

# Plot, character and setting

SECTION

4

## What is the monster thinking?

**Objective:** To consider how settings influence events and behaviour.

**What you need:** Photocopiable page 17, writing materials, flipchart, prepared large, blank thought bubble, copies of *Not Now, Bernard*.

**Cross-curricular links:** Citizenship, QCA Unit 02, Choices.

### What to do

- Hold up the thought bubble and ask what it is. How is it different from a speech bubble in appearance? Ask the children where speech and thought bubbles are usually found. (In comics.)
- Put the thought bubble above your head and ask the children what you might be thinking. Write in one of their suggestions.
- Turn to the page in the story where the monster has bitten Dad's leg. Ask for ideas as

to what the monster might be thinking. (For example: 'Why doesn't he take any notice of me?') Draw a thought bubble on the flipchart and write one of the suggestions in it.

- Point out that what the monster thinks will change according to the situation it is in at the time.
- Give out the photocopiable sheet and explain to the children that you want them to write in the thought bubbles what the monster might be thinking in each of the illustrations.

### Differentiation

**For older/more confident children:** Ask the children to choose another illustration that a thought bubble could be used in and write something the character could be thinking.

**For younger/less confident children:** Let the children work in pairs to complete the photocopiable sheet.

## The naughty monster

**Objective:** To write character profiles, for example, simple descriptions, using key words and phrases.

**What you need:** Photocopiable page 18, writing materials, flipchart, individual whiteboards and pens, copies of *Not Now, Bernard*.

**Cross-curricular links:** PSHE.

### What to do

- Discuss the children's opinions on how they think Bernard is treated in the story. Do they think he is happy? Is he well cared for? Is he treated well by his parents?
- Look at the various illustrations of Bernard. Ask the children to work with a partner and list four words on their individual whiteboards that could be used to describe him.
- Invite the children to share these words with the rest of the class. List the suggestions on a

flipchart. The children might suggest words including: lonely, bored, friendly and chatty.

- As a piece of shared writing, create a short description of Bernard using the words listed. Read this text through together.
- Hand out copies of the photocopiable sheet and explain to the children that you now want them to describe the monster.

### Differentiation

**For older/more confident children:** Having completed the photocopiable sheet independently, ask the children to write a list of words to describe a friendly, well-behaved monster.

**For younger/less confident children:** Use an enlarged copy of the photocopiable sheet and prepared individual word cards describing the monster. Ask another adult to work with the children to choose appropriate words and then copy their answers onto the photocopiable page.