

Plot, character and setting

SECTION

4

The snail with the itchy foot

Objective: To experiment with and build new stores of words to communicate in different contexts.

What you need: Copies of *The Snail and the Whale*, photocopiable page 16, colouring pencils/pens, scissors, glue.

Cross-curricular link: Science.

What to do

- Display the photocopiable sheet and focus initially on labelling the parts of a snail. Talk about how a snail has one muscular foot that it uses to move along. Explain the purpose of tentacles.
- Explore the illustrations on the second double-page spread of the story and compare the features of the sea snails with snails the children have seen.
- Discuss the rest of the photocopiable sheet, considering what the words tell us about the tiny snail's character.
- Talk about the meaning of *itchy foot*, explaining

that people with 'itchy feet' are usually eager to do something else. Think of alternative words for 'itchy feet', for example, 'restless', 'discontented'.

- Introduce a group hot-seating activity with children taking on the role of the snail while others ask about how she is feeling, her greatest wish and so on.
- Provide each child with the photocopiable sheet to complete.
- Bring the class together and invite children to show their labelled pictures and read out their sentences. Decide which ones use the most appropriate words to describe the tiny snail.

Differentiation

For older/more confident learners: Ask children to write a short paragraph about the character and appearance of the tiny snail using some of the new words they have discovered.

For younger/less confident learners: Modify the photocopiable sheet to include words that challenge individuals at an appropriate level.

Picture this

Objective: To create short, simple texts on paper and on screen that combine words with images (and sounds).

What you need: Copies of *The Snail and the Whale*, large sheets of card, collage materials, paint, computer access.

Cross-curricular link: Art and design.

What to do

- Together, explore the illustrations depicting different settings in the story and read the accompanying text.
- Make a class list of setting headings and add notes alongside, for example, 'The harbour – big ships, jetty, lighthouse, cliffs, crane'.
- Divide the children into groups. Invite each group to choose and then make a large picture of one of the settings, referring to the book illustration and using the creative materials provided.

● Ask the groups to invent captions to describe their finished pictures, for example, 'This far-off land has a huge volcano and golden beaches. Monkeys, turtles and parrots live here.'

- Ask the children to write or type and print their captions to attach to their creative work.
- Bring the class together to share pictures and read captions. Display the pictures along the wall in the order they appear in the story.

Differentiation

For older/more confident learners: Invite the children to create simple computer images of the settings, with added captions and sound effects, such as seagulls and wind.

For younger/less confident learners: Ask the children to paint setting pictures based on short captions, for example, 'Here is the black rock', 'Here is the big bay'.