IN BRIEF

Unidentified Flying Object is a story about a girl who spots something weird in the sky and decides to investigate! Paige, the main character, is Deaf and communicates through sign language. She inspired this pack, which is about different ways to communicate!



1. LITERACY LESSON IDEAS

- Words are like tools in our language toolbox, and it's always good to have a new one to try out! The **Storytime Glossary** is packed with challenging words and phrases that pupils will find in this month's issue of ***Storytime***. Encourage them to look up the definitions in this section.

- Language and communication are important parts of our lives, and the **Class Discussion Sheet** has interesting questions about the different ways we can communicate with others. Taking part in a lively exchange of ideas is a great way for pupils to explore ideas, express themselves and build confidence.

- Similes and rhetorical questions are effective techniques, and your students will find an example of each in the extract on the **Reading Comprehension Sheet**. Encourage your pupils to get creative by coming up with original similes to describe different things and writing statements that include rhetorical questions.

- When writing a story, it's very important to get events in the right order – or else it might not make sense! The **Story Sequencing Sheet** retells the events of 'Unidentified Flying Object', but the eleven sections are out of order. Your pupils should number them to show the order they should be read in, and they should feel free to reread the story if they need to double-check anything.

- The **Storyboard** page features colourful art from Paige's story, with boxes underneath for pupils to write about what happened to her. Retelling a story is a brilliant way to build students' confidence in their writing abilities!

Continued on page 2...

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1. LITERACY LESSON IDEAS CONTINUED

- We commonly use reading, writing and speaking to communicate, but the **How We Communicate** page is about other methods you can use. They include various kinds of signals and British Sign Language (BSL), which Paige uses in 'Unidentified Flying Object'. Which methods of communication would your students like to find out more about? This could inspire a follow-up lesson.

- The **Expressing Yourself!** activity sheet lists twelve different ways in which we can communicate. Your pupils should decide which ones use the body, which use words and which use tech to get a message across.

- Would your pupils like to learn BSL so they can sign like Paige does in the story? The **Sign Language Alphabet** sheet will show them how! The page has diagrams demonstrating how to spell out words in BSL and has some examples for them to decipher as well. However, most BSL communication uses signs that represent entire words, and the page also shows some of these for the children to try out.

- How can you act out a story without using words? Your pupils can discover the answer by doing the **Silent Storytelling** activity! The class should be divided into groups of two or three, and each group should be given one of the cards on the sheet. Each one shows a situation for them to act out! Students should spend five minutes rehearsing before performing their story for the class. After each one, their classmates have to guess what they are acting out!

- Nowadays, we can communicate using emojis on our devices! The **Tech Talk!** sheet shows two emoji-based conversations – your pupils should write down what they think the two people are saying!

2. MATHS LESSON IDEA

- Braille is a form of writing that uses patterns of raised 'bumps' instead of letters and can be read by Blind people who use their fingertips to feel the patterns. Braille can also be used for writing numerals, and the **Braille Maths** page has equations using this system for your pupils to solve. Are they up to the challenge?

Continued on page 3...

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3. SCIENCE LESSON IDEA

- We often take our ability to hear sounds for granted, but what *is* sound? Your pupils can find out by doing the **Make a String Telephone!** project. Using only simple materials, they can create a device that converts sound into vibrations and then back into sounds. After completing the basic version of the device, they can try out different experiments to test what it can do and record their results.

4. PSHE LESSON IDEA

- What should we do if we meet someone that we can't communicate with easily? The **Top Communication Tips** page has useful advice for dealing with this situation. It could come in handy if interacting with a Deaf person like Paige, or someone who doesn't speak the same languages as you. Pupils should try out these tips with each other – they might find that these techniques improve communication even if you can already understand each other!

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STORYTIME GLOSSARY

1 OF 2

Look up the meanings of words and phrases in this month's magazine here!

The Lonely Elephant (Page 6)

- **Moping:** feeling sad and doing nothing about it
- **Stomped:** walked with loud, heavy steps
- **Screeched:** said in a high-pitched voice
- **Tiptoe:** walk quietly on the tips of her toes
- **Lumbered:** walked in a slow, heavy way
- **Doubtful:** not sure that something will work
- **Embarrassed:** feeling silly or shy about something
- **Thicket:** thick group of bushes or trees
- **Commotion:** noise and confusion
- **Hooted:** called in a loud voice
- **Slink:** move smoothly and sneakily
- **Snarled:** growled while showing teeth
- **Predator:** animal that hunts other animals

The Lucky Swap (Page 10)

- **Whistled:** made a noise by blowing through his lips and teeth
- **Luckiest:** most lucky
- **Proudly:** in a happy way that he wants to share with people
- **Soar:** fly high into the sky
- **Admit:** say something was true
- **Trade:** swap one thing for another
- **Pickle:** thick, vinegary vegetable spread
- **Fascinated:** very interested
- **Possibly:** maybe
- **Worth:** how much it costs
- **Creature:** a living animal

A Sticky Situation (Page 12)

- **Eyedropper:** tool used to add tiny drops of liquid
- **Chemicals:** special substances or mixtures
- **Experimenting:** trying things out to see what happens
- **Formula:** a recipe to make something
- **Laboratory:** special building or room where scientists do experiments
- **Chittered:** said quickly in a high voice
- **Adhesive:** sticky glue-like substance
- **Dissolve:** break down
- **Polymer:** strong material made by linking lots of atoms together in a chain
- **Resin:** sticky substance from plants

Unidentified Flying Object (Page 18)

- **Unidentified:** something that has not yet been named or recognised
- **Detectives:** people who solve mysteries
- **Trotting:** walking quickly
- **Flickering:** going on and off
- **Megaphone:** device for making voice louder
- **Mouthpiece:** part of a device that you speak into
- **Clasped:** held tightly with hands
- **Gestures:** actions used to communicate
- **High-altitude:** for going up high
- **Phenomenon:** strange thing or event

Continued on page 2...

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STORYTIME GLOSSARY

2 OF 2

Knos the Mighty (Page 24)

- **Cottage:** small, cosy old-fashioned house
- **Forge:** hot place where metal is melted
- **Blacksmith:** someone who creates or fixes things made out of metal
- **Apprentice:** someone who learns a job by working for an expert
- **Anvil:** heavy metal block for shaping metal on
- **Boulder:** very large rock
- **Larder:** cool place for storing food
- **Minstrel:** musician from long ago
- **Craggy:** rough and rocky
- **Goblet:** kind of fancy cup

The Queen of Pixies (Page 32)

- **Pixies:** small, magical beings
- **Twig:** small, thin branch
- **Piskies:** Cornish word for pixies
- **Buccas:** beings from Cornish tales
- **Moors:** high, wild open grassland
- **Windswept:** blown over by strong winds
- **Ghostly:** pale and spooky like a ghost
- **Waver:** move gently back and forth
- **Willowy:** tall, thin and graceful
- **Maiden:** girl or young woman
- **Will-o'-the-wisps:** glowing spirits that lead travellers astray
- **Astray:** on the wrong path
- **Shimmering:** shining with a soft light

The Power of Words (Page 37)

- **Preacher:** person who speaks at church
- **Community:** a group of people who live close together or have things in common
- **Grace:** behaving kindly and gently
- **Forgiveness:** choosing not to be angry with someone who did something wrong
- **Benevolence:** being kind and helping other people
- **Sermons:** speeches given in church
- **Envious:** wanting something someone else has
- **Civil war:** war between people from the same country
- **Racism:** unfair treatment of someone based on their race
- **Prejudice:** unfair opinion about someone based on things like race or religion
- **Discrimination:** treating people unfairly because of who they are

The Boy Who Wanted the Moon (Page 42)

- **Celebrate:** doing something fun and special to mark a happy event
- **Heavens:** the sky
- **Flavoured:** given taste by
- **Spices:** ingredients used to flavour food
- **Reflected:** when a flat, shiny surface bounces back an image
- **Tilted:** tipped at an angle
- **Spellbound:** so amazed that he couldn't look away
- **Adventures:** exciting happenings that usually involve travel and danger

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CLASS DISCUSSION SHEET

LET'S TALK ABOUT...

Communication and language! There are many ways that we can communicate with others. Let's talk about all the different ways in which we can make ourselves understood!

1. Can you think of different ways people communicate without words?

2. Why do humans have so many different languages around the world?

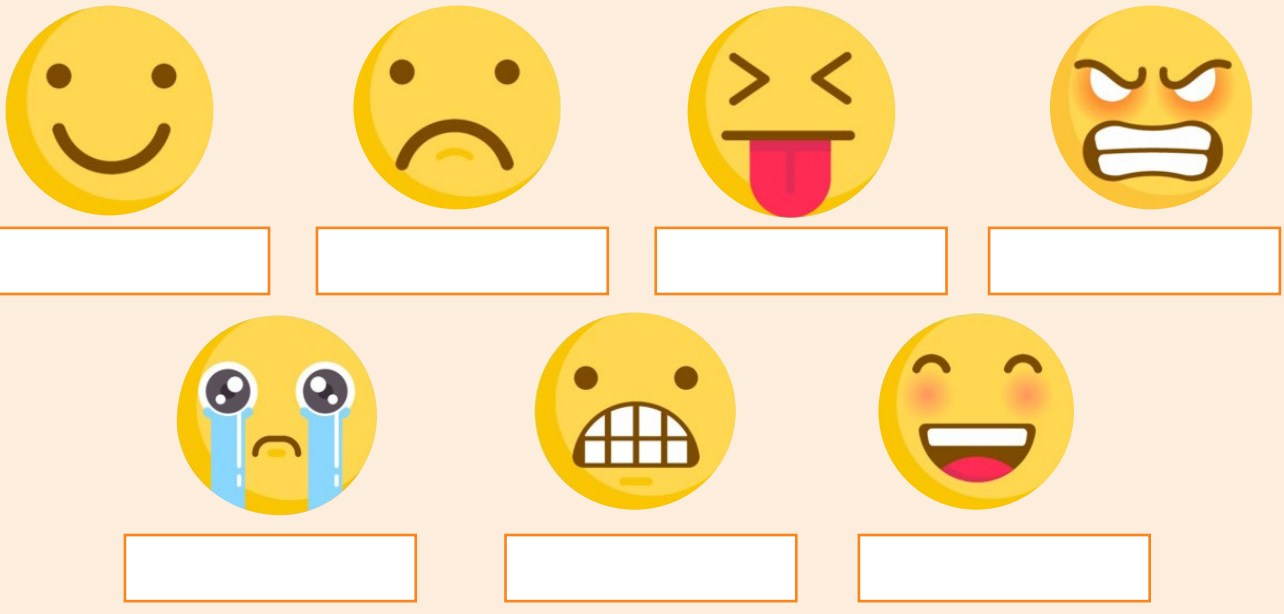
3. How do animals communicate with each other?

4. Can we use pictures, symbols or music to share messages or feelings? How?

CAN YOU RECOGNISE THE EMOTIONS IN EACH EMOJI?

Sometimes our expressions tell people how we are feeling!

Can you identify what each of these emotions is?



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READING COMPREHENSION SHEET

See if you can find a *quantifier*, a *rhetorical question* and a *simile*!

> Paige had to admit, she felt a bit scared. What could it be?
>
> Through the trees, the two kids saw the source of the light – and gasped!
>
> It was like a big metal egg, dotted with coloured lights!
>
> When Paige looked back, she noticed that Buddy and Mitch were nervous. She patted the dog to let him know everything was OK.

1. A *quantifier* is a word that is used to show how much of something there is, or how much someone does something. What is the quantifier in the first sentence that is used to tell us how scared Paige is?

_____

2. A *rhetorical question* is a question that is asked to make a point, encourage you to think, or make things more dramatic, rather than to get an answer. What is the rhetorical question in the extract?

_____

3. A *simile* describes something as being like something else. What is the simile in the text?

sounds! Which two words in the extract are onomatopoeias?

ANSWERS: 1. *'a bit'*; 2. *'What could it be?'*; 3. *'like a big metal egg'*; **Choose the Quantifiers!** *'There is plenty of food', 'I have some money', 'There are a few ducks in the pond'.*

CHOOSE THE QUANTIFIERS!

Can you pick the best quantifiers to these sentences?

There is _____ of food.

I have _____ money.

There are a _____ ducks in the pond.

SOME FEW PLENTY

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STORY SEQUENCING SHEET

Paige and Mitchell wrote a news article about their adventure, but they got some events jumbled up. Can you put them in the right order?

Then, they spotted something in the woods. It looked like a metal egg covered in lights, and a strange figure in a suit came out of it.

One of the men in uniform was Sergeant Cartwright. He shouted at the strange figure with a megaphone. Buddy the dog began to bark!

She messaged her friend, Mitchell, and told him about what she had seen. They decided to ride up to the hill and investigate.

When Paige pushed the button, the suit's helmet popped off. Inside was a lady who explained that she had crashed in her balloon!

The two kids could see a light flashing in the woods on the hill, and they began walking towards it.

The girl tried to use sign language to communicate with the figure in the suit. The figure pointed at a button on its backpack.

When Paige finished her homework, she spotted something outside. A strange object was floating over Blackwood Hill!

She turned off the alarm and used sign language to thank Paige for her help. Paige told her that she was welcome!

Suddenly, a blast of wind went through the woods as a helicopter landed. Men in uniforms ran towards them.

Paige's mum signed that she could go out... if she took Buddy the dog with her, too. She met Mitchell and they rode up the hill.

The noise made an alarm in the metal 'egg' go off. It was so loud it hurt everybody's ears – except for Paige's, because she was Deaf!

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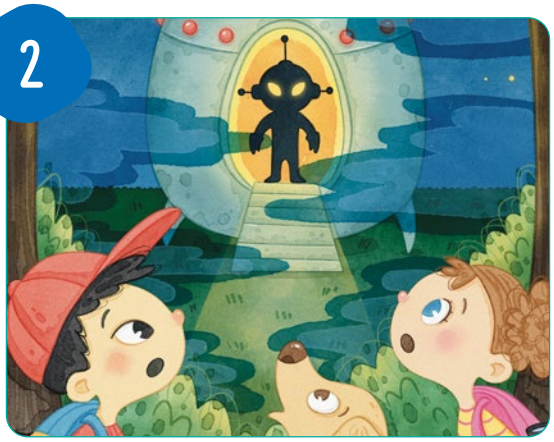
STORYBOARD

What happened to Paige and Mitchell on their adventure?
Tell their tale under the pictures below!

1



2



3



4



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HOW WE COMMUNICATE

There are lots of different ways to communicate! Which ones would you like to try?

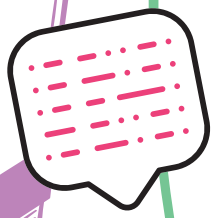
EARLY FORMS OF COMMUNICATION

Our prehistoric ancestors used gestures, facial expressions, and sounds to communicate with others. They also painted **pictures and symbols** on cave walls and other surfaces. **Drums, horns, and smoke signals** were used to send messages across long distances.



Ancient humans journeyed around the world and invented new languages to communicate with. **There are more than 7000 languages spoken aroundthe world today.**

The **oldest love letter** is a clay tablet from over 4000 years ago in Mesopotamia.



How quick are modern communications? We can send messages at the speed of light using **fibre optic cables** and **satellites.**

The first ever text message was sent in 1992. It said: **"Merry Christmas."**

CLEVER COMMUNICATION

Not all communication uses sounds. Here are some other cool systems you can use to share messages:

Braille: Raised dots you can feel with your fingers.

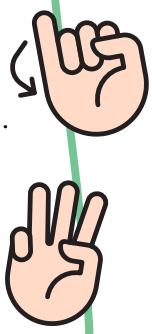
Morse Code: Dots and dashes that can be tapped, flashed, or beeped.

Flag Semaphore: Holding flags in different positions to spell out letters.

BSL: A visual language using hand signs, expressions and movement.

Makaton: Uses signs and symbols alongside speech.

Pictograms (PIL/picture-based communication): Using pictures or icons to stand for words or ideas.





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EXPRESSING YOURSELF!

We can communicate in many different ways – but do the methods below use words, technology or body language?

WORDS	
BODY	
TECH	

We don't only communicate with words. In fact, scientists say that **more than half of communication is non-verbal: things like body language, facial expressions, gestures or tone of voice.** That means even if we don't speak the same language, we can often still understand each other!

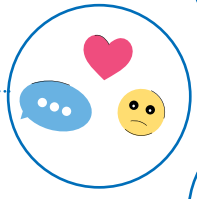
1. **Talking**



2. **Voice messaging**



3. **Emojis**



4. **Smiling**



5. **Phoning**



6. **Taking pictures**



7. **Signing**



8. **Dancing**



9. **Making a cup of tea**



10. **Writing a note**



11. **Hugs**



12. **Texting**



ANSWERS: Words: talking, writing a note. Body: Smiling, signing, dancing, making a cup of tea, hugs. Tech: Emojis, phoning, taking pictures, texting.

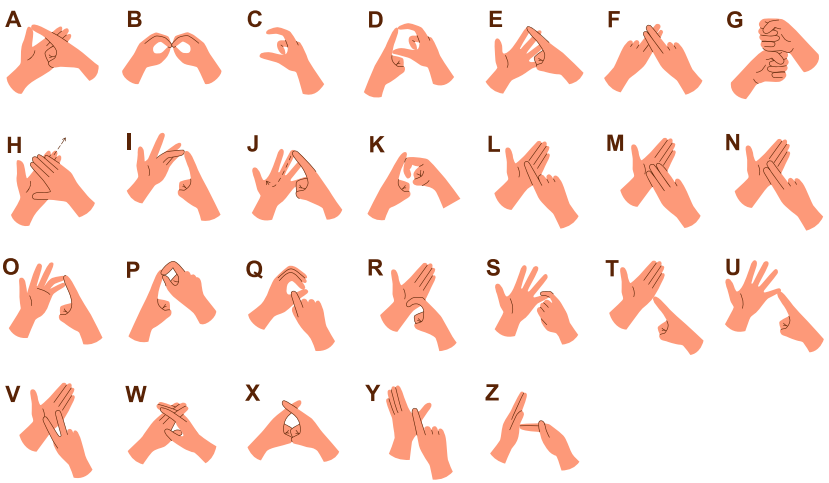
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SIGN LANGUAGE ALPHABET

British Sign Language (BSL) is a visual language that uses hand signs, facial expressions and movements to communicate. Many Deaf people in the UK use BSL as their first language, but everyone can learn it too! Below is the BSL alphabet, which you can use to spell out words letter by letter. There are also three words spelled in BSL – what are they?

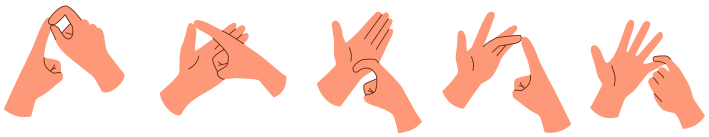
British Sign Language Alphabet



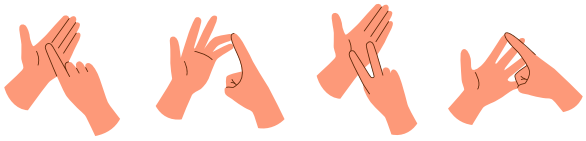
Fingerspelling vs Signs

Fingerspelling: In BSL, you can use the alphabet to spell out words letter by letter, using your hands. This is called *fingerspelling*. It's useful for spelling out names or words that don't have their own sign.

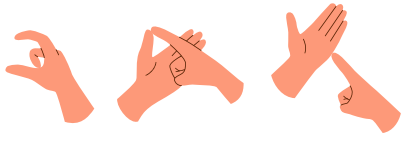
Signs for whole words: BSL also has signs that stand for complete words or ideas. For example, there are single signs for words like *eat*, *happy* and *thank you*. Most people rely on these signs in conversations instead of spelling everything out.

1. 

= _____

2. 

= _____

3. 

= _____

ANSWERS: 1. Paris, 2. Love, 3. Cat.

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SILENT STORYTELLING

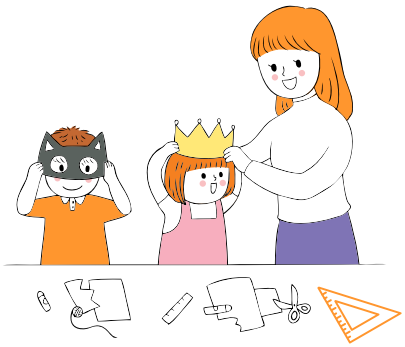
We often use speech to tell stories... but how can we communicate if we can't talk? In this activity, the class is divided into groups, and each group has to act out one of the situations on the cards below without using words. It's a fun way to experiment with non-verbal communication!



Playing a game of football and winning a medal!



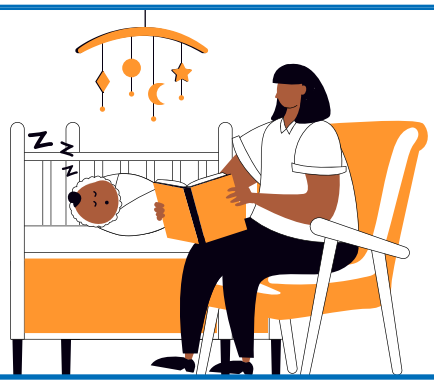
Having fun painting things!



Craft time with Mum!



Someone spills something in a science lesson!



Being read a bedtime story!



Greeting your pet after school!



Falling asleep during a maths lesson!

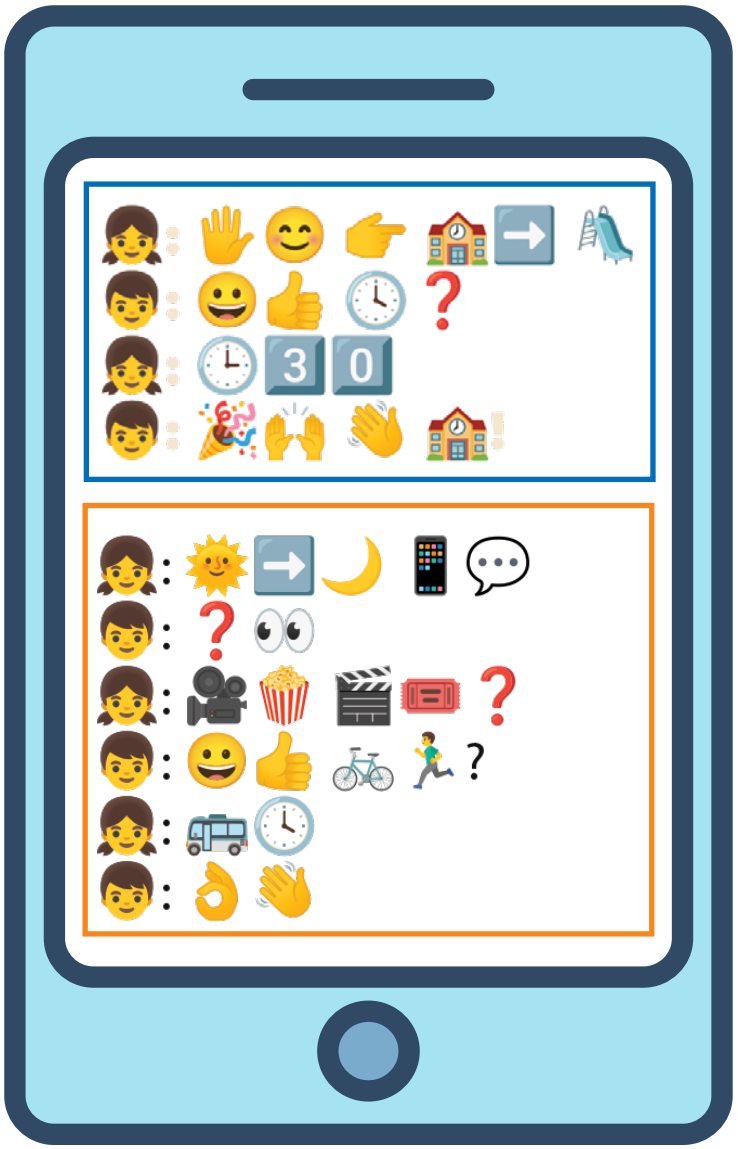


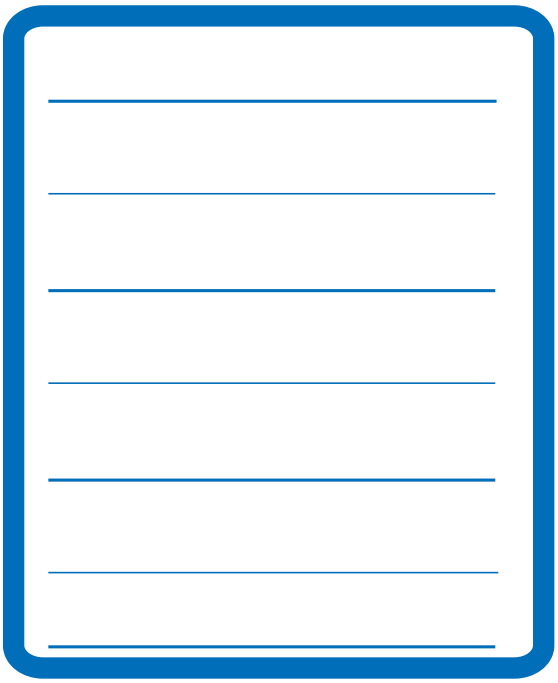
Going on a hike with your family!

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TECH TALK!

With modern technology, we can communicate with others by using fun pictures called emojis. What do you think the people below are trying to say with these emoji messages?







ANSWERS

First conversation:
Girl: "Hi! Do you want to go to the park after school?"
Boy: "Yes! What time?"
Girl: "3.30."
Boy: "Great! See you after school!"

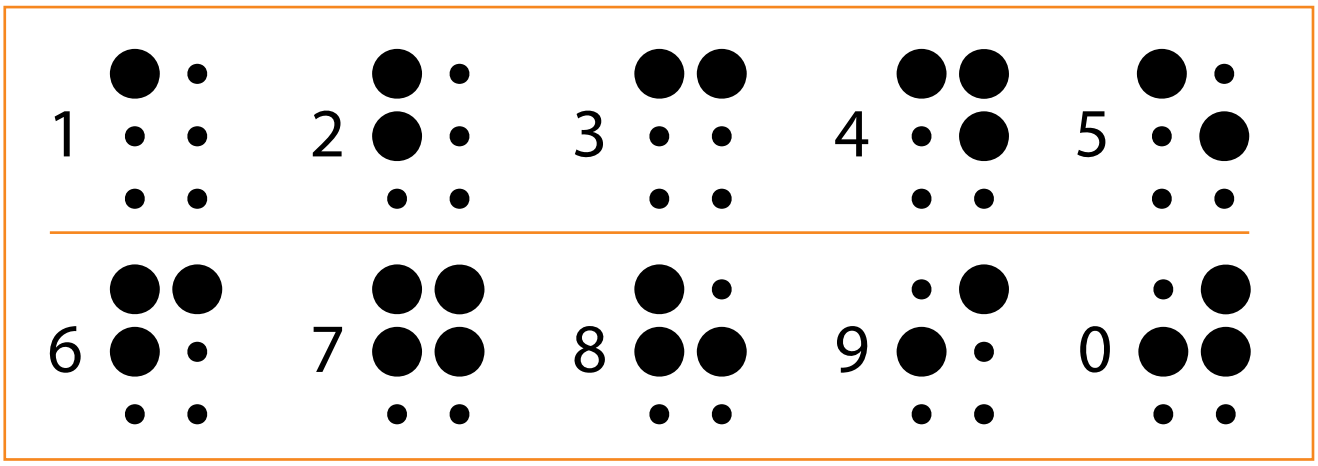
Second conversation:
Girl: "Want to chat later today?"
Boy: "What about?"
Girl: "Going to the cinema for popcorn and a film?"
Boy: "Yes! Shall we go by bike or run there?"
Girl: "I'll take the bus at 4."
Boy: "OK, see you then!"

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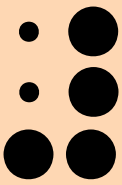
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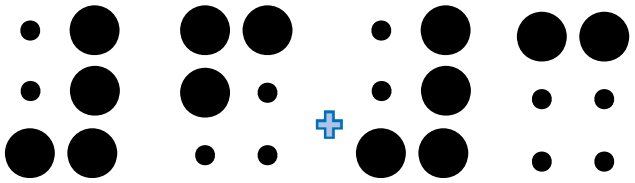
BRAILLE MATHS

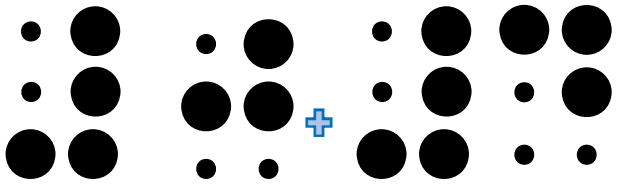
Braille is a form of writing that uses patterns of raised bumps to represent letter and numbers. Below you can find out how to write different numbers in Braille. Then, see if you can work out the sums below!

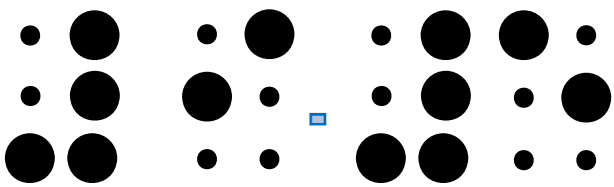


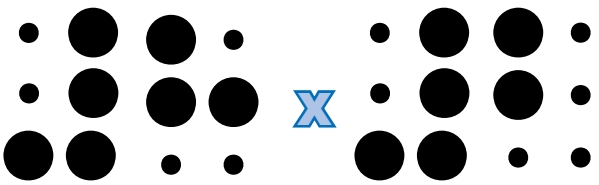
In Braille, this symbol is used to show that the following symbols are numbers:



A. 

B. 

C. 

D. 

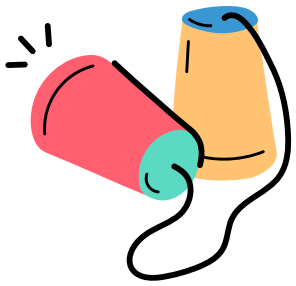


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ANSWERS: A. 9, B. 4, C. 4, D. 16.

NAME _____ CLASS _____

MAKE A STRING TELEPHONE!



How does sound travel? This simple and fun experiment shows a different stage. Cut out the cards below and work out which order they go in!

YOU'LL NEED

- TWO PAPER CUPS
- 5M LONG PIECE OF STRING
- A DRAWING PIN
- TWO PAPER CLIPS
- A FRIEND TO PLAY WITH!

How to make your string telephone

1. Carefully use the drawing pin to make a hole in the middle of the bottom of each cup.
2. Thread one end of the string through the hole and into one cup. Tie a paperclip to the end of the string so it can't pull back through the hole.
3. Do the same thing with the other cup
4. Take one cup and give the other one to a friend. Walk apart until the string is tight.
5. Whisper a message into your cup while your friend holds their cup to their ear.
6. Can they hear you?

HOW DOES IT WORK?

Sound is caused by vibrations in air, water and other materials. Our ears pick up these vibrations, and our brain turns them into what we experience as 'sound'!

When you speak into the cup of your string telephone, the string vibrates (shakes slightly), and the vibrations travel down the string. When they reach the other cup, it vibrates and creates a sound which your friend can hear.

THINGS TO TRY!

What happens if the string is loose instead of tight?

Pinch the string. Does the sound get louder or quieter when you speak now?

Swap the string for fishing line. Does it still work?

Try bigger cups or smaller cups. What changes?

Make a three-way call by tying a third cup to the middle: can you all hear each other?

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TOP COMMUNICATION TIPS

There are many reasons why someone might not understand you: they might have a hearing impairment, they might not speak your language, they might have headphones on, or simply be distracted. It's always helpful to have good communication strategies ready!

SPOT THE UNHELPFUL STRATEGY!

Here are some tips that will help you to communicate more clearly but can you work out which one *isn't* helpful? Cross it when you know!

A. Face the person when you speak, so they can see your lips and facial expressions.

B. Use gestures, body language, or pictures to help explain your meaning.

C. Speak clearly and at a normal pace – shouting or exaggerating can make it harder to understand

D. If someone doesn't understand, try rephrasing or writing it down

E. Check for understanding – ask them if they would like you to repeat or explain.

F. Turn away and cover your mouth while speaking to them.

G. Use paper and pen to write a message!

ANSWER: F.

COMMUNICATION ROLE-PLAY

Working in pairs, act out different situations where someone might not understand you.



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