

Plot, character and setting

SECTION

4

Setting explorer

Objective: To listen to others in class, ask relevant questions and follow instructions.

What you need: Copies of *Can't You Sleep, Little Bear?*, pictures of caves.

Cross-curricular links: Drama, geography.

What to do

- Referring to the illustrations in *Can't You Sleep, Little Bear?*, discuss the story setting (a cave in a snowy forest) with the children.
- Show the group some cave pictures. Ask: *What is a cave? Have you ever seen/been inside a cave? What was it like?*
- Take the class into the hall. Using simple drama techniques, encourage the children to use all of their senses to explore an imaginary cave setting. Say, for example: *Imagine you are walking along a narrow winding path through a snowy forest. Suddenly the path disappears. You are*

standing in front of a cave. You go inside. Take care, the cave is dark and the roof low...

- Tell the children to explore the cave. Say: *Touch the wall of the cave – how does it feel? It is dark and you stumble over something – what is it? You hear something moving, what could it be? How do you feel?*
- Sit in a circle. Invite each child to describe what they saw and heard and how they felt inside the cave. Encourage the children to ask each other relevant questions to find out more information.

Differentiation

For older/more confident learners: Encourage children to write a detailed description of an imaginary cave setting using adventurous word and language choices.

For younger/less confident learners: Ask children to draw a picture of a cave setting and then describe their picture to a partner.

Who lives here?

Objective: To explain ideas using imaginative and adventurous vocabulary.

What you need: Copies of *Can't You Sleep, Little Bear?*, a collection of other stories that feature a cave as part of the setting (such as 'Aladdin', *We're Going on a Bear Hunt* by Michael Rosen, *We're Going on a Dragon Hunt* by Maurice Jones), a picture of a cave, photocopiable page 16.

Cross-curricular link: Art and design.

What to do

- Explore a selection of stories that include a cave setting (see above). Ask the children to name any other stories they have read or watched that feature caves.
- Ask the children to suggest what sort of characters they might find in a cave setting (for example, a dragon, a witch, a monster). Record the children's ideas on the board. Talk about each suggested character in turn. Are they

nice or nasty? What do they look like? How do they behave?

- Display a picture of a cave on the board. Tell the children to close their eyes and visualise who (or what!) lives inside the cave. Invite each child to describe their character (appearance, qualities and behaviour) to a talking partner.
- Hand out copies of photocopiable page 16. Ask each child to create a simple profile of their imaginary character.
- In a subsequent lesson, ask the children to plan and write a story featuring the cave-dwelling character they have created.

Differentiation

For older/more confident learners: Show the children how to use a thesaurus to make interesting word choices.

For younger/less confident learners: Organise the children to work in mixed-ability pairs.