

# Plot, character and setting

SECTION

4

## Cause and effect

**Objective:** To make notes on and use evidence from across a text to explain events.

**What you need:** Copies of *George's Marvellous Medicine*, photocopiable page 18, scissors and glue.

### What to do

- Look together at the 'Contents' page and discuss the sequence of events. Encourage the children to think about how one event is connected to the next, for example: Grandma's nastiness to George leads to his plan for giving her a shock, so he begins to make the medicine. Explain that recognising cause and effect helps them to understand why characters behave in certain ways and how their actions affect the plot. Ask them to use the chapter headings to find examples of cause and effect.
- Allow five to ten minutes for a paired activity.

One child finds an event in the book and describes it by saying, *What happened when...* The other child answers, working from memory. Then they swap roles.

- Hand out photocopiable page 18. Ask the children to work individually to complete the sentences, cut out the rows and rearrange them in the correct sequence of events. Tell them to stick the rows onto paper.
- Select children to read their completed sentences.

### Differentiation

**For older/more confident learners:** Ask the children to add two or three more examples of cause and effect to the sequence.

**For younger/less confident learners:** Before copying the photocopiable page, blank out 'so...' Ask the children to sequence the sentences.

## Recipe

**Objective:** To compare different types of narrative and information texts.

**What you need:** Copies of *George's Marvellous Medicine*.

### What to do

- Ask the children to list all the things George uses to make Medicine Number One. Invite them to scan from 'George Begins to Make the Medicine' to the end of 'Brown Paint' to create a list of ingredients for a recipe:

Shampoo	Toothpaste	Shaving soap
Face cream	Nail varnish	Hair remover
Dandruff cure	False-teeth cleaner	Deodorant
Paraffin	Hairspray	Perfume
Face Powder	2 Lipsticks	Washing powder
Floor polish	Flea powder	Canary seed
Shoe polish	Gin	Curry powder
Mustard powder	Chilli sauce	Peppercorns
Horseradish sauce	Chicken medicine	Horse pills
Cow medicine	Sheepdip	Pig pills
Engine oil	Anti-freeze	Grease
Brown gloss paint		

- Explain that the children are going to write a set of instructions in groups, each group taking a different set of ingredients. Say that instructions use command verbs (Mix, Stir and so on), and might also contain time-related connectives (First, Next, Finally). Model how to begin.
- Divide the ingredients, so that each group has a similar number, and ask the groups to complete a set of instructions.
- Arrange each group's instructions into the order of the story as a display.

### Differentiation

**For older/more confident learners:** Let the children work in smaller groups.

**For younger/less confident learners:** Provide the children with different command verbs and support them in constructing their sentences.