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dish dash splosh splash  
I think I'm going to curl and crash!

**Clarity of Speech: What a lot of nonsense!**

Exaggerate the words of this short rhyme as much as possible. Make your mouth, lips, jaw and tongue work hard to say all the sounds of each word. Put your mouth into overdrive so that it looks like a Mad Mouth Machine.

Make up all sorts of nonsense words that are similar to **dish dash** and **splish splash**. Go through the alphabet to find more, not forgetting blends such as **cr** and **bl**. Include nonsense words.

Examples:

**mish mash sclish slash flish flash** *and so on.*

**Spelling:**

Make a collection of **ur** words that say **er**.

Examples:

blur, blurt, blurb, burger, burn, closure, culture, disturb, hamburger, murmur, picture, sunburn, church, churn, curb, curve, furl, hurdle, hurt, nurse, purr, purse, slurp, spurs, spurt, turkey, injure, return, splurge, suburb, unfurl, upturn, yoghurt.

**Spelling Game: What are you thinking of?**

Play this by saying, 'I'm thinking of a **u-r** (*pronounced yoo ar*) word that says **er** in the middle and has to do with a running and leaping sort of sport.' (*hurdle*)

*The reply is, 'Are you thinking of (e.g.) curb, c-u-r-b?' 'No, I am not thinking of...'*

*The learners can have the words written up in front of them to choose from, or for a second or third treatment of this letter pattern, the game can be played from memory.*

**Language and Picture Appreciation: Waves are crashing!**

*Show pictures, paintings or prints you might have of waves crashing. Talk about the shapes in the picture, sounds that would be heard, the colours of the water and the sky and so on. Ask learners to imagine that they are in the picture. Why are they there?*

What is today's real weather like? Describe the weather as if you are a painter, photographer, weather forecaster, child who is at the coast for a holiday or as the captain on an ocean liner.

**Drawing, Painting and Writing:**

Draw or paint your own version of a picture where the title is **Waves Crashing**. Caption, sign and date your picture. (Look at *The Great Wave off Kanagawa* by Hokusai.)

For those able to look at more dramatic paintings, look at and discuss paintings of tall-ship shipwrecks such as those by J M W Turner and George Philip Reinagle.

Make a class display called **Sea Pictures**.

**Writing and Handwriting: I must go down to the seas again.**

Write a piece of prose or a poem about the sea. *This is best done after immersing the learners in pictures, prose and poetry. Listening to sea music can add another valuable dimension for the learners. (Examples: La Mer, Debussy; Fingel's Cave, Mendelssohn.)*

Find sea poems by published poets, and as an interesting handwriting activity, write some favourite phrases or lines from these poets' works which you especially enjoy.

*Some learners will possibly want to write out the whole poem just for the pleasure of doing so. Encourage this, and also promote the memorisation of parts or whole poems.*

Make sure to acknowledge the poet's name and the title of the book from which each quotation comes. Display your poetry with these phrases, decorating with a border of sea motifs.

Find a copy of John Masefield's poem called *Sea Fever*. Read it out loud to a friend. Memorise the first verse.

**Guest Speaker:**

*If anyone in the class knows someone in the local area who is an artist and/or illustrator, write a letter inviting that person to the classroom to talk about and demonstrate their technique.*

*Have a short question time at the end rather than have questions asked during the talk. A verbal thank you given at the conclusion provides experience in more formal public speaking.*

*A letter sent by post a few days later teaches learners correct thank you etiquette as well as creates a real instance for learning how to structure a formal letter, address the envelope, purchase a stamp and post it.*