

Plot, character and setting

SECTION

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Questions and answers

Objective: To identify and summarise evidence from a text to support a hypothesis.

What you need: Photocopiable page 15, copies of *The Enormous Crocodile*, writing materials.

Cross-curricular link: Geography.

What to do

- Read the first three pages of the story again. When posing the questions suggested here, encourage partner discussion before progressing to whole-class exchanges.
- Guide the children in scanning the three pages. Ask: *Which characters are introduced? What do we learn about each? What are we told about the little children? Where is the setting?* (First in the river, and then the river-bank on the other side.) *Will the setting change?* (*He waddled off into the jungle.*)
- Distribute photocopiable page 15. Ask the

children to fill in the ‘What I know about...’ section of the sheet, summarising information given so far about the characters.

- Point out that there are many questions unanswered. For example: Will there be new characters? Will the Enormous Crocodile succeed? Ask the children to summarise missing information in ‘What I don’t know yet about...’
- Invite the children to think about and write a prediction for the plot. Encourage them to use what they know already.
- Share the children’s predictions. Suggest they remember them to see if they are right.

Differentiation

For older/more confident learners: Widen the study to include Humpy-Rumpy.

For younger/less confident learners: Make partner discussion a preparation for mainly pictorial recording of answers. Help the children with ideas.

Early impressions

Objective: To infer characters’ feelings in fiction and consequences in logical explanations.

What you need: A copy of photocopiable page 16 for each child, copies of *The Enormous Crocodile*, writing materials, coloured pens.

Cross-curricular link: PSHE.

What to do

- Read to the end of the incident with the Roly-Poly Bird.
- Remind the children that many characters living out of the river have been introduced. Which ones can the children think of? (Humpy-Rumpy, Trunky, Muggle-Wump, Roly-Poly Bird.) Ask the children to work in pairs to name a character they like. Which one do they dislike? Why? Discuss views as a class.
- Share ideas on how writers reveal characters’ personalities in a story. Explain that the writer usually lets readers form their own impression

of a character, rather than telling them what to think. For example: when Muggle-Wump is shaking all over, it may lead the reader to decide that he is nervous.

- Give out copies of photocopiable page 16. Suggest that the children concentrate on one character at a time and work with a partner, searching the text to find where that character appears, speaks or is referred to. Encourage them to make their own adjective choices from the photocopiable sheet.
- Finally, ask them to write four new adjectives, linking each word to a different character.

Differentiation

For older/more confident learners: Progress to a full sketch of one of the characters, encouraging children to use their chosen adjectives in their writing.

For younger/less confident learners: Reduce the choice of adjectives, leaving only the most appropriate.

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