

Plot, character and setting

SECTION

4

To the moon

Objective: To make predictions showing an understanding of ideas, events and characters.

What you need: Photocopiable page 15, paper and glue.

Cross-curricular link: Geography.

What to do

- Tell the children that they're going to think about Baby Bear's journey to the moon. Ask them to turn to a partner and together try to remember the journey that he made.
- Hand out photocopiable page 15. Ask the children to cut up the page, organising the pictures into the journey elements of the story and then stick them in the order that they think is correct on a separate piece of paper. They should complete this task without looking at the book.
- Once they've finished and all the elements are

stuck down, allow the children to check their order with the book. Get them to mark where their order was incorrect.

- As a class, discuss the most common mistakes that the children made. Did their order still make sense – that is, could the story have been written in that order or not? Talk about other elements that could happen in a different order, such as meeting the owl or having a picnic.

Differentiation

For older/more confident learners: Challenge the children to draw an imaginary additional scene for the story (for example, packing up on the moon) and add this to their ordered elements.

For younger/less confident learners: Provide the children with fewer images to order – perhaps only the first four or the first six as appropriate.

Good and not-so-good

Objective: To visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

What you need: Copies of *Whatever Next!*

Cross-curricular link: Science.

What to do

- As a class, talk about the journeys that the children go on. (Going on holiday, going to the supermarket, going to visit a relative.) Talk about the good and not-so-good aspects of these journeys. (They can play a game in the car, they are given treats, they get bored, and so on.)
- Talk about something that the class has done together, such as a recent field trip, or even just going out into the playground. Draw two columns on the board headed 'Good' and 'Not-so-good' and list the things that the children liked and didn't like about the journey you've chosen. Some things might appear in both columns.

- Organise the children into groups of two or three and ask them to carry out the same activity from the point of view of Baby Bear and his journey to the moon.

● Tell them to draw the two columns on a piece of paper. What might he have thought was 'Good' and 'Not-so-good'? (For example, 'Good': meeting the owl, the picnic. 'Not-so-good': the moon is boring, the rain on the way back.)

- Use the pictures to expand the conversation with the class – did Baby Bear think the bump at the end of the journey was good or not-so-good?

Differentiation

For older/more confident learners: Encourage the children to discuss why the things they've put in the 'Not-so-good column' belong there.

For younger/less confident learners: Suggest to the children that they focus on one column only.