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| Activity title:          | <b>1. Under Milk Wood: Tongue-twisters</b>   |
| Description:             | Give general overview of 'Under Milk Wood' and getting acquainted with the text. Understand alliteration.  |
| Year groups:             | 3-6  |
| Link to Curriculum/ LNF: | <b>Developing and presenting information and ideas</b><br>* Speaking<br>Y3: <ul style="list-style-type: none"><li>• speak clearly, varying expression to help listeners</li></ul> Y5: <ul style="list-style-type: none"><li>• speak clearly</li></ul> Y6: <ul style="list-style-type: none"><li>• speak clearly</li></ul><br>*Listening:<br>Y3: <ul style="list-style-type: none"><li>• listen carefully and make connections between what they are learning and what they already know</li><li>• understanding by asking relevant questions or making relevant comments</li></ul> Y4: <ul style="list-style-type: none"><li>• listen carefully to presentations and show understanding of main points</li><li>• after listening, respond, giving views on what the speaker has said</li></ul> Y5: <ul style="list-style-type: none"><li>• listen to others, asking questions and responding to both the content and the speakers' viewpoint</li></ul> Y6: <ul style="list-style-type: none"><li>• respond to others with questions and comments which focus on reasons, implications and next steps</li></ul><br>*Collaboration and discussion:<br>Y3: <ul style="list-style-type: none"><li>• contribute to group discussion, sharing ideas and information</li><li>• use talk purposefully to complete a task in a group</li></ul> Y4: <ul style="list-style-type: none"><li>• contribute to group discussion and help everyone take part</li><li>• help a group to reach agreement,</li></ul> Y5: <ul style="list-style-type: none"><li>• contribute to group discussion, taking some responsibility for completing the task well,</li><li>• build on and develop the ideas of others in group discussions,</li></ul> Y6: <ul style="list-style-type: none"><li>• contribute purposefully to group discussion to achieve agreed outcomes</li></ul> |



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| Dylan Thomas Text:    | 'Under Milk Wood'<br>Opening lines from "To begin at the beginning" .... to "fast and slow asleep"  |
| Equipment required:   | Computer / tablet with access to the internet to play excerpt of 'Under Milk Wood' to the class.<br>PowerPoint Presentation - UMW_Activity_TongueTwister  |
| Suggested procedure:  | <p>Show the learners a copy of the book.<br/>Give them some background information</p> <ul style="list-style-type: none"><li>- it was written by Dylan Thomas, one of the most famous Welsh writers</li><li>- broadcast as a radio drama on the BBC in 1954 (after Dylan Thomas's death)</li><li>- it describes 24 hours of life in a Welsh town</li><li>- DT once referred to it as a dramatic poem.</li></ul> <p>Ask the learners to listen to the beginning of 'Under Milk Wood' on YouTube (up to 2:03 minutes).<br/>Tell them not to worry if they don't understand every word.</p> <p>Discuss the opening with the learners<br/>Do you think it sounds like a poem or a story? Discuss.<br/>What time does the poem refer to?</p> <p>What are the boys dreaming of?</p> <p>Explain that the sound of the words were very important to Dylan Thomas.<br/>Get them to say 'fishingboat-bobbing sea'.</p> <p>Distribute the cards so that the learners can try different tongue-twisters in their groups.</p> <p>Red Lorry, yellow lorry (repeat getting faster)<br/>The sixth sick sheik's sixth sheep's sick.<br/>Peter Piper picked a peck of pickled peppers.<br/>She sells seashells by the sea shore.<br/>Freshly-fried flying fish.<br/>Which wristwatches are Swiss wristwatches?</p> <p>The group can then discuss which tongue-twisters are hardest and place them in order from the easiest to the hardest.</p> <p>At the end of the session review what alliteration is.</p> |
| Extension activities: | Learners could go on to create their own tongue-twisters.<br>These could then be swapped to see if they can say each other's tongue-twisters.   |
| Relevant links:       | <p><a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/dylan_thomas/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/dylan_thomas/</a> - BBC primary website about Dylan Thomas</p> <p><a href="http://learnenglishkids.britishcouncil.org/en/tongue-twisters">http://learnenglishkids.britishcouncil.org/en/tongue-twisters</a> - more examples of tongue-twisters</p>   |



Modifying for other age groups:

The opening of 'Under Milk Wood' can be explained and examined in more detail with older learners.  
It would be possible to do dictionary work to find out the meanings of words which are unfamiliar to them.



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| Activity title:             | <b>2. Under Milk Wood: Memories</b>  |
| Description:                | Use 'Under Milk Wood' to start a discussion about memories, play Chinese whispers and understand the importance of listening carefully.  |
| Year groups:                | 3-6  |
| Link to Curriculum/<br>LNF: | <b>Developing and presenting information and ideas</b><br>* Speaking<br>Y3: <ul style="list-style-type: none"><li>• speak clearly, varying expression to help listeners</li></ul> Y5: <ul style="list-style-type: none"><li>• speak clearly</li></ul> Y6: <ul style="list-style-type: none"><li>• speak clearly</li></ul><br>*Listening:<br>Y3: <ul style="list-style-type: none"><li>• listen carefully and make connections between what they are learning and what they already know</li><li>• understanding by asking relevant questions or making relevant comments</li></ul> Y4: <ul style="list-style-type: none"><li>• listen carefully to presentations and show understanding of main points</li><li>• after listening, respond, giving views on what the speaker has said</li></ul> Y5: <ul style="list-style-type: none"><li>• listen to others, asking questions and responding to both the content and the speakers' viewpoint</li></ul> Y6: <ul style="list-style-type: none"><li>• respond to others with questions and comments which focus on reasons, implications and next steps</li></ul><br>*Collaboration and discussion:<br>Y3: <ul style="list-style-type: none"><li>• contribute to group discussion, sharing ideas and information</li><li>• use talk purposefully to complete a task in a group</li></ul> Y4: <ul style="list-style-type: none"><li>• contribute to group discussion and help everyone take part</li><li>• help a group to reach agreement,</li></ul> Y5: <ul style="list-style-type: none"><li>• contribute to group discussion, taking some responsibility for completing the task well,</li><li>• build on and develop the ideas of others in group discussions,</li></ul> Y6: <ul style="list-style-type: none"><li>• contribute purposefully to group discussion to achieve agreed outcomes</li></ul> |



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| Dylan Thomas Text:   | 'Under Milk Wood' referred to but not used<br>'A Child's Christmas in Wales'   |
| Equipment required:  | Copy of 'Under Milk Wood' for reference<br>Copy of 'A Child's Christmas in Wales'  |
| Suggested procedure: | <p>Have a short discussion with the class to see what they remember about Dylan Thomas and 'Under Milk Wood'.</p> <p>Explain that Dylan Thomas used a lot of memories from his childhood when writing 'Under Milk Wood'.</p> <p>There are people in both Laugharne and New Quay who believe that their village was the inspiration for 'Under Milk Wood'.</p> <p>Explain that often, when people look back at their childhoods, they may not remember things exactly as they were and that memories can change over time.</p> <p>Refer to 'A Child's Christmas in Wales' - another one of Dylan Thomas's works where he draws on memory.<br/>"One Christmas was so much like another, in those years around the sea-town corner now and out of all sound except the distant speaking of the voices I sometimes hear a moment before sleep, that I can never remember whether it snowed for six days and six nights when I was twelve or whether it snowed for twelve days and twelve nights when I was six."</p> <p>Ask the learners what their earliest memories are.<br/>Allow time for a discussion. Do they remember incidents exactly?</p> <p>Explain that memories can be important to us, especially memories of loved ones or animals that are no longer with us.</p> <p>Play Chinese whispers to show how things can change over time.<br/>Divide the class into suitable number of groups with at least 6 people in each group if possible.<br/>Give one member of each group a short sentence to say. Explain that they have to whisper it to the next person, and that they in turn whisper it to the next. The last person then has to write down what they think they have heard on a whiteboard. The groups can then compare their sentences to see how close they were to the initial sentence.<br/>Any sentence or phrase can be used.<br/>Some sample sentences/phrases that you could use from 'Under Milk Wood' are -</p> <ul style="list-style-type: none"><li>• To begin in the beginning</li><li>• fishingboat-bobbing sea</li><li>• The houses are blind as moles</li><li>• The boys are dreaming wicked</li></ul> <p>Close the session by reviewing what the learners have learnt e.g. the importance of listening carefully. The session can also be used for PSE purposes to explain to learners that they shouldn't believe rumours, as a story can change as it passes from person to person.</p> |



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| Extension activities:           | Once the learners are familiar with the game, it can be played as a game with points given to the first group to write the sentence correctly on the whiteboard. |
| Modifying for other age groups: | For Years 3 and 4 it may be enough to use a word or two to whisper rather than a whole sentence.   |



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| Activity title:             | <b>3. Under Milk Wood: Characters</b>   |
| Description:                | Learners create their own character using the characters from 'Under Milk Wood' and Roald Dahl books as a stimulus. Using adjectives and adverbs.   |
| Year groups:                | 3-6   |
| Link to Curriculum/<br>LNF: | <p><b>Organising ideas and information</b></p> <p>*Meaning, purposes, readers:</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• write for different purposes and readers choosing words for variety and interest.</li></ul> <p>Y4:</p> <ul style="list-style-type: none"><li>• adapt what they write to the purpose and reader, choosing words appropriately.</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• write with a clear purpose, showing consideration for the reader.</li></ul> <p>Y6:</p> <ul style="list-style-type: none"><li>• adapt writing style to suit the reader and purpose.</li></ul> <p>*Structure and organisation:</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• use a basic structure for writing.</li></ul> <p>Y4:</p> <ul style="list-style-type: none"><li>• use specific structures in writing.</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• use features which show the structure of the writing.</li></ul> <p>Y6:</p> <ul style="list-style-type: none"><li>• adapt structures in writing for different contexts.</li></ul> <p><b>Writing accurately</b></p> <p>*Language:</p> <p>Y3/4/5/6: use language appropriate to writing, including standard forms of English</p> <p>* Grammar Punctuation Spelling Handwriting</p> <p>YR 3:</p> <ul style="list-style-type: none"><li>• use adjectives and adverbs to expand simple sentences and phrases</li></ul> <p>YR 4</p> <ul style="list-style-type: none"><li>• use adjectival and adverbial phrases to add interest and precision</li></ul> |



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| Dylan Thomas Text:              | 'Under Milk Wood' will be referred to but no specific text used  |
| Equipment required:             | A range of pictures of people cut out of magazines.<br><br>Powerpoint - KS2_UMW_Characters   |
| Suggested procedure:            | <p>Have a quick review of who Dylan Thomas was and that he wrote 'Under Milk Wood'.</p> <p>Discuss some of the characters in 'Under Milk Wood' and in particular the names they are given.</p> <p>Organ Morgan - loves organs<br/>Nogood Boyo - lazy fisherman boy<br/>Lord Cut-Glass - an eccentric character who has an obsession with time</p> <p>Refer to Roald Dahl's characters and how their names reflect the personality or certain traits of the characters, e.g. Verruca Salt, Willy Wonka, Augustus Gloop in 'Charlie and the Chocolate Factory'; Miss Honey in 'Matilda'.</p> <p>Distribute pictures on the tables so that learners may choose a picture each. Get the learners to ask questions about the characters. This can be done in pairs with one learner questioning the other about their character before swapping.</p> <p>After this exercise, learners can note down elements of the character using adjectives noting</p> <ul style="list-style-type: none"><li>- how do they look</li><li>- where do they live</li><li>- what do they do (think of adverbs to describe how they do it)</li></ul> <p>Using these notes, learners then write a description of their character.</p> <p>The session can be closed by reviewing the elements that can be included in the description of a character and learners could read out their description to the whole class.</p> |
| Extension activities:           | A group or the whole class could play a game where a range of pictures are shown. A learner reads out his character description and the other learners have to guess which picture is being referred to.   |
| Modifying for other age groups: | This exercise will be differentiated by outcome. Learners in lower KS2 or those of lower ability would benefit from a bank of key words which could be chosen from when describing their character.  |





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| Activity title:          | <b>4. Under Milk Wood: Favourite place</b>  |
| Description:             | Hot-seating activity where learners use their senses to describe their favourite place.   |
| Year groups:             | 3-6   |
| Link to Curriculum/ LNF: | <p><b>Developing and presenting information and ideas</b></p> <p>* Speaking</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• speak clearly, varying expression to help listeners</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• speak clearly</li></ul> <p>Y6:</p> <ul style="list-style-type: none"><li>• speak clearly</li></ul> <p>*Listening:</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• listen carefully and make connections between what they are learning and what they already know</li><li>• understanding by asking relevant questions or making relevant comments</li></ul> <p>Y4:</p> <ul style="list-style-type: none"><li>• listen carefully to presentations and show understanding of main points</li><li>• after listening, respond, giving views on what the speaker has said</li><li>•</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• listen to others, asking questions and responding to both the content and the speakers' viewpoint</li></ul> <p>Y6:</p> <ul style="list-style-type: none"><li>• respond to others with questions and comments which focus on reasons, implications and next steps</li></ul> <p>*Collaboration and discussion:</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• contribute to group discussion, sharing ideas and information</li><li>• use talk purposefully to complete a task in a group</li></ul> <p>Y4:</p> <ul style="list-style-type: none"><li>• contribute to group discussion and help everyone take part</li><li>• help a group to reach agreement,</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• contribute to group discussion, taking some responsibility for completing the task well,</li><li>• build on and develop the ideas of others in group discussions,</li></ul> |



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|                       | <p>Y6:</p> <ul style="list-style-type: none"><li>• contribute purposefully to group discussion to achieve agreed outcomes</li></ul>   |
| Dylan Thomas Text:    | 'Under Milk Wood'   |
| Equipment required:   | Copy of Map of Llareggub or whiteboard to show the map on the National Library of Wales website (see Relevant Links below)  |
| Suggested procedure:  | <p>Recap on Dylan Thomas and 'Under Milk Wood' with the class.<br/>Show the map of Llareggub. Take time to discuss the elements shown on the map.</p> <p>Explain that Dylan Thomas describes the village in a very poetic way and it is obviously a place he writes of fondly.</p> <p>Talk about one of your favourite places.<br/>Why do you like it? When do you go there? What is special about it?<br/>Use your senses when describing it.</p> <p>Ask learners to think about one of their favourite places. It could be somewhere they remember from when they were younger; somewhere they've visited on holiday; a quiet retreat in their own house; or somewhere in the school.</p> <p>Ask learners to close their eyes and picture the location in their minds' eye.<br/>Tell them to use their senses:</p> <ul style="list-style-type: none"><li>- Think of what it looks like.</li><li>- Think of what sounds you can hear when you are there.</li><li>- Does the place have a particular smell?</li><li>- How do you feel when you are in your favourite place?</li></ul> <p>Ask learners to make notes on the above.<br/>When learners have finished their notes you can start a hot-seating activity.</p> <p>Choose one of the learners to sit on a chair in front of the class.<br/>The other learners ask closed questions to try and guess where the place is, e.g. Is it inside? Is it in your house? Is it a warm place. Is it a noisy place.</p> <p>The session can be closed by asking the learners to list the elements which are important to feature in the description of a place.</p> |
| Extension activities: | Learners could draw a map of their favourite place as an extension activity.  |
| Relevant links:       | Online map of Llarregub<br><br><a href="http://digidol.llgc.org.uk/METS/DTH00001/frames?div=1&amp;subdiv=0&amp;locale=en&amp;mode=reference">http://digidol.llgc.org.uk/METS/DTH00001/frames?div=1&amp;subdiv=0&amp;locale=en&amp;mode=reference</a>  |



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| Activity title:             | <b>5. Under Milk Wood: Dreams</b>   |
| Description:                | Learners will learn about the dreams of characters in 'Under Milk Wood' and will create a dream island of their own, using adjectives to describe the fictional place.  |
| Year groups:                | 3-6   |
| Link to Curriculum/<br>LNF: | <p><b>Organising ideas and information</b></p> <p>*Meaning, purposes, readers:</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• write for different purposes and readers choosing words for variety and interest.</li></ul> <p>Y4:</p> <ul style="list-style-type: none"><li>• adapt what they write to the purpose and reader, choosing words appropriately.</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• write with a clear purpose, showing consideration for the reader.</li></ul> <p>Y6:</p> <ul style="list-style-type: none"><li>• adapt writing style to suit the reader and purpose.</li></ul> <p>*Structure and organisation:</p> <p>Y3:</p> <ul style="list-style-type: none"><li>• use a basic structure for writing.</li></ul> <p>Y4:</p> <ul style="list-style-type: none"><li>• use specific structures in writing.</li></ul> <p>Y5:</p> <ul style="list-style-type: none"><li>• use features which show the structure of the writing.</li></ul> <p>Y6:</p> <ul style="list-style-type: none"><li>• adapt structures in writing for different contexts.</li></ul> <p><b>Writing accurately</b></p> <p>*Language:</p> <p>Y3/4/5/6: use language appropriate to writing, including standard forms of English</p> <p>* Grammar Punctuation Spelling Handwriting</p> <p>YR 3:</p> <ul style="list-style-type: none"><li>• use adjectives and adverbs to expand simple sentences and phrases</li></ul> <p>YR 4</p> <ul style="list-style-type: none"><li>• use adjectival and adverbial phrases to add interest and precision</li></ul> |



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| Dylan Thomas Text:    | 'Under Milk Wood'   |
| Equipment required:   | Copy of 'Under Milk Wood'<br>Pictures of Captain Cat's dream and Nogood Boyo dreaming.  |
| Suggested procedure:  | <p>This lesson can be used to a follow-up to the 'Favourite Place' lesson where they will have done some oral descriptive work.</p> <p>Have a brief discussion with the class to recap on Dylan Thomas and 'Under Milk Wood'.</p> <p>Explain that in 'Under Milk Wood', we get to see they dreams of the characters. Explain that in the opening speech it says that girls are dreaming of getting married and boys are dreaming of cowboys and pirates.<br/>(Teacher-led explanation will be required here to understand the text but it should not be dwelt on as it is very challenging text)</p> <p>Some discussion can be had here on stereotypes - is it stereotypical to say that girls dream of weddings and boys dream of pirates?</p> <p>Go on to mention other dreams using images:<br/>Captain Cat sees the bodies of dead sailors who come back to speak to him<br/>Organ Morgan sees the people of the village singing.<br/>Ocky Milkman is pouring milk into the river in his dreams.</p> <p>Ask learners what they dream of. Leave plenty of time for discussion here.</p> <p>Instruct learners to close their eyes and imagine that they are dreaming of a far-off island.<br/>What can you see on the island? Is it hilly or flat? Green or sandy?<br/>What can you hear on the island?<br/>Take a deep breath. What can you smell on the island?<br/>How do you feel when you are on the island?</p> <p>Learners draw an outline of their island in the sea as viewed from above.<br/>They can then fill in the island with words or phrases that describe it.</p> <p>On the back of the paper, they can draw a scene from the island they have created.</p> <p>The session can be closed by reviewing what adjectives are. Then the learners can show their pictures and describe their islands to the whole class.</p> |
| Extension activities: | Using the adjectives, learners write a descriptive piece about their island.<br>You could create a class dream book with examples of the learners' descriptive writing.   |



Modifying for  
other age  
groups:

This activity will be differentiated by outcome of the learners' work.