


Literacy Stations Teaching Activities

	<p>Title: Horrid Henry</p> <p>Class: 3rd and 4th Class</p> <p>Duration: 10/15 minutes per activity</p>
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Overview of activities: A total of 5 station teaching activities and ideas are presented here with a focus on group work, individual learning and ICT integration. Each station is designed to be a self-contained and student-led activity and is categorised according to the strands and strand units contained within the English curriculum which is implemented in primary schools within Ireland. Cross curricular relevance is also outlined. This document is a guide to each station for the teacher in addition to a set of instructions for pupils which may be placed on each teaching station.

Instructions should be read by teacher for the first effort, and then referred to by the children in following sessions. Ask pupils to refresh the memory of their group by re-telling the instructions at the beginning of each session.

Teachers should browse the following website for other resources which relate to the Horrid Henry books. <http://www.sourcebooks.com/spotlight/horrid-henry-books.html>

The website compliments the wealth of literacy activities contained in the stations below:

Station 1. Buzzwords (Online)

Strand: Oral Language, Reading

Strand Unit: Receptiveness to Language, Emotional & Imaginative Development through Language.

Resources Required: Internet, Computer or Interactive Whiteboard.

Main learning intention: To introduce or reinforce new vocabulary associated with the Horrid Henry book, outlined in the Reading Station via interactive online games, drag and drop, image explorers and a quiz.

Task: Complete the online activities focusing on nouns, adjectives, sequencing, vocabulary, a cloze procedure and a quiz as a group or individually (depending on number of computers available).

Activity 1. Horrid Henry's Dance Class Quiz

<http://quiz.scoilnet.ie/Quiz.aspx?qid=1957>

Activity 2. Horrid Henry's Perfect Day *Image explorer based on sentence creation.*

<http://scoilnet.magicstudio.ie/interactive/view/110835>

Activity 3. Horrid Henry and Moody Margaret *cloze activity drag 'n' drop*

<http://scoilnet.magicstudio.ie/interactive/view/111227>

Activity 4. Horrid Henry's Holiday *Image explorer based on sequencing.*

<http://scoilnet.magicstudio.ie/interactive/view/111234>

Print the instructions for pupils in PDF format found at – Station_1.pdf

Station 2. Buzzwords (Offline)

Strand: Oral Language, Reading

Strand Unit: Receptiveness to Language, Competence and Confidence in using Language

Resources Required: Printed PDF game: HorridHenry_sentence_builder_game.PDF.

Main learning intention: To introduce or reinforce new vocabulary associated with the story outlined in the Reading Station via a printable sheet of words, a sentence building exercise and a memory exercise.

Activity 1: Print off the game focusing on words associated with the core reading material – Horrid Henry. Children will play the two games which require a bordered game board.

Activity 2: Children will play the memory game using the same resource word cards.

Print the PDF of words for the picture game found at:

HorridHenry_sentence_builder_game.PDF

Print the instructions for pupils in PDF format found at - Station_2.pdf

Station 3. The Story (Online and offline)

Strand: Oral Language, Reading, listening

Strand Unit: Receptiveness to Language, Competence and Confidence in using Language

Resources Required: Internet, Computer, Data Projector, IWB or Tablet, whiteboard with buzzwords from the story, Horrid Henry book by Francesca Simon. If possible a CD of the book can be purchased from <http://www.horridhenry.co.uk/audio-books.asp>.

Further to this, extracts from all of the Horrid Henry books can be listened to at:

<http://www.francescasimon.com/audio.asp>

The book which this set of lessons engages with is the first Horrid Henry book with the blue cover. The book plus CD takes an hour to listen to.

Main learning intention: To be able to listen to the story being read by teacher, the class or [Miranda Richardson](#) on the audio CD, be motivated to continue reading and to understand the meaning. This can be done as a shared listening / reading exercise.

Following this lesson, the children could read collaboratively or individually from the books.

Activity 1: Progress through the Horrid Henry book or the Audio CD.

Activity 2: Read the story in book format if the Audio CD was listened to.

Activity 3: Browse through the websites below and familiarise with the author and the books.

<http://www.horridhenry.co.uk/>

<http://www.horridhenry.me/>

<http://www.francescasimon.com>

Print the instructions for pupils in PDF format found at - Station_3.pdf

Station 4. Responding (Online and Offline)

Strand: Oral Language, Reading, Writing

Strand Unit: Competence and Confidence in using Language, Emotional & Imaginative Development through Language

Main learning Intention: To develop an emotional and imaginative response to the text and audio both individually and collaboratively through writing and discussion.

Resources Required: Internet, IWB, Voice recorder, Photostory and a PC or laptop, Paper, pencil, colouring pencils and crayons, cartoon strip templates, PDF of Story Mountain.

Activity 1: Draw a cartoon strip of scenes from their favourite story in the book; choose from one of the four stories / chapters. Find cartoon strip examples here:

<http://donnayoung.org/art/comics.htm>

Children should write speech bubbles which are in their own words, experiment with different dialogue, new endings, new characters. Colour the cartoon and construct a comic with their group. Glue the various cartoons into a copy and name the collection. Decorate the cover of the book. When each group has this finished, place the comic books into the class library for each other to share and enjoy.

Use the class camera to take photos of the cartoon strips. Save the pictures onto a computer and create a photostory using the Photostory application. This could be shown to the whole class or even put on the school website.

Watch and listen to the photostory on the IWB after it has been created, remind children that the first effort does not have to be the final article, take comments from the class. Change, edit and re-draft the first story.

Activity 2: The pupils should write a story and include all of the characters who they encountered in the book. Show the group the following picture to help plan and construct the story:

http://www.primaryresources.co.uk/english/pdfs/StoryMountain_TL.pdf

Draw a picture of their story mountain plan before they begin the story. Remind pupils to re-draft and edit the story to conclude with a well-constructed and interesting story. Motivate the pupils to try to grip the reader's attention just as Francesca Simon does. Show / read this before beginning if possible:

<http://www.telegraph.co.uk/culture/books/books-life/7544620/Francesca-Simon-interview-what-makes-Henry-so-horrid.html#>

Activity 3: Facilitate a group discussion based on creating different endings to each story / chapter. Inform the pupils to decide on an appropriate ending and write it collaboratively using a dice. Whatever number you throw on the dice, that amount of lines should be constructed by you.

In this collaborative group there will be roles assigned, one pupil can write, one pupil can read it to the rest of the class after the exercise is over and one group member will record the voice using a voice recorder, other group members can take on roles such as – motivator, encourager, manager (who goes next?) and referee (has the group been fair? has every group member taken a turn with the dice?).

Print the instructions for pupils in PDF format found at - Station_4.pdf

Station 5. SPHE / Science / English / Drama *(Online and Offline)*

Strand: Oral Language, Reading and Writing.

Strand Unit: Developing cognitive abilities through language.

Main learning Intention: The children will be enabled to link their reading with various other curricular areas. The child will be enabled to transfer their learning and reinforce their learning by applying it to various other problems or tasks.

Resources Required: *George's Marvellous Medicine* by Roald Dahl.

Website for teacher to read:

<http://teachertomblog.blogspot.ie/2011/03/let-them-teach-themselves.html>

Prior to exploring the various concoctions of 'Glop'

Various materials for mixing, ingredients and receptacles.

Activity 1: Read from the Roald Dahl book.

Alternatively read from:

<http://www.freewebs.com/ammdownloads/GEORGE%27S%20MARVELLOUS%20MEDICINE.pdf>

Pay close attention to the ingredients and descriptions used for George's medicine. Compare them to the ingredients for 'Glop' in the Moody Margaret and Horrid Henry chapter.

Activity 2 Invent a name for their own 'Glop'

Write out the ingredients, what exactly is in each one? What do they expect to happen when they mix them? What steps will they take to complete their 'Glop'

Children could look at this website to explore various 'mixing' experiments. Teacher should discuss each experiment with groups before they proceed.

<http://scifun.chem.wisc.edu/homeexpts/homeexpts.html>

Activity 3: Discuss the consistency of their 'Glop', how has it affected their senses:

Touch, hearing, smell, vision, taste (**** Avoid actual tasting – what do you **think** it would taste like? ****). Link with safety and protection strand unit of SPHE - 'tasting or coming in contact with unknown substances'.

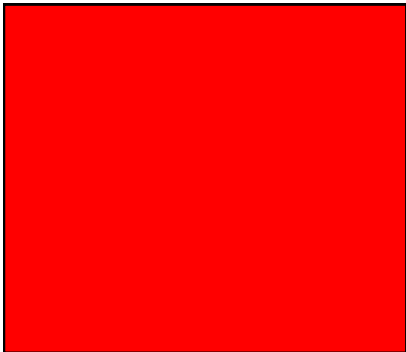
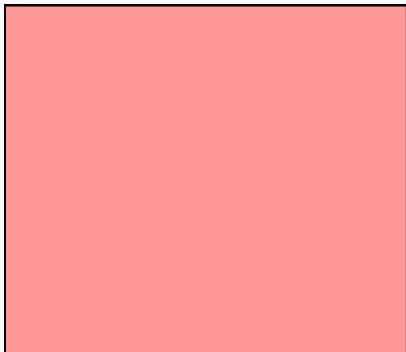
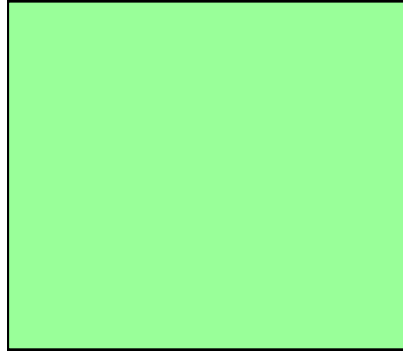
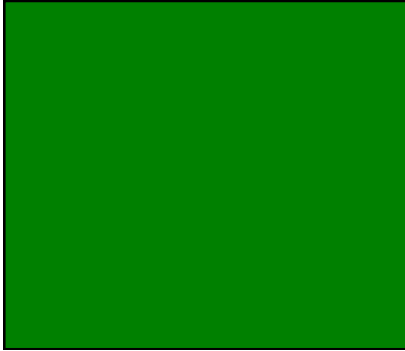
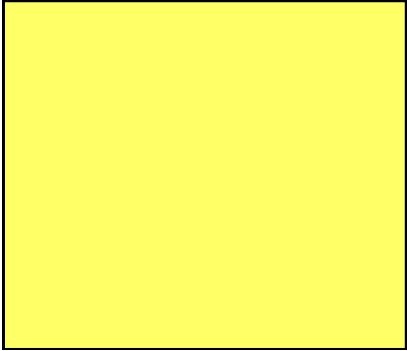
Activity 4: In a group, the children will construct a dialogue between an imaginary cast of characters regarding the 'Glop' which they have created. The dialogue must include a beginning / introduction, a build-up, a problem, a solution and a conclusion. The dialogue must include humour and excitement. Once the dialogue is agreed, the children must write out the lines, assign roles and bring the dialogue alive through a small drama.

Print the instructions for pupils in PDF format found at - Station_5.pdf

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Horrid Henry sentences



Horrid Henry sentences

ran

walked

helped

picked

slouched

annoyed

sneezed

kicked

farted

drank

ran

walked

helped

picked

slouched

annoyed

sneezed

kicked

farted

drank

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Horrid
Henry

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Perfect
Peter

Like

Similar
to

Nothing
like

Just
like

Kind
of like

Not
indifferent
to

Comparable
to

Different
to

Exactly
like

Dissimilar
to

Like

Similar
to

Nothing
like

Just
like

Kind
of like

Not
indifferent
to

Comparable
to

Different
to

Exactly
like

Dissimilar
to

hard

slowly

quickly

lazily

happily

thirstily

hungrily

loudly

rudely

swiftly

hard

slowly

quickly

lazily

happily

thirstily

hungrily

loudly

rudely

swiftly

A brown

A red

A green

A pink

A blue

A black

An
orange

A yellow

A white

A purple

A big

A little

A
large

A small

An angry



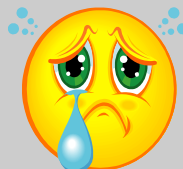
A scary



A kind



A sad



A happy



A friendly





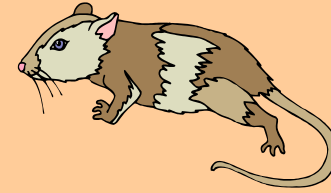
cat



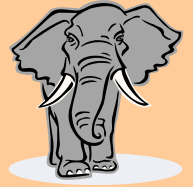
dog



hamster



mouse



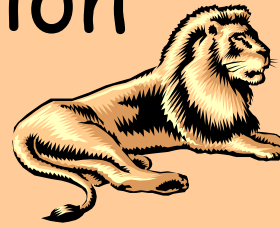
elephant



rabbit



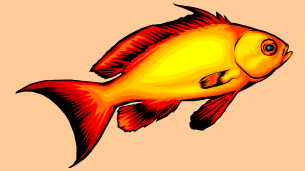
giraffe



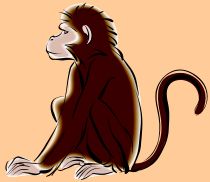
lion



tiger



fish



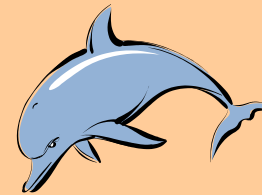
monkey



donkey



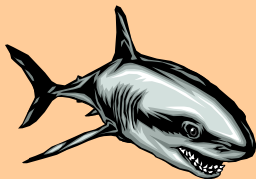
parrot



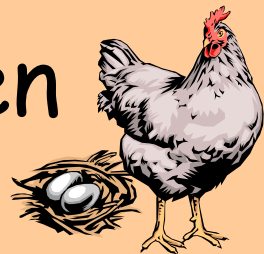
dolphin



peacock



shark



hen



panda



mermaid



dragon

Who

That

Which

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felt

felt

felt

felt

felt

felt

felt

felt

scared.

starving.

hot.

tired.

lazy.

excited.

worried.

cold.

busy.

surprised.

angry.

nervous.

happy.

cross.

grumpy.

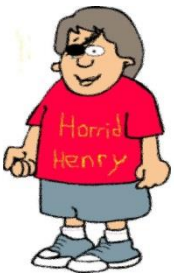
hungry.

thirsty.

ill.

sleepy.

energetic.



Horrid Henry Buzzwords

Instructions:

1. In a group of four to six pupils, start with activity 1.
2. Take turns to answer questions in the quiz, drag 'n' drop or sequence the image explorer.
3. Pick a player to go first, players will go in a circle.
4. Player 1 starts at the beginning of the activity, if you find it difficult; pairs can help each other as a team.
5. If you think you can do better at an activity, try again before moving onto the next activity.
6. Every time you get a correct answer, you get a point, count up the points at the end of each activity.
7. Whoever has the most points can choose which challenge to try next - there are four options.
8. If you finish all of the challenges, the player with the most points can choose to replay their favourite game.
9. If you would like an extra challenge, try to write out extra quiz questions based on Horrid Henry and see how well your classmates know the book!

Have fun!



Horrid Henry build-a-sentence

Instructions:

For six players.

Game 1 —Adjectives and Adverbs.

Requires six copies of the blue bordered game board. One set each of the peach, aqua, pale purple and pale pink cards.

Choose a Horrid Henry / Perfect Peter card (peach) and then take it in turns to choose from the green, aqua, pale purple and pale pink card piles until they have constructed a sentence, e.g. 'Horrid Henry kicked just like a large donkey.' The first child to build 3 sentences wins.

Game 2—Complex Sentences.

Requires six copies of the green bordered game board. One set each of all the other colour cards.

Choose a Horrid Henry / Perfect Peter card (peach) and then take it in turns to choose from the other colour card piles until you have constructed a sentence, e.g. 'Perfect Peter helped quickly exactly like a friendly peacock that felt energetic.' The first child to complete two sentences wins.

Game 3- Complex sentence memory game.

Make a complex sentence, read as each word is taken in order from the piles. Other players are challenged to remember the sentence exactly as you said it. A pupil who remembers correctly makes the next sentence. A wild card (Blank white card) can be chosen at any time from a pile of 12 wild cards, this enables the pupil constructing the sentence to put in any other word at any stage of the complex sentence.

Have fun!



Horrid Henry online & offline

Instructions:

1. In a group of four to six pupils, listen to the story being read aloud on audio CD. Perhaps one story at a time would be a good idea, there are four stories. Alternatively, begin reading the book in your group.
2. When you have read or listened to each chapter, try to re-tell the story in your words. Choose a pupil to begin, continue in a circle until the story ends. Change the ending.
3. Discuss the characters, your favourite part of the story and if anything like each story has ever happened to you. Discuss the personalities of each character. Who do you like? Who do you dislike? Why?
4. Look at the whiteboard where teacher has written some words from the story. Read the words together and construct a sentence each using five words from the book.
5. In a group or in pairs, on your own if there are enough ways to access the internet, have a browse through the following websites:

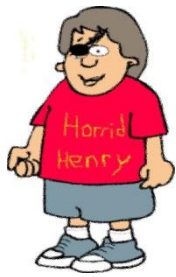
<http://www.horridhenry.co.uk/>

<http://www.horridhenry.me/>

<http://www.francescasimon.com>

Make sure to listen to: <http://www.francescasimon.com/audio.asp>

Take notes and discuss the websites with the rest of the group. What book would you like to explore next? Can you find any other Horrid Henry material on the internet? Enjoy!



Responding to Horrid Henry

Instructions:

1) Individually draw a cartoon strip of scenes from your favourite story in the book, choose from one of the four stories / chapters. Write speech bubbles which are in your own words, experiment with different dialogue, new endings, new characters. Colour the cartoon and construct a comic with your group. Glue the various cartoons into a copy and name the collection. Decorate the cover of the book. When each group has this finished, place the comic books into the class library for each other to share and enjoy.

Use the class camera to take photos of the cartoon strips. Save the pictures onto a computer and create a photostory using the Photostory application. This could be shown to the whole class or even put on the school website.

Watch and listen to the photostory on the IWB after it has been created, remember the first effort does not have to be the final article, take comments from the class. Change, edit and re-draft the first story.

or

2) Write a story and include all of the characters who you encountered in the book. Have a look at the following picture to help plan and construct the story:

http://www.primaryresources.co.uk/english/pdfs/StoryMountain_TL.pdf

Draw a picture of your story mountain plan before you begin the story. Remember to re-draft and edit the story to conclude with a well-constructed and interesting story. Try to grip the reader's attention just as Francesca Simon does. Read this before beginning if possible:

<http://www.telegraph.co.uk/culture/books/books-life/7544620/Francesca-Simon-interview-what-makes-Henry-so-horrid.html#>

or

3) Have a group discussion based on creating different endings to each story / chapter. Decide on an appropriate ending and write it collaboratively using a dice. Whatever number you throw on the dice, that amount of lines should be constructed by you.

In this collaborative group there will be roles assigned, one pupil can write, one pupil can read it to the rest of the class after the exercise is over and one group member will record the voice using a voice recorder, other group members can take on roles such as - motivator, encourager, manager (Who goes next?) and referee (Has the group been fair? Has every group member taken a turn with the dice?)

1. The Beginning

Introduce the main characters and describe the setting. What will your opening sentence be?

2. The Build-Up

What things happen?
What clues are there?
What is said? How do you build up the excitement?

3. The Problem or Dilemma

Things might go wrong!
Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution

How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending

Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER Name Date