

## ACTIVITY SHEET: *Lost* by Lauren Johnson

### Topics:

- Toys
- Myself (My family, My favourite things)

### Will need:

- A box or small table for CL activity.
- Paper plates and art materials for masks also elastic or ribbons for securing them.
- Long strips of paper for zig-zag books and felt tips for drawing story.
- Pictures of objects mentioned in story. *(provided)*
- Pictures of objects not mention in story. *(provided)*

### Lost Key Words

<b>blinkie</b>	torch
<b>blyde</b>	happy
NB He wis da blyde	How happy he was
<b>cloosh!</b>	<i>(as in he fell cloosh!) word expresses dramatic nature of fall!</i>
<b>doon apun it</b>	sad, depressed
<b>hent(ed)</b>	gather(ed)
<b>hock</b>	dig, delve
<b>hockin</b>	digging, delving
<b>shappit-lookin</b>	bashed-looking
<b>vexed</b>	sad, sorry
<b>whit wye?</b>	why?

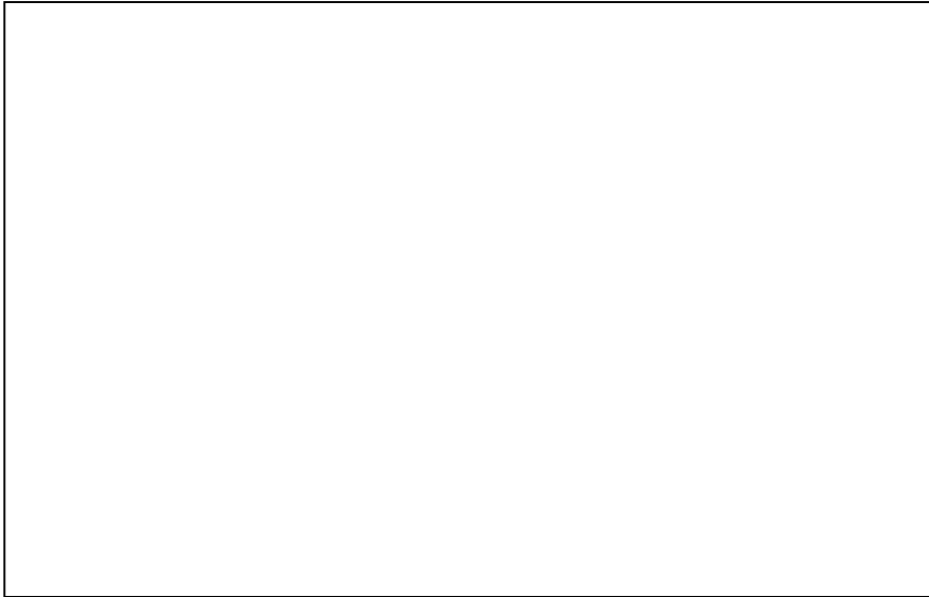
**Emotional, personal and social skills**

1. Be aware of the feelings of others
2. - Personal safety – radiators can be very hot. Take care! Note Jack and his sister used a stick to investigate near the radiator.
  - Safety of others – don't leave toys lying around where others may trip over them. Jack's Dad didn't hurt himself. Wasn't that lucky?
3. Discuss Jack's perseverance. He persisted in the search.
4. Co-operate and take turns in games like "hunt the thimble".

**Knowledge and understanding of the world**

1. Big and small – discuss size of lost toy and show things of similar size.
2. Arrange/sort objects according to size. Do similar sorting for heavy/light. Find one light object among several heavy things.
3. - "Blinkie" – what is it? What is its purpose? Discuss dark and light.
  - Radiator – what is its purpose? Remind children of dangers of hot things.
  - Hoover – what is its purpose?
4. - Count the objects the children in the story found. Place them on a tray - have children look and memorise. Remove one and see if they know which had gone.
  - Using picture cards provided a variety of games can be played e.g. add one item not mentioned in the story, children then select those that were mentioned.
  - Match "shadow" pictures to the coloured ones.

**Parental involvement/Visits (to & from)**



**Title**

**Lost**

Laureen Johnson

**Physical development and movement skills**

1. Crawl under a bar or rope without touching it. Stretch to look up high. Bend to look down low.

**Communication and language skills**

1. Listen to the story with enjoyment.
2. Discuss Jack's feelings ("aafil doon upon it", "he wis da blyde").
3. Have you lost a favourite toy?
4. Tell how you felt about it.
5. Play games to establish positional language i.e. hold an object above, below, behind, inside, under etc. a box and get children to use correct word to say where it is. Do this in dialect as well as English.

**Expressive and aesthetic skills**

1. Retell the story in the home corner – or to parents.
2. - Draw Jack's face - happy and sad.
  - Make "mood" masks from paper plates.
  - Draw/paint your favourite toy.
3. Act out the search.
4. Make a zig-zag picture book showing sequence of events. Teachers to help with captions. Scribbling for children.

**Focus learning outcomes**

- Experience hearing and using dialect
- Increasing dialect vocabulary
- Listening and talking. Relating to story and feelings described.
- Express feelings and empathise with others.