

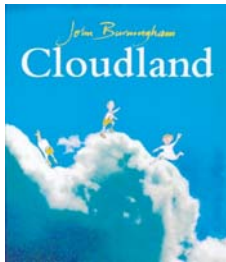


Magic Pencil

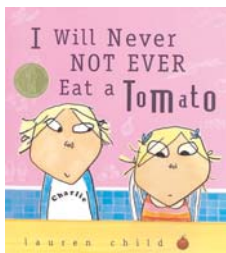
Theme: Me and My family (Primary)

By Carol Read

The materials for this theme are based on the following two story books:



Cloudland
by John Burningham (Red Fox)



I will not ever NEVER eat a tomato
by Lauren Child (Orchard Books)

The activities and tasks described below are designed to be used flexibly in order to create story-based lessons of approximately one hour or longer units of work. As an introduction to the story books and to the Magic Pencil exhibition, it is suggested that you may also like to get children to do one or more of the tasks and activities in the Introductory theme (Primary): **Engaging with Magic Pencil through book covers illustrated by the artists** before telling the stories.

Cloudland

Cloudland is a delightfully imaginative story about Albert, who falls off a cliff during a day out with his mother and father, and is rescued by the Cloud Children. But soon Albert starts to feel homesick and wants to go back home. The story is told in the narrative past and direct speech. Although the text contains language which is likely to be above children's productive level, the vivid and clearly focussed, visual context make it easily accessible and comprehensible.

John Burningham is one of the UK's leading illustrators and children's story Writers (see Magic Pencil website biography and links for further details). In Cloudland, John Burningham uses a combination of photos, paints, pen and ink drawings and collage to enhance the impact of this enchanting story.

Age range: 6 – 11 (Lower and Upper Primary)

Language level: Common European Framework A1 / A2



Main objectives

Language skills

Listening: to the story; to instructions; to sequences of events

Speaking: describing a place; acting out a role play; talking about pictures; expressing opinions; talking about events in the past; saying nonsense words in magic spells.

Reading: sentences which tell the story; stages of the water cycle

Writing: a description of a place; an invitation to a party; a reply to an invitation; a dialogue; an extract from a diary; a simple version of the story.

Functions / structures

Describing a place e.g. Cloudland is ...; There is / are ...

Describing a solution to a problem e.g. Albert jumps into a balloon

Describing a picture e.g. I can see ...; It's / They're ...

Expressing personal opinions e.g. I think ...; I like ...; It makes me feel ...

Asking and giving personal information e.g. What's your name? Where are you from? / I'm ...

Talking about events in the past e.g. I went ...; we walked ...; I slept ...

Vocabulary

Weather: cloud, wind, storm, thunder, sun, sky, rainbow, rain

Action verbs: climb, fall, catch, sleep, swim, float, jump, paint, race

Adjectives: high, light (as a feather), dark

Places: mountain, river, lake, sea, land

Vocabulary related to the water cycle: drop, vapour, evaporate, rise, heat, cool, blow

Pronunciation

/ / as in cloud, mountain

Words and sounds which rhyme

Cross-curricular links:

Art: noticing different techniques used in the illustrations in the story; responding personally to the illustrations in the story; recognising the connection between the illustrations and children's response to the story.

Science: identifying and describing stages in the water cycle.

Citizenship: Awareness of the importance of family; willingness to take turns; willingness to work collaboratively; respect and tolerance for other people's opinions and points of view.

Learning strategies: predicting; guessing; sequencing; problem-solving; matching; observing; creative thinking.



Suggested activities and tasks

1 Imagine Cloudland

Outcome: To predict and imagine what Cloudland is like and to write a short description or draw a picture.

Classroom organisation: whole class, pairs

Materials: the front cover of *Cloudland*.

Procedure: Do this activity before reading the story. Hold up the book cover. Ask questions appropriate to the children's age and level to encourage them to imagine Cloudland e.g. What can you see? / What's the cloud like? / How many children are there? / What are the children doing? / Why don't the children fall down? / Do the children live in Cloudland? / What's Cloudland like, do you think? / What do the children do all day? / Do they go to school? / Where do they sleep? / What do they eat? / What's the weather like in Cloudland? Is the weather always the same, do you think? / Is Cloudland just for children? Or are there adults in Cloudland too? / Are the children in Cloudland happy? / Do they ever get old? / Would you like to visit Cloudland? / Why? / Why not? Re-model and expand the children's answers as appropriate. Use this as an opportunity to introduce or revise vocabulary in the story e.g. high, fall, light (as a feather), climb, float, drift, dark, wind, air, storm, thunder, noise, sun, sky, rainbow.

As a follow-up to the class discussion, divide the class into pairs. Ask the children to write a short paragraph with their partner describing how they imagine Cloudland. Depending on the level, give them a framework to do this e.g. Cloudland is ... (where it is). The children in Cloudland are ... (words to describe the children). The children ... (describe what they do) every day. The weather in Cloudland is ... (describe the weather). Once they are ready, children read and compare their descriptions of Cloudland. They also later compare their descriptions with what they find out about Cloudland in the story.

Young children/lower primary, can draw a picture of how they imagine Cloudland.

2 Albert's problem

Outcome: To invent, write and/or draw a solution to Albert's problem in the story.

Classroom organisation: whole class / groups

Materials: the back cover of *Cloudland*

Procedure: Do this activity before reading the story. Read the blurb on the back cover to the children. Use mime and gesture to convey the meaning of any unfamiliar words e.g. rescue, light and airy as feathers, homesick. Point to Albert on the back cover (the child in the middle) and check comprehension of his problem: How will he get home?

Divide the class into groups of 3-4 children. Explain that the groups should think of a solution to Albert's problem and set a time limit for them to do this e.g. 4-5 minutes. Give an example of a solution e.g. *The wind blows a man in a hot air balloon to Cloudland. Albert jumps into the balloon and asks the man to take him home.* If appropriate, you may like to ask the children either to write their solution and/or to draw a picture to show the solution.

Once the children are ready, ask the groups to take turns to tell their solutions and/or show their pictures to the class. At the end, organise a vote to decide which solution the class likes best or thinks is most likely. The children can then compare this with the real solution when they read the story.



3 Initial storytelling

Outcome: To listen and make use of textual and visual clues to develop a global understanding of the story; to predict and participate in the telling of the story

Classroom organisation: whole class

Materials: copy of *Cloudland*

Procedure: Organise the children so that they are seated near you, if possible, and make sure that everyone can see the book. Read the story to the children, using mime and gesture to convey meaning, pausing to re-cap whenever necessary, and asking questions to encourage prediction and participation. Some examples of the kinds of questions you can ask are:

Spread 1: What do you think Albert, his mother and father did in the mountains? Did they have fun, do you think? Do you ever go to the mountains or countryside with your mother or father?

Spread 6: Was Albert tired after his first night in Cloudland? Did he dream? What did he dream, do you think?

Spread 7: Do you think Albert enjoyed the jumping games?

Spread 9: How did the Cloud Children make a noise in the thunderstorm, do you think?

Spread 14: What was making the noise and wind that nearly knocked Albert off his cloud, do you think?

Spread 15: Did Albert drop out of Cloudland, do you think? What happened next?

Spread 17: What do you think the Queen's plan was to help Albert go home?

Spread 19: Was it a good plan, do you think?

Spread 21: What happened when the Queen said the magic words?

Spread 22: Was Albert happy to be back home with his mother and father? Did he miss the Cloud Children, do you think?

If appropriate at the end of the story, explain the meaning of 'to have your head in the clouds' and ask the children if they know any similar expression in their language.

4 Storytelling activity

Outcome: To be reminded of the story through listening attentively for detail

Classroom organisation: whole class

Materials: copy of *Cloudland*; multiple copies, if you have these (optional)

Procedure: Do this activity to remind children of the story (but not in the same lesson as the initial story telling). Say the word 'cloud' and demonstrate drawing a cloud in the air with your hands. Explain that you are going to read the story again. Ask the children to draw a cloud in the air with their hands every time they hear the word 'cloud' (or 'clouds') and to silently count how many times they hear the word in the story. Read the story again. Put a slight emphasis on the word 'cloud' as you read at first. Once the children have got the idea, make a slight pause before the word each time and the children say the word and draw a cloud in the air. At the end, ask the children how many times they think they heard the word in the story and listen to their response. Either tell the children the answer or, if you have several copies of the book, divide the class into pairs or groups and get them to look through the story to count and check their answer. (The word 'cloud' (either singular, plural or with a capital letter) appears twenty-two times).



5 Art in the story

Outcome: To talk about the illustrations and the way these affect your response to the story.

Classroom organisation: whole class, individual

Materials: copy of *Cloudland*

Procedure: Do this activity after the children have read the story once or twice. Choose one of the spreads from the story e.g. the fourth spread (Albert's mother and father standing on the edge of the cliff) and hold this up to the class. Ask questions to encourage the children to notice detail in the illustration and to formulate a personal response e.g.

What can you see?

What do you notice first about the picture?

Then what do you see?

How is the picture made? (photo (sky and clouds), line drawing and collage (Albert's mother and father), painting (the mountain))

What is the effect of this combination?

What do you notice about the colours?

What do you notice about Albert's mother and father?

How are they feeling?

How does the picture make you feel?

Repeat the procedure with a few other spreads from the story e.g. spread 7 (Albert sleeping in the Cloud bed); spread 9 (the children playing jumping games); spread 14 (Albert left behind in the cloud race); spread 16 (the aeroplane). Use the children's response to raise their awareness of different techniques used to illustrate the story and how these influence their response.

6 Albert's cloud adventure

Outcome: Children order sentences and re-tell (and write) a simple version of the story

Classroom organisation: whole class; pairs/groups

Materials: copy of *Cloudland*; task sheet (Albert's adventure) cut into strips (one set for each pair or group).

Procedure: Do this activity after children have read the story once or twice. Encourage the children to reconstruct the main events in the story orally. Hold up key pictures in the book as they do this and be ready to prompt or remind the children of key language and vocabulary as necessary.

Divide the class into pairs or groups. Give out one set of the cut-out sentences to each group in jumbled order. The groups read the sentences and arrange them in the order of the story on their desks. Check the answers by asking the groups to take turns to read the sentences and re-tell the story.

As a follow-up with more advanced levels, ask the children to write a list of the past tense verbs on the sentence strips in their notebooks e.g. spent, fell etc.. Collect in the sets of sentences. Children work in pairs and reconstruct the sentences using the list of verbs as prompts. They can then also use these to write an account of Albert's adventure.



7 Cloud Children role play

Outcome: To act out a role play between Albert and the Cloud Children.

Classroom organisation: whole class; pairs

Materials: copy of *Cloudland*

Procedure: Hold up the page in the story when the Cloud Children catch Albert after his fall (the fifth spread). Invite the children to invent names for the Cloud Children in the picture. Ask the children how they think Albert and the Cloud Children feel at this moment in the story and listen to their response. Elicit the children's ideas for an initial conversation between Albert and one of the Cloud Children e.g. What's your name? / How old are you? / Where are you from? / Are you scared? etc.. and build up a dialogue between them. Either you can do this orally or you can also record key questions on the board to act as a support to the children later.

Divide the class into pairs and either assign or children choose roles (Albert / Cloud Child). The children prepare and act out a role play of when Albert meets the Cloud Child for the first time. Give a time limit for this e.g. 5-10 minutes. At the end, invite a few pairs to take turns to act out their role plays to the class. If you like, the children can also write a dialogue based on their role play.

8 Albert's Cloudland diary

Outcome: To invent and write an extract from Albert's Cloudland diary

Classroom organisation: whole class; pairs

Materials: copy of *Cloudland*

Procedure: Explain to the children that Albert kept a diary while he was in Cloudland. Either tell the children or give them a copy of the entry for the first day in Albert's diary as follows: *I went to the mountains with my mother and father. We walked and had a picnic. It was great fun. On the way home I tripped and fell off a cliff. The Cloud Children caught me. I slept in a cloud bed. I was very tired.* Briefly ask a few questions to check comprehension.

Elicit children's suggestions for entries in Albert's diary for other days. These can be based on the story e.g. *I had breakfast with the Cloud Children / We played jumping games* but they can also include other ideas e.g. *We played Cloud football. / We had a party and danced by the light of a star.* Encourage the children to be as imaginative as possible.

Divide the class into pairs. Children invent and write the entry for day in Albert's diary with their partner. If you like, you can stipulate the length e.g. a paragraph or six sentences. If appropriate, you may also like to ask the children to draw a picture to illustrate their entries for Albert's diary.



9 Albert's post-card home

Outcome: To invent and write a post-card from Albert to his mother and father

Classroom organisation: whole class, pairs/individual

Materials: copy of *Cloudland*; plain post-cards (optional)

Procedure: Tell the children to imagine that the Queen in the story can arrange for the wind to blow post-cards from Cloudland back to earth. Explain that Albert decides to send a post-card to his mother and father.

Elicit ideas of what Albert might say on the post-card. Ask the children if they have ever been away from home and sent their mother and/or father or other member of their family a post-card. What kind of things would they say? If appropriate, note some of the ideas on the board. Children then either work individually or in pairs and write a post-card from Albert in Cloudland to his mother and father. Once you and the children are happy with the draft, give the children a plain post-card. Children write Albert's message to his mother and father on one side and draw and colour a picture of Cloudland on the other.

10 Party invitation

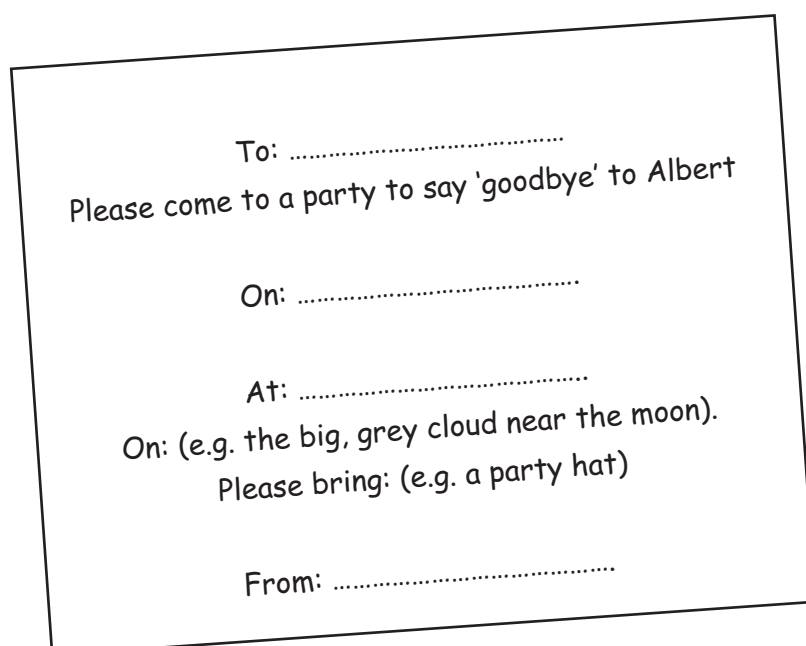
Outcome: To write and reply to an invitation to a party

Classroom organisation: whole class; pairs

Materials: copy of *Cloudland*

Procedure: Ask the children who organises the party for Albert in the story (the Queen) and why (to say 'goodbye' to Albert). Ask who she invites (the Cloud Children; the Man in the Moon). Encourage the children to invent the details of the party e.g. the day, the date, the place, the time and what to bring.

Divide the class into pairs. Children write and design the Queen's invitation for the party. If you like, you can give them a framework to do this e.g.



To:

Please come to a party to say 'goodbye' to Albert

On:

At:

On: (e.g. the big, grey cloud near the moon).

Please bring: (e.g. a party hat)

From:

Once the children are ready, get them to exchange their invitations and write a reply. Again you may like to give a model or framework for the children to do this e.g.



Dear Queen,
Thank you very much for the invitation to the party
for Albert on ... at I would very much like to come.

From

As a follow-up and depending on time, you may also like to get the children to write the Queen's shopping list for the party and/or do a role play of the party based on the picture in the story (spread 19).

11 Magic spells

Outcome: To invent and say magic spells with rhyming words

Classroom organisation: whole class, pairs

Materials: copy of *Cloudland*

Procedure: Ask the children if they can remember the magic words said by the Cloud Children in the story and listen to their response. Hold up spread 5 in the story and get the children to say the three lines of magic words with you in a rhythmic way, using deep voices and pretending to wave a wand as if casting a spell. Explain that these are nonsense words. Encourage the children to take pleasure in the sounds of the words and draw their attention to the rhyme at the end of each line. Ask the children what is the effect of these magic words in the story (to make Albert very light so the Cloud Children can catch him).

Ask the children if there is anything they would like to use a magic spell for and listen to their ideas e.g. to do their homework; to get something they want; to visit a faraway place etc.. Divide the class into pairs. Explain to the children that you want them to invent their own magic spells and what these are for. Their spells should have no more than three lines of English-sounding nonsense words and each line should end in a rhyme. Give a time limit for this e.g. 3-4 minutes. At the end, ask a few pairs to teach the rest of the class their spells and say what these are for.

12 The Water Cycle

Outcome: To find out about the water cycle

Classroom organisation: whole class, pairs

Materials: copy of *Cloudland*; task sheet (The water cycle); large plastic bowl, small container, plastic film (optional)

Procedure: Say 'Cloudland is made of ... (clouds)'. Ask the children 'What is a cloud?' and listen to their response, re-modelling their answers if necessary. Explain that a cloud is a visible mass of tiny drops of water and/or ice suspended in the atmosphere. Ask the children if they know about the water cycle and/or the roles clouds play in the water cycle and listen to their response. Explain that the water cycle is the continuous re-cycling of water between the sea, the air and the land. The water cycle is vital in creating the conditions in which life can exist.

Give out the task sheet and get the children to identify the key places in the cycle: sun, sea, land, cloud, mountain, river. Ask the children to read the descriptions of the stages in the water cycle and match them with the letters in the diagram. When they are ready, children check their answers in



pairs and then with the whole class. If appropriate, you can then ask the children to describe the stages in the water cycle.

As a follow-up, children can make their own mini water cycle to see the principle of how it works. Put a small container of water in a large plastic bowl. Cover the bowl with plastic film and leave this in the sun. After some time (depending on how hot it is), children can then observe how the water in the container evaporates, rises and condenses on the plastic and then falls as 'rain' into the bowl. If appropriate, children can also use reference books or the Internet in order to find out more either about the water cycle or about the names and types of different clouds.

Key: C, H, B, G, D, F, A, E



I will not ever NEVER eat a tomato

I will not ever NEVER eat a tomato is a wonderfully amusing and imaginative story about the trick Charlie plays on his little sister, Lola, who is a very fussy eater, to get her to eat her dinner. The story is predominantly told using direct speech in a reconstruction of Charlie and Lola's conversation from Charlie's point of view. As well as raising issues of sibling relationships, the story is ideal to use as part of a unit of work on the topic of food.

Lauren Child is an award-winning illustrator and children's story writer (see Magic Pencil website biography and links for further details). In *I will not ever NEVER eat a tomato*, Lauren Child uses a combination of photos, collage and computer-generated backgrounds, as well as a variety of fonts, sizes and colours in the text, which add to the humour and fresh appeal of the story.

Age range: 6 – 11 (Lower and Upper Primary)

Language level: Common European Framework A1 / A2

Main objectives

Language skills

Listening: to the story; to instructions; to food raps; to other people's opinions

Speaking: acting out a role play; talking about pictures; expressing opinions; saying a rap; talking about likes and dislikes

Reading: descriptions of food groups; other people's food books

Writing: a verse of a food rap; a description of food; a food diary; a book about your own food likes and dislikes.

Functions / structures

Talking about likes and dislikes e.g. I like / don't like ...; He/ She likes / doesn't like ...

Saying what you and other people don't / won't eat e.g. I don't eat peas.

Describing a picture e.g. I can see ...; It's / They're ...

Expressing personal opinions e.g. I think ...; I like ...; It makes me feel ...

Describing food e.g. This is (not) ... / These are (not) ...

Saying where food is from e.g. It's / They're from ...

Talking about what happens in the story e.g. Charlie says ...

Making suggestions e.g. What about peas?

Vocabulary

Food: tomatoes, carrots, peas, potatoes, mushrooms, spaghetti, eggs, sausages, cauliflower, cabbage, baked beans, bananas, oranges, apples, rice, cheese, fish fingers

Vocabulary related to food groups: carbohydrate, protein, vitamin, mineral, cereal, meat, fruit, vegetables, dairy products

Pronunciation

/ / as in don't, won't

Word stress to give emphasis to a personal point of view: **And** I absolutely will not ever **never** eat a tomato.

Cross-curricular links:



Art: noticing different techniques used in the illustrations in the story; responding personally to the illustrations in the story; recognising the connection between the illustrations and your response to the story.

Science: classifying food into food groups

Citizenship: Awareness of family relationships; willingness to take turns; willingness to work collaboratively; respect and tolerance for other people's opinions and points of view; awareness of differences between typical meals in different countries and cultures.

Learning strategies: predicting; guessing; memorising; ordering; problem-solving; matching; observing; classifying; creative thinking.

Suggested activities and tasks

1 Guess the food

Outcome: To predict and guess the food that Lola doesn't like and to write a list

Classroom organisation: whole class; pairs

Materials: the front cover of *I will not ever NEVER eat a tomato*; picture dictionaries or bilingual dictionaries (optional)

Procedure: Do this activity before reading the story. Hold up the book cover and introduce Charlie and Lola. Explain that Lola is Charlie's little sister and that Lola is a very 'fussy eater' i.e. there are lots of foods that she doesn't like and won't eat. Point to and read the title of the book. Explain that the title is what Lola says and clarify the emphatic meaning of 'not ever NEVER'. Explain that in the story there are lots of other foods besides tomatoes that Lola doesn't like and won't eat. If you like, you can tell the children the exact number (sixteen). Divide the class into pairs. Ask them to work with their partner and to predict e.g. ten foods that they think Lola doesn't like and to write a list. Encourage them to think about the kind of foods that small children, or they themselves, don't like and elicit or give an example e.g. cabbage. If appropriate, explain to the children that if they don't know the names of foods they want to include in their lists in English, they can use a dictionary to find them and make sure that these are available. Give a time limit for the activity e.g. 5 minutes. At the end, ask different pairs to report back about the foods in their lists e.g. We think Lola doesn't like (or won't eat) The rest of the class listens and ticks off any foods on their lists which are the same. The children later compare their lists with what they find out about Lola in the story.

2 Charlie's trick

Outcome: To predict and guess Charlie's trick in the story

Classroom organisation: whole class; groups

Materials: the cover of *I will not ever NEVER eat a tomato*

Procedure: Do this activity before reading the story. Read the blurb on the back cover (the part round the edge of the plate) to the children. Explain or check children's understanding of the meaning of 'hard job', 'fussy eater' and 'trick'. Ask the children 'What's Charlie's trick to make Lola eat her dinner, do you think?' Elicit or give an example to demonstrate what you mean e.g. *Charlie says Lola can have an enormous chocolate ice cream if she eats her dinner.*

Divide the class into groups of 3-4 children. Explain that the groups should try and guess Charlie's trick in the story and set a time limit for them to do this e.g. 3-4 minutes. Once the children are ready, ask the groups to take turns to tell their guesses to the class. Be ready to re-model these and ask



questions as appropriate to clarify. At the end, organise a vote to decide which ‘trick’ the class thinks is most likely to be in the story. The children can then compare this with the real trick Charlie uses when they read the story.

3 Initial storytelling

Outcome: To listen and make use of textual and visual clues to develop a global understanding of the story; to predict and participate in the telling of the story

Classroom organisation: whole class

Materials: copy of *I will not ever NEVER eat a tomato*

Procedure: Organise the children so that they are seated near you, if possible, and make sure that everyone can see the book. Ask the children to listen to the story and find out: 1 What does Lola eat for dinner? 2 What’s Charlie’s trick? Read the story to the children, using mime and gesture to convey meaning, pausing to re-cap whenever necessary, and asking questions to encourage prediction and participation. Some examples of the kinds of questions you can ask are:

Spread 4: What’s for dinner, do you think?

Spread 7: Do you think Lola will try the green drops from Greenland?

Spread 11: Do you think Charlie will persuade Lola to eat a fish finger? (Clarify the meaning of this if necessary) How?

Spread 13: What is Lola asking for now, do you think?

At the end, repeat the two questions you asked initially and check the answers (1 Lola eats carrots, peas, mashed potatoes, fish fingers and tomatoes for dinner 2 Charlie invents exotic names for the foods and where they are from so that Lola thinks they are very special and wants to try them.)

Explain that fish fingers, mashed potatoes (elicit or clarify the meaning of ‘mashed’), carrots and peas is a typical dinner for a child in Britain. Ask the children if this is the same or different from a typical dinner in their country and listen to their response.

4 Storytelling activity

Outcome: To be reminded of the story through listening attentively and identifying the characters who are speaking

Classroom organisation: whole class

Materials: copy of *I will not ever NEVER eat a tomato*

Procedure: Do this activity to remind children of the story (but not in the same lesson as the initial story telling). Divide the class into two groups: Charlie and Lola. Explain that you are going to read the story again. Demonstrate that the children should put their hands on their heads every time their character speaks in the story. Read the story again. Use different voices for Charlie and Lola. Pause to check that the children are putting their hands on their heads correctly each time Charlie and Lola speak. Once the children have got the idea, encourage them to also join in saying key words and sentences of their character’s part with you. At the end ask the children ‘Who’s cleverer, do you think – Charlie or Lola?’ and listen to their response.



5 Art in the story

Outcome: To talk about the illustrations and text and the way these affect your response to the story.

Classroom organisation: whole class, individual

Materials: copy of *I will not ever NEVER eat a tomato*

Procedure: Do this activity after the children have read the story once or twice. Choose one of the spreads from the story e.g. spread 5 (Lola with the carrot on the table and the photo of real carrots) and hold this up to the class. Ask questions to encourage the children to notice detail in the illustration and to formulate a personal response e.g.

What can you see?

What do you notice first about the picture?

Then what do you see?

How is the picture made? (photo and computer (table and wallpaper), line drawing and collage (Lola and carrot), photo (real carrots))

What is the effect of this combination?

What do you notice about the word 'carrots' on both pages?

What is the effect of this?

What do you notice about the photos of carrots?

What do you notice about Lola?

How is Lola feeling, do you think?

How does the picture make you feel about the story?

Repeat the procedure with a few other spreads from the story e.g. spread 7 (the plate of peas); spread 9 (Lola looking at the potato); spread 14 (Charlie holding the bowl of tomatoes). Use the children's response to raise their awareness of the variety of different techniques used to illustrate the story e.g. photos, collage, line drawings and to present the text, e.g. different colours, sizes, fonts and positions on the page, and how these influence their response.

6 Memory game

Outcome: To memorise and write a list of the food Lola doesn't like (or eat) in the story; to say the foods Lola doesn't like (or eat).

Classroom organisation: whole class; pairs

Materials: copy of *I will not ever NEVER eat a tomato*

Procedure: Hold up the spread in the story where Lola names all the foods that she doesn't like (spread 3). Give the children one minute to look at the spread in silence and to remember as many things as possible. Close the book. Divide the class into pairs and give the children e.g. 3-5 minutes to write down all the foods they can remember. If you like, tell them that there are seventeen. At the end ask pairs to report back in turns e.g. Lola doesn't like (or eat) bananas. Write, or invite children to write, the words on the board and elicit spelling if appropriate as they do this. Challenge the class to see if, collectively, they can remember all seventeen foods.

If appropriate, as a follow up, ask children to number or write a list of the words in alphabetical order with their partner as fast as they can. Check the answers.



7 Lola's food rap

Outcome: Children say and invent verses for a rhythmic rap based on Lola's dislike of foods in the story

Classroom organisation: whole class; groups

Materials: copy of *I will not ever NEVER eat a tomato*; percussion instruments e.g. maracas, tambourine (optional)

Procedure: Elicit the names of food that Lola doesn't like in the story. Explain that the children are going to say and invent verses for Lola's food rap. Say one verse of Lola's food rap very rhythmically. Exaggerate the stress on the words as marked and lower your voice and intonation in the last line e.g.

I don't eat carrots
I don't eat peas
And I will not ever
No, NEVER
No, never, never, never
Eat a tomato

Repeat once or twice, encouraging the children to join in saying the verse of the rap with you and using percussion to keep the rhythm.

Elicit and write a skeleton framework for the verse of the rap on the board e.g.

I don't eat ...
I ...
And I will not ever
No, ...
No, ..., ..., ...,
Eat a

Divide the class into groups. Ask each group to write a verse of the rap based on Lola's food dislikes in the story and to practise saying (or whispering) it together in preparation for performing it to the class. Give a time limit for this e.g. 4-5 minutes.

Distribute the percussion instruments to different children round the class. Ask other children to clap or click their fingers to keep the rhythm of the rap. Ask the groups to take turns to perform their verses of the rap to the rest of the class. Count them in to three before each verse.

8 Delicious dishes

Outcome: To invent the names of delicious dishes; to act out a role play based on the invented names

Classroom organisation: whole class; pairs

Materials: copy of *I will not ever NEVER eat a tomato*; task sheet (*Delicious dishes*)

Procedure: Hold up the picture of the plate of peas in the story (spread 7). Ask the children *Are these peas?* and encourage them to respond with the name Charlie gives them in the story: *No, these aren't peas. They're green drops from Greenland.* Repeat the procedure with the other food Lola eats in the story (carrots/orange twiglets from Jupiter; mashed potato/cloud fluff from Mount Fuji; fish fingers/ocean nibbles from the supermarket under the sea; tomatoes/moonsquirters).

Give out the task sheet. Explain that one day several weeks later, when Lola has forgotten, Charlie



plays the same trick on his little sister again, this time with different things for dinner. Read the examples. Draw the children's attention to the difference between the use of singular and plural in the sentences. Divide the class into pairs. Explain that you want the children to invent and write what Charlie says about all the food on the task sheet with their partner. Encourage the children to be as imaginative as possible. You may like to set a time limit for this stage e.g. 10 minutes.

Once the children are ready, ask different pairs to report back about some of the names they have invented.

Explain that children are going to use the names they have invented in a role play between Charlie and Lola. Build up a framework for this with the whole class e.g.

Charlie: What about cauliflower?

Lola: Oh, no. I don't eat cauliflower.

Charlie: But this is not cauliflower. It is white coral from the moon.

Lola: Oh. Give me some, Charlie, please. I love white coral from the moon. Mmm. It's delicious.

Children act out the role play with their partner based on their completed task sheet. Depending on the level, they can either do this as a series of four-line dialogues or they can improvise more freely. At the end, you may also like to ask one or two pairs to act out their role plays to the class.

9 Send an e-card

Outcome: To send an e-card to a friend or someone in your family telling them about *I will not ever Never eat a tomato*

Classroom organisation: whole class, pairs/individual

Materials: copy of *I will not ever Never eat a tomato*; access to Magic Pencil Website (click on Lauren Child; send an e-card)

Procedure: Elicit what the story is about and ask the children to tell you the parts of the story they like. Explain that you want them to send an e-card to a friend or someone in their family telling them about the story.

Ask the children to write a draft of what they want to say on their e-card and, if you like, provide a framework for this e.g. Dear ... This is a picture of The story is about I like the part when I think the story is ... Love ... NB The e-card only takes a limited amount of text. If you would like your children to write more, they could write an additional e-mail or letter.

Give instructions for finding the e-card on the web-site. Ask the children what's in the picture on the card (Charlie holding the bowl of tomatoes).

Children write their e-cards. They check them in pairs and with you before sending. If feasible, you may like to organise that the children send their e-cards to children in another class who you are also planning to tell the story to. These children can then compare the opinions in the e-cards with their own responses when they read the story and send a reply.

10 Zig-zag book

Outcome: To write and illustrate a book expressing personal opinions about food

Classroom organisation: whole class, individual

Materials: copy of *I will not ever, never eat a tomato*; sheets of A1 or A3 sized paper cut horizontally into strips 10 centimetres wide; one zig-zag book (made by folding one of strip of paper backwards and forwards, approximately every 8 centimetres, and completed as per the instructions below).

Procedure: Show the children the zig-zag book that you have prepared. Explain that you want the children to make, write and illustrate a book expressing their own personal opinions about food. The



pictures can either be drawn by them or cut out from magazines or downloaded from internet pages. The writing in the book can be big or small and in different colours, sizes and fonts or handwriting. Explain that the book should have four parts as follows:

I love ...

I like ...

I don't like ...

And I will not ever NEVER eat ...

Depending on their own personal likes and dislikes children can choose how many foods to include and how many pages they want to give to each part of their book.

Give instructions and demonstrate how to make the book e.g. *Fold one page like this. Then fold the page back like this* etc. Children then work individually and write and illustrate their zig-zag books.

At the end, children can exchange and read each other's books and find out how many opinions they share. You may also like to read one or two of the books to the whole class.

11 Food groups

Outcome: To match the descriptions and food groups; to classify the food in the story into food groups

Classroom organisation: whole class, individual, pairs/groups

Materials: copy of *I will not ever NEVER eat a tomato*; task sheet (*Food groups*)

Procedure: Ask the children if they can remember the foods that Lola doesn't like in the story and elicit the names.

Explain that food can be divided into four main food groups and ask the children if they can work out what these are from the foods in the story. Be ready to help and/or re-model their answers as they do this (The four main food groups are Meat and fish, Fruit and vegetables, Cereals, and Dairy products.)

Ask the children questions e.g. Is it important to eat foods from all four groups? What do the foods from each food group contain? (eg. proteins, vitamins, carbohydrates) Do you like food from all the food groups? Listen to the children's responses. Re-model and expand their answers and introduce vocabulary e.g. proteins, vitamins etc as necessary.

Give out a copy of the task sheet. Read the names of the food groups. Explain that children should first of all classify the food in the story by writing the words in the correct groups. They compare their answers in pairs before checking with the whole class. If you like, you can also ask the children to add one or two more foods they know to each group.

Ask the children to read and match the descriptions and food groups. Check the answers. Ask the children to identify the food group containing the food that Lola likes least (fruit and vegetables) and what this group is important for (vitamins, minerals, fibre). Ask the children if they have preferences for particular food groups like Lola and listen to their response.

As a follow up, ask children to keep a food diary for one or two days, e.g. between lessons, in order to work out the balance of food they eat from different food groups every day. Children can also find out more about food groups and why they are important for our health using reference books or the internet.

Key: Meat and fish: sausages, fish fingers.

Cereals: spaghetti, rice (children may also want to include the breadcrumbs on the fish fingers here).

Fruit and vegetables: peas, carrots, mushrooms, potatoes, cauliflower, cabbage, baked beans, bananas, oranges, apples.

Dairy products: eggs, cheese.



12 Mystery food

Outcome: To identify food from the taste

Classroom organisation: whole class, pairs

Materials: copy of *I will not ever NEVER eat a tomato*; blindfolds; small pieces of a selection of cut-up food from the story suitable to take into class e.g. carrots, peas, cauliflower, apples, cheese, bananas; blindfolds.

Procedure: Show the children the food and the blindfolds. Ask them if they think it's easy to identify food you're eating if you can't see it and listen to their response. Ask two children to the front of the class and blindfold them. Use gesture and lip reading to involve the rest of the class in deciding which food to choose to give them. Give the two children the same food to try in turn. Ask *What's this?* and get them to identify the food e.g. *I think it's (a/an)* If they answer correctly, they have another turn (up to a maximum of three turns). After several pairs have had turns, increase the level of difficulty by asking the children to wear blindfolds and hold their noses when they try the food. At the end ask the children for any conclusions e.g. it's difficult to identify food if we can't see it or smell it. Our tongue helps us to identify basic taste and texture, but we also use other senses (sight and smell) to know what we're eating.

As a follow up, you may like to get the children to do further work on investigating our sense of taste e.g. identifying food that is sweet, salty, bitter and sour and drawing a diagram to show the taste areas on their tongue.



**Magic Pencil Activity Sheets: Me and My Family Theme (Primary)
Cloudland - Albert's cloud adventure (Activity 6)**



Albert spent the day in the mountains.

Albert fell off a cliff.

The Cloud Children caught Albert.

Albert slept in a Cloud bed.

Albert had breakfast with the Cloud Children.

Albert played jumping games and Cloud ball.

Albert went for a swim in the rain.

Albert painted a picture.

An aeroplane nearly knocked Albert off his cloud.

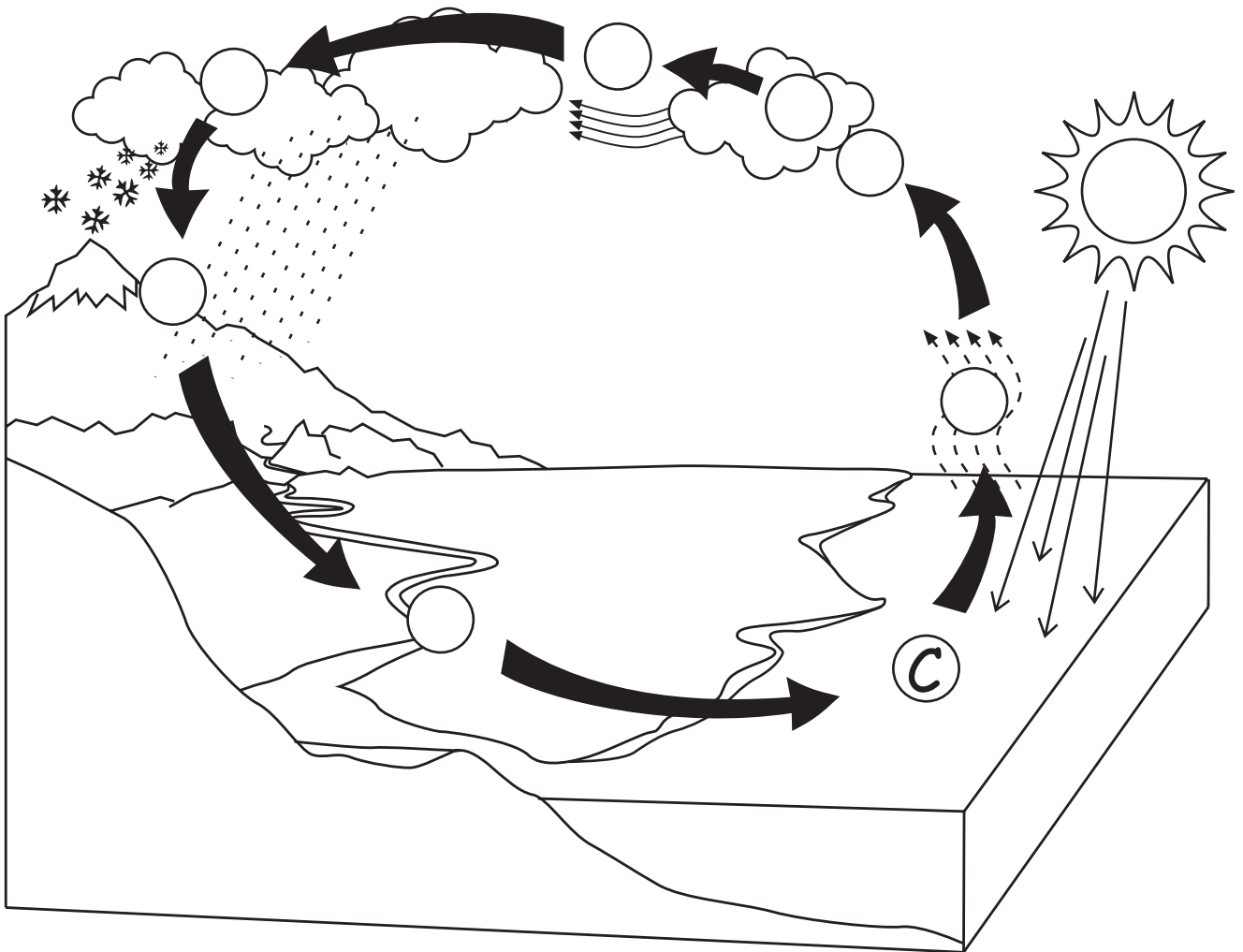
Albert wanted to go home.

The Queen gave a party for Albert.

Albert was back in his little bed at home.



Magic Pencil Activity Sheets: Me and My Family Theme (Primary)
Cloudland - The Water Cycle (Activity 12)



- (A) Large drops of water fall as rain or snow
- (B) The water vapour cools
- (C) The sun heats water in rivers, lakes and the sea
- (D) The wind blows the clouds
- (E) The water travels back to the sea in rivers
- (F) The clouds meet cool air above the mountains
- (G) The water vapour forms tiny drops of water in the clouds
- (H) The water evaporates and rises



Magic Pencil Activity Sheets: Me and My Family Theme (Primary)
I will not ever NEVER eat a tomato
- Delicious Dishes (Activity 8)

Oh no. I don't eat peas.

But these are not peas.
They are green drops from Greenland

Oh no. I don't eat cauliflower.

But this is not cauliflower.
It is white coral from the moon

Oh no. I don't eat spaghetti.

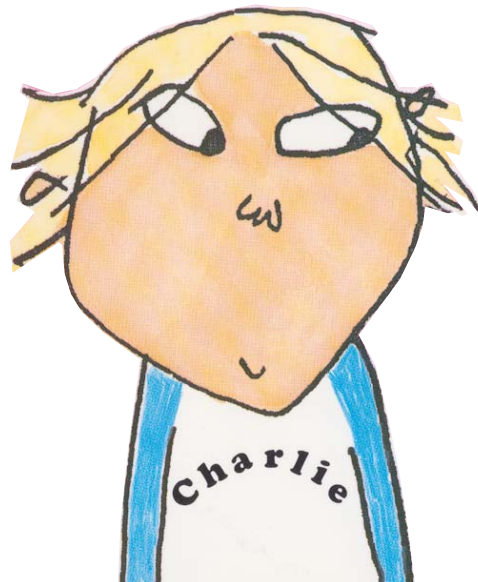
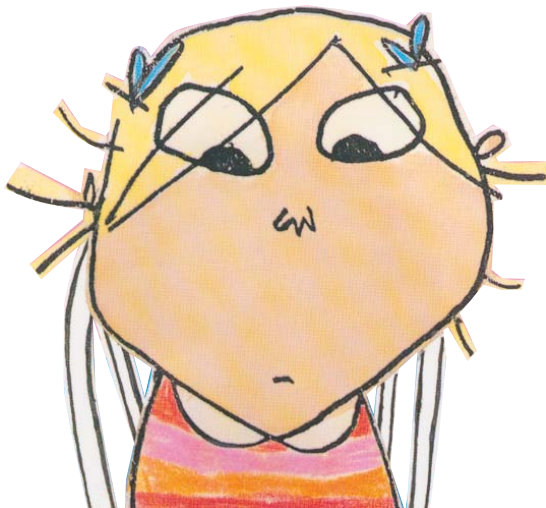
Oh no. I don't eat eggs.

Oh no. I don't eat sausages.

Oh no. I don't eat mushrooms.

Oh no. I don't eat rice.

Oh no. I don't eat cheese.





Magic Pencil Activity Sheets: Me and My Family Theme (Primary)
I will not ever NEVER eat a tomato
- Food Groups (Activity 11)

tomatoes	CEREALS	MEAT & FISH	cauliflower
carrots			mushrooms
peas			baked beans
potatoes			fish fingers
cheese	FRUIT & VEGETABLES	DAIRY PRODUCTS	bananas
spaghetti			oranges
apples			cabbage
eggs			rice
sausages			

The foods in this group are an important source of vitamins, minerals and fibre. They keep you healthy and help you grow. You should eat a lot of food in this group every day.

The foods in this group are an important source of carbohydrate. Carbohydrate gives you lots of energy. You should eat a lot of food in this group every day.

The foods in this group are an important source of calcium. They keep you healthy and strong. You should eat some food in this group every day.

The foods in this group are an important source of protein. You should eat some food in this group every day.



Acknowledgements

Illustration from **I Will Not Ever Eat a Tomato**

written and illustrated by Lauren Child

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