

Add adjectives to make this sentence more interesting:

Sara ate her dinner.



Add an adverb/s to make this sentence more interesting:

Logan ran round the corner.

(You can also change the verb)



Add adjectives to make this sentence more interesting:

The man walked along the road.



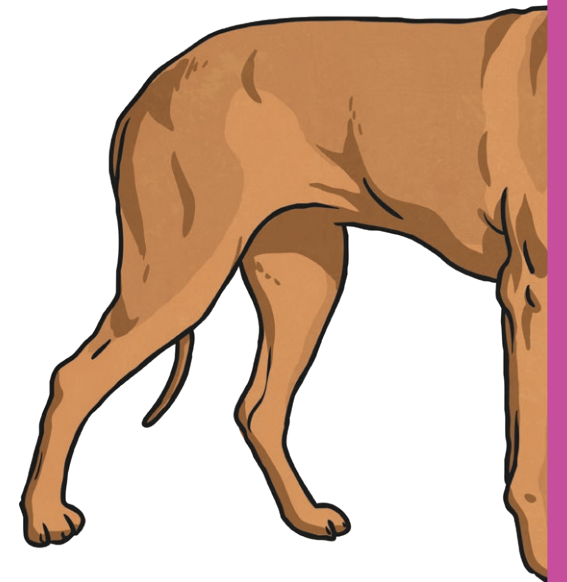
Add an adverb/s to make this sentence more interesting:

Haya spoke.

(You can also change the verb)

Add adjectives and an adverb/s to make this sentence more interesting:

**The dog walked
across the field.**



Add adjectives and an adverb/s to make this sentence more interesting:

The sun rose.

(You can also change the verb)



Add adjectives and an adverb/s to make this sentence more interesting:

The girl skipped to the park.

(You can also change the verb)



Add an adverb/s to make this sentence more interesting:

Klaudia was crying.



Add adjectives and an adverb/s to make this sentence more interesting:

The kettle boiled.

(You can also change the verb)



Add adjectives and an adverb/s to make this sentence more interesting:

The mouse sat.

(You can also change the verb)



Blether Station Record

1. _____ _____ _____ _____	2. _____ _____ _____ _____
3. _____ _____ _____ _____	4. _____ _____ _____ _____
5. _____ _____ _____ _____	6. _____ _____ _____ _____
7. _____ _____ _____ _____	8. _____ _____ _____ _____
9. _____ _____ _____ _____	10. _____ _____ _____ _____

How to Use Blether Stations

What are they?

Blether Stations are a versatile teaching tool which can be used to teach any area of the curriculum. They encourage interaction between pupils and gets them moving around while learning!

How to use them in your classroom

Display the Blether Stations around your room in places where the children can get near enough to read them. Group the children as you wish and give them the Blether Stations Record Sheet.

Give each child/group a starting station.

Remind them to write their ideas down in the box on the record sheet which is numbered the same as the station regardless of the order they do them in, e.g. If the child starts on station number 3, they would still record their ideas in box number 3 on the record sheet. Agree a way which the children will know when they are to move onto the next station, e.g. a bell, timer, clap etc. Once they have completed all of the stations, ask the children to share some of their ideas.

Variations

Vary the number of children in the groups. Set your class a social target before you set off on the task, e.g. making good eye contact, taking turns. Make sure you take time to ask the pupils how they got on at the end of the task. Once you have used this technique a few times, get your children to make their own Blether Stations.

You can do this as a whole class task or have the stations set up for an extension task for individual children or groups. Keep the children in their seats and move the sheets around. Rather than using the Blether Stations Record Sheet, ask the children to write on the stations themselves in a different coloured pencil so you know who has written in the answers.