

# George's Marvellous Medicine: Activity Plan 4

## Reading Skill:

2b. Retrieve and record information/identify key details from fiction and non-fiction.

I can order and summarise events in the story.

## Vocabulary and Key Phrases:

Song-thrush, wurzel, acrobat, bandy.

**Prior Learning:** Children will have read 'Grandma Gets the Medicine.'

**Reading Task:** Read 'The Brown Hen' and 'The Pig, the Bullocks, the Sheep, the Pony and the Nanny-goat'.

## Reading Questions

The Brown Hen

Where does this chapter take place?

p.53 Can the word 'electric' have more than one meaning?

p.55 How does George behave when it seems that the hen is on fire?

The Pig, the Bullocks, the Sheep, the Pony and the Nanny-goat

p.59 What did George's mother do when she saw the giant hen?

Describe Mr Kranky's appearance.

p.61 Find a sentence which tells us how worried Mr Kranky is about Grandma's feelings.

p.61 How can you tell that George's father was excited about the giant hen?

What does this chapter tell you about Mr Kranky?

What impression do we get of the Kranky family?

What happened to the animals on the farm?

### Deeper Reading:

Compare Mr Kranky's reaction to Mrs Kranky's reaction as they arrive at the farm.

What kind of change can you see in the character of Grandma through these two chapters?

## Related Activities

**Punctuation and Grammar:** Give children any page from these chapters. Omit the verbs and ask the children to add the correct verb with the correct verb tense consistently through the piece of text. Allow children to compare their ideas to the real text.

**Challenge!** In pairs, children discuss verb choices. Children decide which verbs in the past tense are regular and irregular. Children list verbs in two columns on whiteboards: regular past tense and irregular past tense.

**Comprehension:** Children complete the [Comprehension Activity Sheet](#).

**Challenge!** Children try 'written chatting'. One child writes a question on paper about these chapters. The other child answers, then poses another question. The children have a conversation without any verbal communication.

**Picture:** Children draw an image of the Kranky farm, housing the giant animals compared to the ordinary-sized fencing, farmhouse and buildings.

**Vocabulary:** Children complete the [Vocabulary Activity Sheet](#).

**Challenge!** Children invent an imaginary sister for George. They draw a picture and label her with adjectives to describe her personality.

**Report:** Children write a school report for George. They take the role of Science teacher and describe George's interest and learning in Science lessons.

**Challenge!** Children add a 'child's comment' at the bottom of the report, where George gets chance to respond to the comments made by his Science teacher.

**Read:** Children read 'A Crane for Grandma' and 'Mr Kranky's Great Idea' independently.

**Challenge!** Children create 'I wonder...' sentences in bubbles on a whiteboard. Children use the content of the chapters read today to stimulate this thinking.