



SG71



15-20 minutes



- ❖ 'The Magic Porridge Pot' storybook



- ❖ Set of 8 Episode Pictures from SG68



- ❖ 2 sheets of A4 paper - one purple and one yellow - and scissors (per child)
- ❖ A few favourite teddies and/or dolls, or other family members
- ❖ A small tray for each child to keep their set of shapes in (only necessary if you have more than one child doing this session)
- ❖ Blocks or other objects for your child to draw around, or stencils, to make the substitute shapes

THE MAGIC PORRIDGE POT – Symbol Theatre



To practise using substitute shapes and kinaesthetic procedures as supports for cognitive development
 To help children create their own substitute shapes, and to understand how to use them to represent aspects of the story
 To develop the ability to hold in mind the characters and events of a story



Note: As your child is now very experienced with choosing and using substitute shapes, in this session they will create their own ones for the objects and characters in this story. The ideal substitutes are shown below but your child may have other ideas - the important thing is that you can both easily distinguish between each shape and know what or who each represents. The choice of colours for the substitute shapes is limited to purple and yellow so that your child ends up working with a set of substitutes that have only a small amount of variation between them, as this provides much more challenge than if each character has their own uniquely coloured circle, for example. Have each child doing the session create their own set of substitute shapes.

During the discussion below to help them create suitable substitutes, establish and ground the analogy between the characters/objects and their substitute shapes, referring to their relative sizes and colours as necessary. For example, purple circles for the mother and daughter, in different sizes, because of the colours they have in common (clothes and shoes) and a yellow circle for the old woman because she gave them the porridge pot and the porridge is yellow in the story (as the old woman and the mother are similar in height/size, then it would be harder to create a substitute shape that distinguishes her if all three circles are purple, hence the use of a yellow circle the same size as the mother's for the old woman).

What substitute shapes can we use for the characters?

Review who the main characters in the story are (the girl, her mother and the old woman). Show your child the purple sheet of paper and ask them: *What substitute shapes could we make from this sheet to represent the mother and daughter in The Magic Porridge Pot?* If necessary, remind them that in other stories, the characters have been represented by coloured circles. Confirm: *So instead of the characters themselves, we can use different circles, as we've done before. Let's decide how we can best represent each character with a purple circle. How will we be able to tell which is which?* Agree that a smaller and a bigger circle would work best.



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Your child can create an appropriate substitute shape for each story character or object.
 Your child can show the correct substitute shape when characters or objects are mentioned.
 Your child can move the substitute shapes appropriately to illustrate the actions of the characters and the movement of the porridge.



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THE MAGIC PORRIDGE POT – Symbol Theatre – continued



Ask your child to draw around something round or use a stencil on the purple paper to make a smaller and a larger circle, and then to cut each out.

Then repeat this process for the old woman – show your child the yellow sheet of paper, ask what shape they think would be best for her (a circle would also be ideal as then all characters would be represented by circles), and then discuss what size it should be. Agree that she is similar in height to the mother and so your child can create a yellow circle the same size as the purple one for the mother.

Once you have substitute shapes for the three main characters, move on to the objects in the story, as explained below.



What substitute shapes can we use for the objects?

Now ask your child to choose and create the best shape for the porridge pot itself (a small yellow circle – yellow because the porridge is yellow and the pot is round, and small so that it is easily distinguishable from the circle that represents the old woman).



Then show your child Episode Picture 7 in which the magic porridge pot makes more and more porridge. Show them the rest of the yellow sheet of paper and ask if they have any ideas about how they could represent this – the increasing amount of porridge – with substitute shapes. Hopefully they will suggest shapes increasing in size, but if not, support them with questions about how they can show the changing amount/size of something.

Agree that they need to create four identical shapes of different sizes but that they shouldn't be circles or it could become confusing with the old woman's yellow circle – so, for example, four rectangles. Ask them what size they think the smallest shape should be and if necessary, prompt them to realise that it would be ideal if it was the same size (width/height) as the circle for the pot – it would make the most sense for anyone watching the show coming up.

As before, encourage your child to draw around something or use a stencil on the yellow paper, and then cut out the shapes. Ask them to put the shapes in size order, starting with the smallest, and then summarise what this sequence of shapes represents (the increasing amounts of porridge that the porridge pot has cooked).



Symbol Theatre – Modelling Using Kinaesthetic Procedures:

Tell your child that they are now ready to bring the story of 'The Magic Porridge Pot' to life, together with you, using the shapes that they have created. Explain that you will tell the story and that whenever you mention the different characters and the porridge, they should hold up the relevant substitute shape. Discuss how they can use the series of rectangles to show the magic porridge pot cooking more and more porridge; agree that they can do this by holding up the yellow rectangles one by one in the right order, i.e. from smallest to biggest. Have each child act out the story using their own set of substitute shapes and using trays to keep their shapes separate and organised.

Read the story slowly and clearly, and encourage them to hold up the substitute shapes accordingly and use them to show what happens as the story unfolds. If necessary, provide additional help, for example prompt them to think carefully about what they are looking for and why, by asking what shape they need, what colour it has to be and/or how big it needs to be.

When they have finished, tell the story again – this time with an audience of family members or teddies/dolls. Encourage your child to join in orally where they can and move the shapes as before. If you have more than one child doing this, they can each take different roles and then swap over.