

Plot, character and setting

SECTION

4

Describing Mr. Bear

Objective: To build simple profiles of characters from stories.

What you need: Post-it Notes, paper, flipchart and pen.

Cross-curricular links: Art and design.

What to do

- Ask the children to name the characters in *Peace at Last*.
- Draw a simple outline of Mr. Bear on the flipchart. In pairs, ask the children to think of words to describe Mr. Bear. (Furry, big, tired, fed up and so on.)
- Let each child feed back an idea to the group. Write the words suggested by the children onto Post-it Notes and invite everyone to stick their word onto the character shape on the flipchart.
- Focus on the words and phrases that describe Mr. Bear's emotional state (for example, fed up,

cross). Ask the children to identify evidence in the book to support their description, either in the text itself or expressions in the pictures.

- Show the children how to make a simple character profile of Mr. Bear, by drawing a picture of him and then using some of the ideas suggested by the children to model sentences that describe his appearance and character. For example: Mr. Bear is very tired.
- Ask the children to create their own simple character profile of Mr. Bear using pictures and writing words or phrases to describing him.

Differentiation

For older/more able children: Allow the children to refer to a thesaurus and encourage them to use interesting and more unusual adjectives.

For younger/less able children: Ask the children to draw a picture of Mr. Bear and annotate with short phrases and words.

Cheer up!

Objective: To discuss story themes and link to own experiences.

What you need: Photocopiable page 15, writing materials, copies of *Peace at Last*.

Cross-curricular links: Science, Unit 1A, Ourselves; PSHE.

What to do

- Turn to the page in *Peace at Last* when the alarm clock rings and the bears wake up. Look at the bears' facial expressions and ask the children to infer how they are feeling. (Surprised, tired.)
- Talk about how speech marks are used to show the reader that someone is speaking. Choose two volunteers to play the parts of Mr. Bear and Mrs. Bear. Read the main narrative and encourage the children to read the dialogue with appropriate expression.
- Ask the children to explain why Mrs. Bear says: 'Never mind...I'll bring you a nice cup

of tea.' (To comfort Mr. Bear and try to make him feel better.) Talk to the children about other things people say to try and cheer someone up. ('Don't worry!' 'There, there!') Consider what else Mrs. Bear could do to make Mr. Bear feel better. (For example: make him breakfast in bed.)

- Talk about the children's personal experiences of trying to cheer someone up. What did they do or say? Did they succeed in cheering them up?
- Hand out photocopiable page 15 for each child to complete.
- Once completed, invite a few children to share their ideas.

Differentiation

For older/more able children: Encourage the children to use speech marks.

For younger/less able children: Ask the children to role-play the scene, substituting a different comforting phrase.

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