

# Ourselves

## English Extension Activities

Extension Activities



## English Extension Activities

The English extension activities can be used to consolidate or extend the skills taught as part of the project.

Some of the extension activities use information already collected as part of the project.

Some of the extension activities require new information to be collected.

## ICT Opportunities

The English extension activities enable students to decide when the use of ICT is appropriate for writing activities.

Step	Title	Notes
1	All About Me    Who Am I?    Is It You?	Writing a factual description in an appropriate style. Reading, interpreting information.
2	My Family	Use features of layout and presentation effectively.
3	Changes	Organize and explain information.
4	My Favourite..... The Magic.....	Use language and style appropriate to reader. Create an imaginary world
5	Shopping List    Menu	Using text and graphics effectively.

Resources
<p><b>Provided</b></p> <ul style="list-style-type: none"> <li>• <b>All About Me</b> worksheet for younger students</li> <li>• <b>Passport</b> worksheet in notepad style</li> <li>• <b>Who Am I?</b> worksheet</li> <li>• <b>Is It You?</b> worksheet</li> <li>• <b>My Family</b> homework sheet</li> <li>• <b>Family Tree</b></li> <li>• <b>Changes</b> worksheet</li> <li>• <b>My Favourite</b> ..... notepad writing activity</li> <li>• <b>The Magic...</b> Imaginative writing activity</li> <li>• <b>Shopping List</b></li> <li>• <b>Menu</b></li> </ul> <p><b>Suggested</b></p> <ul style="list-style-type: none"> <li>• Example of a snapshot autobiography, family tree.</li> <li>• Menus showing different layouts and different meals – breakfast, dinner, tea.</li> </ul>

Vocabulary															
<table> <tr> <td>list</td> <td>organize</td> <td>instructions</td> </tr> <tr> <td>non fiction</td> <td>keywords</td> <td>compose</td> </tr> <tr> <td>publish</td> <td>edit</td> <td>proof read</td> </tr> <tr> <td>vocabulary</td> <td>audience</td> <td>suitable</td> </tr> <tr> <td>information</td> <td></td> <td></td> </tr> </table>	list	organize	instructions	non fiction	keywords	compose	publish	edit	proof read	vocabulary	audience	suitable	information		
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non fiction	keywords	compose													
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information															

Expectations
<p><b>Most students will be able to</b></p> <ul style="list-style-type: none"> <li>• organize information</li> <li>• write in a style suitable for an audience</li> </ul> <p><b>Some students will be able to</b></p> <ul style="list-style-type: none"> <li>• proof read and edit their work</li> <li>• use ICT to draft and lay out text</li> </ul>

The focus of the activity is for the students to write a factual description of themselves.

Objectives	Lesson Activities	Outcomes	Notes
Students learn to write in a concise, factual style.	<ul style="list-style-type: none"> <li>• Give the students the opportunity to talk about themselves.</li> <li>• Discuss with the students observable facts about themselves.</li> <li>• Discuss with the students non-observable facts about themselves.</li> <li>• Older students research their place of birth.</li> <li>• Older students include their height and weight.</li> <li>• Younger students complete the <b>All About Me</b> worksheet.</li> <li>• Older students use the <b>Passport</b> notepad to record their information.</li> </ul>	Students are able to record factual information using an appropriate style of writing.	
<p>Students learn to write in a factual style.</p> <p>Students learn to interpret factual information.</p>	<ul style="list-style-type: none"> <li>• Using the <b>Who Am I?</b> worksheet the students describe their observable features without using their name.</li> <li>• The teacher collects the <b>Who Am I?</b> worksheets which are then used in a ‘Guess the Name’ game with either the teacher or the students reading the text.</li> </ul>	<p>Students are able to write in a style that is appropriate to the task.</p> <p>Students are able to read and interpret in formation.</p>	<b>Younger students</b> Teacher describes a student for other students to name.
Students learn to organize their writing.	<ul style="list-style-type: none"> <li>• Using the <b>Is It You?</b> worksheets the students write 5 non – observable facts about themselves.</li> <li>• The teacher collects the <b>Is It You?</b> worksheets which are then used in a ‘Who Is It?’ game with either the teacher or the students reading the text.</li> </ul>	<p>Students are able to choose the form and content of their writing.</p> <p>Students are able to organize their writing effectively.</p> <p>Students are able to read and interpret information.</p>	

The focus of the activity is for the students to research information for a family tree.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students research and then plan a family tree.</p>	<p>Outline the activity to the students.</p> <ul style="list-style-type: none"> <li>• Discuss with the students the information they will need for the activity.</li> <li>• Give the students the <b>My Family</b> worksheet to take home to complete.</li> <li>• Use the enlarged <b>Family Tree</b> worksheet to demonstrate to the students how they are going to use their collected information to make their own Family Tree.</li> <li>• The students then complete the worksheet.</li> <li>• <b>Younger students</b> a small group activity.</li> <li>• <b>Older students</b> - link the notion of a family tree to History.</li> </ul>	<p>Students are able to research and record information.</p>	<p>Send home an explanation of the activity to encourage support for the students when they are researching their family tree.</p> <p>Sensitivity of approach may be required in certain family circumstances.</p> <p>Use a photocopier to enlarge the <b>Family Tree</b> worksheet.</p>

The focus of the activity is for the students to collect and sequence information. The students then record sequenced events.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students collect information and use in problem solving activities.</p>	<p><b>Younger Students</b></p> <ul style="list-style-type: none"> <li>• Discuss with the students the most recent changes that have happened to them – losing a tooth, wearing glasses etc.</li> </ul> <p><b>Older students</b></p> <ul style="list-style-type: none"> <li>• The students record the changes they can remember - when they lost their first tooth, when they had their long hair cut.</li> <li>• Students take home <b>How Old Was I When..</b> Worksheet to find more information about the changes that have taken place as they have grown e.g. when they took their first steps, spoke their first words.</li> <li>• Students use the <b>Changes</b> worksheet to record the information.</li> </ul>	<p>Students are able to observe and record information.</p>          <p>Students are able to research and organize information.</p>	<p>Send a note home explaining the activity.</p>

The focus of the activity is for the students to use descriptive speech or text to describe a familiar object.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students use speech or text to explore ideas and feelings.</p>	<p><b>Younger Students</b></p> <ul style="list-style-type: none"> <li>• Ask the students to bring to school their favourite article of clothing.</li> <li>• Let the students take it in turns to describe their favourite article of clothing and say why it is their favourite.</li> <li>• Encourage the students to give words to describe their feelings for the article of clothing or how the article of clothing makes them feel.</li> <li>• Make a list of the suggested words.</li> <li>• The students then draw their favourite article of clothing.</li> <li>• The students label their drawing with their ‘feeling’ words.</li> <li>• The labels could be word-processed.</li> </ul> <p><b>Older students</b></p> <ul style="list-style-type: none"> <li>• The students think about their favourite article of clothing.</li> <li>• The students make a list of the words to describe the article of clothing. Ask the students to include words that describe how they feel when wearing the article of clothing.</li> <li>• The students use <b>My Favourite</b> notebook to write a descriptive account using the describing words.</li> <li>• Encourage the students to write in a variety of styles e.g. poem.</li> <li>• The students draw their favourite article of clothing.</li> <li>• The students word process ‘feeling’ labels for their drawing.</li> <li>• The students decide which size, colour and font best suits individual labels.</li> </ul>	<p>Students are able to use speech or text to explore feelings.</p> <p>Students are able to use labels effectively.</p> <p>Students are able to research and organize information.</p> <p>Students are able to choose and evaluate the success of a style of presentation of text.</p>	<p>The activity could be part of Personal and Social Development - exploring feelings.</p>

**Follow on activity**

<p>Students use language in inventive ways and create imaginary worlds.</p>	<p><b>Younger students</b></p> <ul style="list-style-type: none"><li>• Choose one favourite article of clothing and tell the students that it has magical powers.</li><li>• Create a class story based on this. Teacher as scribe.</li></ul> <p><b>Older students</b></p> <ul style="list-style-type: none"><li>• The students decide the magical power for their own article of clothing.</li><li>• The students create individual stories using <b>The Magic</b> ..... notepad.</li></ul>	<p>Students broaden their vocabulary.</p> <p>Students are able to create imaginary worlds.</p> <p>Students are able to use language in inventive ways.</p>	<p>Students could read their finished stories to other groups of students.</p> <p>Older students could be given the task of writing for a younger audience.</p>
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The focus of the activity is for the students to use a form of writing that suits a particular purpose.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students decide on a form and style of writing that suits a particular purpose.</p>	<p><b>Younger Students</b></p> <ul style="list-style-type: none"> <li>• Link this activity to What I Eat and What I Like or Design Technology – Eat More Fruit.</li> <li>• As a follow on activity divide the students into groups – breakfast, dinner, tea and snacks.</li> <li>• Each group decides what would be their favourite foods for their given meal.</li> <li>• Discuss whether the favourite foods would combine to make a healthy menu.</li> <li>• Make a shopping list for the meal.</li> <li>• Use the <b>Shopping List</b> worksheet to record the list.</li> </ul> <p><b>Older students</b></p> <ul style="list-style-type: none"> <li>• Divide the students into groups.</li> <li>• Give each group a menu for their particular meal.</li> <li>• Ask them to decide if it is a healthy nutritional menu.</li> <li>• The students then plan their own menu for their particular meal.</li> <li>• Use <b>Shopping List</b> to make a list of ingredients for the meal with the students deciding on quantities as well as content.</li> </ul> <p>Each group of students designs and produces a menu.</p> <ul style="list-style-type: none"> <li>• <b>Older students</b> could use a word processing program and combine graphics and text.</li> <li>• Or use the <b>Menu</b> worksheet and evaluate the effectiveness of different styles of handwriting.</li> <li>• <b>Younger students</b> could use pictorial representation on their menu.</li> </ul>	<p>Students are able to use speech or text to explore feelings.</p> <p>Students are able to use labels effectively.</p> <p>Students are able to research and organize information.</p> <p>Students are able to choose and evaluate the success of a style of presentation of text.</p>	<p>Younger students will need adult support and direction for this activity.</p>

## Extension Activity Resources

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<b>Week 1</b>	<b>Resource</b>
<b>All About Me</b>	Worksheet for younger students to record simple information about themselves.
<b>Passport</b>	Worksheet for older students to record factual information about themselves.
<b>Who Am I?</b>	Worksheet for students to write a nameless description of themselves.
<b>Is it You?</b>	Worksheet for the students to write 5 observable facts about themselves.
<b>My Family</b>	Homework sheet for the students to gather information.
<b>Family Tree</b>	Worksheet to record homework information.
<b>How Old Was I When..</b>	Homework sheet for the students to gather information.
<b>Changes</b>	Notebook worksheet.

<b>Week 3</b>	<b>Resource</b>
<b>Shopping List</b>	Worksheet for younger students.
<b>Shopping List 2</b>	Worksheet for older students to record ingredients and quantities.
<b>Menu</b>	Worksheet for the students to record their decision on a healthy meal.

	<b>Resource</b>
<b>My Favourite .....</b>	Notebook worksheet for the students to record their feelings about a favourite article of clothing.
<b>The Magic .....</b>	Notebook worksheet for the students to write imaginatively.

## National Literacy Strategy (England)

Participation in the project will enable teachers to plan activities that meet the requirements of the National Literacy Strategy.

Year	Term	Requirement
1	2	Assemble information from own experience to write simple non-chronological reports; to organize lists.
1	3	Write simple recounts linked to topics of interest or personal interest. Make group/class books.
2	1	Write simple instructions.
2	2	Make class dictionaries and glossaries of special interest words, giving explanations and definitions e.g. linked to topics. Write character profiles e.g. simple descriptions, posters, passports.
2	3	Write non fiction texts.
3	1	Make a simple record of information from text. Drawing together notes from more than one source.
3	3	Writing, use IT to bring to a published form. Discuss relevance of layout, font, etc. to audience.
4	1	Write newspaper style reports, composing headlines. Use IT to draft and lay out reports.
4	2	Collect information from a variety of sources and present it in one simple format.
4	3	Design an advertisement such as a poster on paper or screen, making use of linguistic and other features learnt from reading examples.
5	1	Write recounts based on subject, topic or personal experiences for a) a close friend b) an unknown reader. Discuss, proof read and edit their own writing for clarity and correctness. Adapt writing for different readers and audience by changing vocabulary, tone and sentence structure to suit e.g. simplifying for younger readers.
6	1	Use IT to plan, revise, and edit writing to improve accuracy and conciseness. Bring writing to a publication standard, paying attention to accuracy, layout and presentation.



## All About Me

My name is .....

I am ..... years old.

I have .....hair.

I have .....eyes.

My favourite food is .....

I like to wear .....

When I am not at school I like to

.....

This is my thumb print.

## Passport

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Place of Birth \_\_\_\_\_

Nationality \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

## How to Identify Me

# Who Am I?

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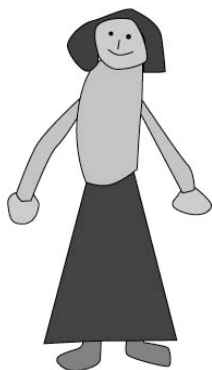
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Name \_\_\_\_\_

# My Family

Me

Brothers

Sisters

Mum

Dad

Grandparents

Grandparents

Aunty

Uncle

Aunty

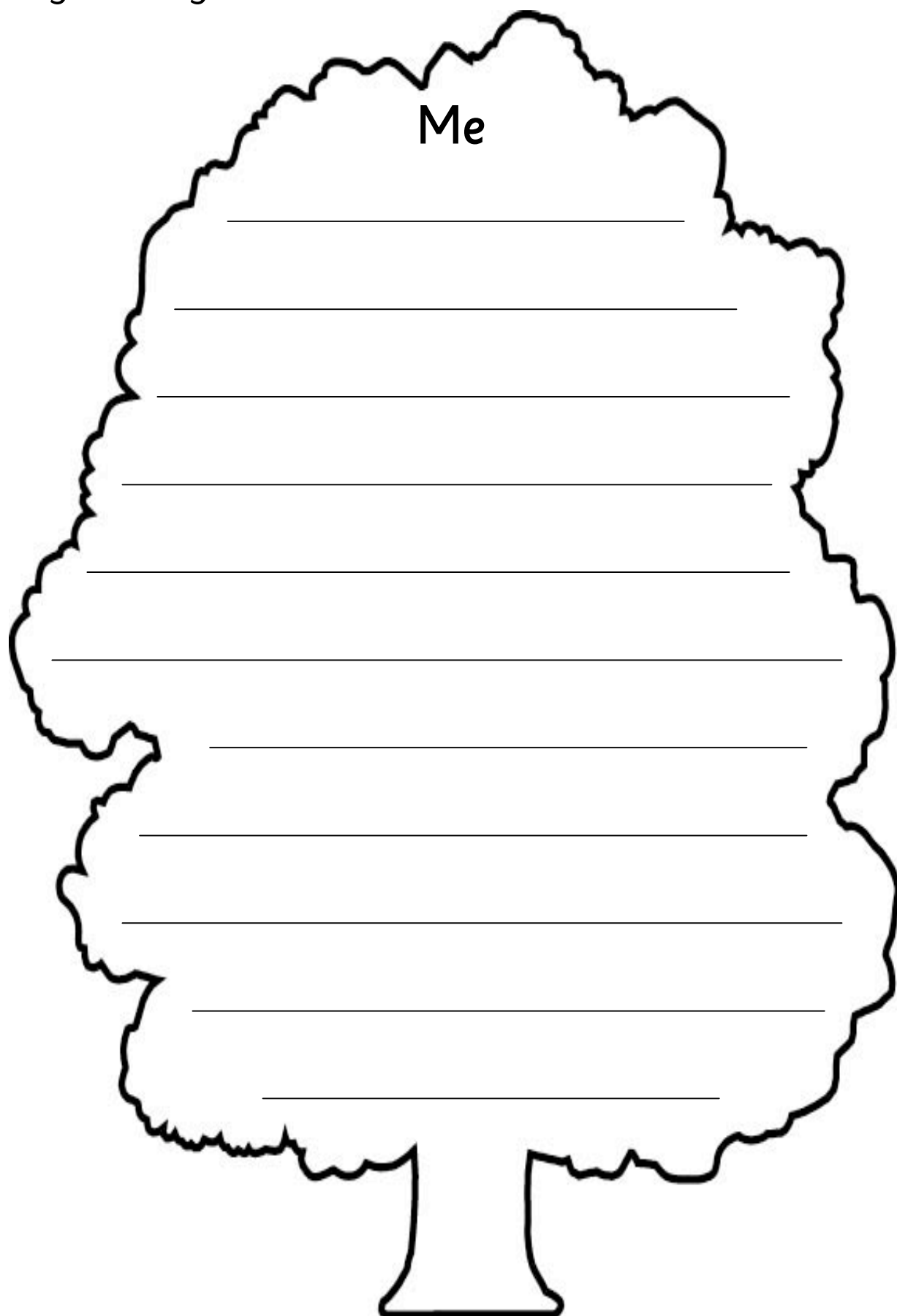
Uncle

Cousins

Cousins



# My Family



Name \_\_\_\_\_

## How Old Was I When I Started to

1. Walk \_\_\_\_\_

2. Talk \_\_\_\_\_

3. Ride a bike \_\_\_\_\_

4. Lose my milk teeth \_\_\_\_\_

5. Read \_\_\_\_\_

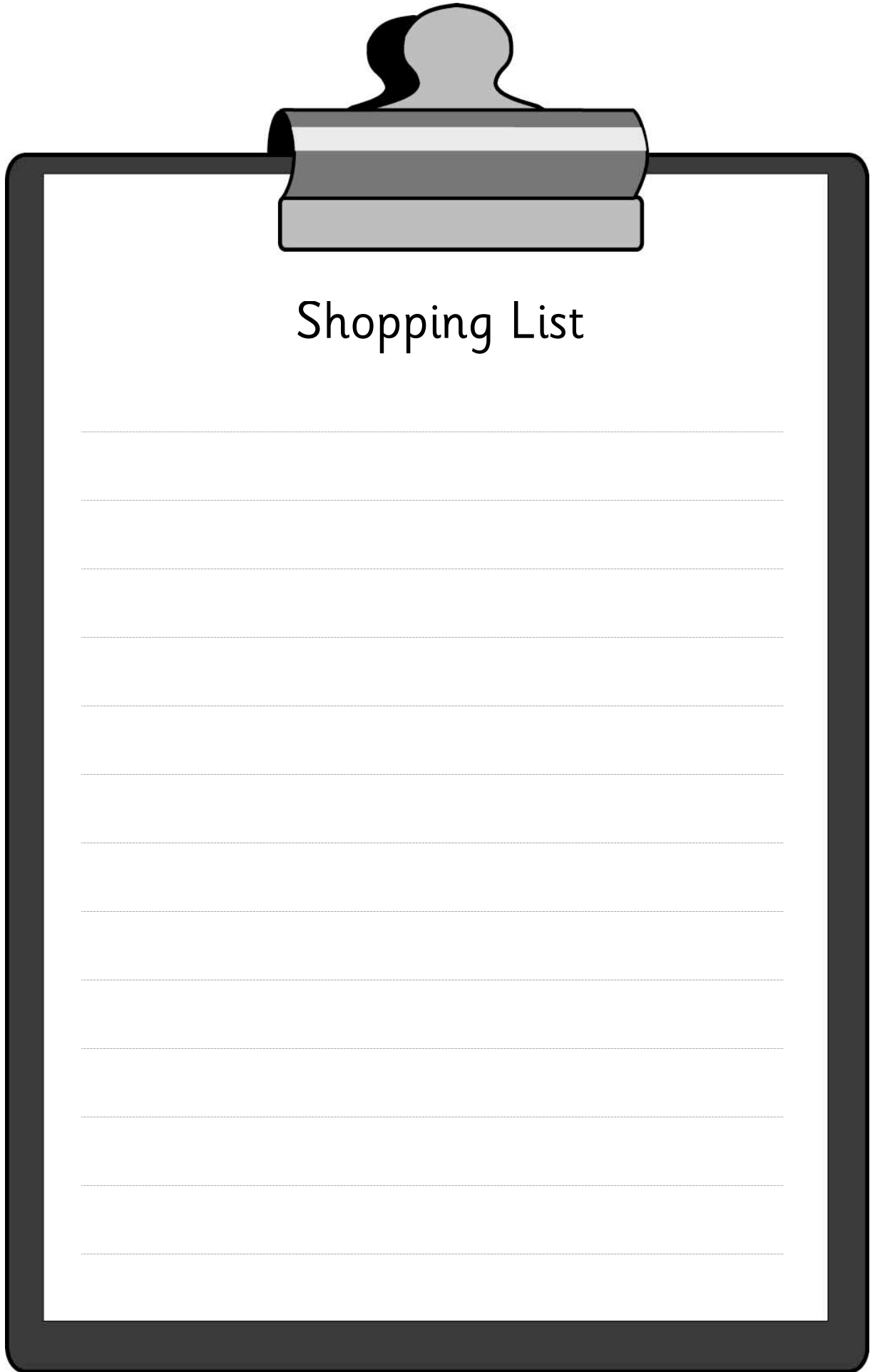
6. Swim \_\_\_\_\_

Any other notable events e.g. had my tonsils out, started to play a musical instrument, joined an organization.



# Changes

A series of horizontal dashed lines for writing, starting below the title and extending to the bottom of the page.



# Shopping List

18 horizontal dashed lines for writing.



Shopping List

Ingredients

Quantity

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A decorative menu card template. It features a thick black border with white scrollwork in the corners. A tassel hangs from the left side. The word "Menu" is printed in the top left corner of the white interior.

# Menu



My Favourite

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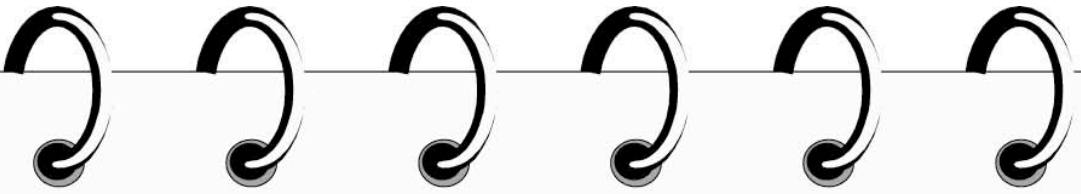
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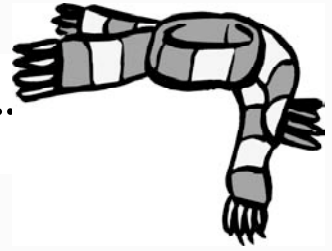
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The Magic .....



A series of ten horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

