

Plot, character and setting

SECTION

4

The sea journey

Objective: To understand how settings influence events and incidents in stories and how they affect characters' behaviour.

What you need: Copies of *Kensuke's Kingdom*, flipchart or board, enlarged world map, coloured sticker dots or felt-tipped pen, photocopiable page 15, pens or pencils.

Cross-curricular links: Geography, QCA Unit 7, Weather around the world.

What to do

- Read Chapter 3 together. Using an enlarged map of the world, ask volunteers to plot each stage of the voyage, using the sticker dots or felt-tipped pen. They can refer to the text and illustrations to help them.
- Ask the children to identify on the map the passages where Michael and his family will be at sea for long periods. How does Michael feel when the boat is at sea? How does he feel each time they spot land?

- Now ask the children to identify locations that have different sea conditions – stormy or calm.
- Challenge the children to find three things that Michael has never seen before, at sea and on land. Write their suggestions on the board.
- Discuss with the children how they think this journey might prepare Michael for his experience on the island. (Monotonous diet, bad weather and so on.)
- Hand out the photocopiable sheet and ask the children to work in pairs to complete it, referring to the book to help them.

Differentiation

For older/more confident children: Let the children write another entry in Michael's log, choosing a location on land or sea from the map.

For younger/less confident children: Ask the children to write a postcard from Michael to Eddie – from anywhere on the journey.

Picture it!

Objective: To describe and sequence key incidents in a variety of ways, for example, by listing, charting, mapping, making simple storyboards.

What you need: Copies of *Kensuke's Kingdom*, flipchart or board, writing and drawing materials.

Cross-curricular links: Art and design.

What to do

- Read the passage in Chapter 8 together from: 'Then one day I need big fish to smoke...' to: 'I draw line in sand.' Ask the children to summarise how Kensuke rescues Michael.
- Then ask them to recall what Michael remembers of the rescue. What saved him from drowning? (The football.) Who did he think was rescuing him? (His parents.)
- Tell the children to imagine they are planning to film the rescue scene for a movie. Explain that film-makers often make storyboards before filming – a sequence of pictures

showing how the action develops.

- Put the children in pairs and let them re-read Kensuke's version of the rescue, then Michael's account in Chapter 4. Encourage them to decide which scenes they are going to illustrate for their storyboard.
- Ask the children to list six scenes; then write brief notes on what each scene should picture.
- Bring the class back together and write their suggestions on the board. Discuss some of the detail that each scene could show, for example, high waves, Michael clinging to the football.
- Let the children, in their pairs, draw out the storyboards they have briefed.

Differentiation

For older/more confident children: Let the children choose another episode to storyboard in notes and pictures.

For younger/less confident children: Provide extra adult support in choosing the storyboard scenes.