and discussion:  Y3:   * contribute to group discussion, sharing ideas and information. * use talk purposefully to complete a task in a group.   Y4:   * contribute to group discussion and help everyone take part. * help a group to reach agreement.   Y5:   * contribute to group discussion, taking some responsibility for completing the task well. * build on and develop the ideas of others in group discussions.   Y6:   * contribute purposefully to group discussion to achieve agreed outcomes. * follow up points in group discussions, showing agreement or disagreement giving reasons. |

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| Dylan Thomas Text: | A Visit to Grandpa’s  Extract from start to page 34 (*…with a rabbit held as gently over his arm in a warm sleeve.)* |

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| Equipment required: | * Copies of text * Example ‘Fortune Line’ graph *Appendix 1a* * Large sheet of paper or ‘Fortune Line’ graph template (could be used in Lower KS2) *Appendix 1b* * Coloured marker pens |
| Suggested procedure: | * In small groups learners create a fortune line of Dylan Thomas’ feelings as the story progresses. (see example – *Appendix 1a*) Discuss symbols that could be used with a key and alternative words for ‘happy’ and ‘sad’ (for Upper KS2) * Use a different colour pen to then add Grandpa’s feelings at the same points in time. * Learners in Upper KS2 could then annotate the graph with quotes/evidence from the text to back up their ideas. * Coming together as a whole class, the learners hot seat Grandpa and Dylan Thomas. They can bring together ideas about the character’s feelings from the graph and previous sessions to ask open ended questions. |
| Extension activities: | * Learners can be given statements relating to the context of story and have to decide where on the graph they would go, e.g. Dylan is concerned about Grandpa – “Is anything the matter, Grandpa?” Grandpa was acting as if nothing had happened – “There was a terrible loud wind last night…” * Make predictions of where graph lines would go at the end of the story.   Use of digital media: learners can use *Moxier Collage* or *Sticky Notes* apps to make notes of the questions they’d like to ask. They could film the hot seating and put into an *iMovie* or *Puppet Pals*. |
| Modifying for other age groups: | Graph can be adapted as above for Upper/Lower KS2. |