

Plot, character and setting

SECTION

4

A peaceful place

Objective: To create short simple texts that combine words with images.

You will need: *Five Minutes' Peace*, pictures or photographs of peaceful settings (from the internet, Sunday supplements, travel brochures and so on).

What to do

- Discuss the story with the children. Ask: *Why did Mrs Large find it impossible to find five minutes' peace? Think about your own home. Who or what might disturb you in the bedroom or kitchen?*
- Ask the children to close their eyes and imagine a place that is very peaceful. Ask: *What is it about the place that makes it so peaceful? What can you see? What can you hear?* Encourage them to describe their 'peaceful place' to a partner.
- Next, show the children one of the 'peaceful setting' pictures. Ask them to help you compile a list of words that describe what the place is

like. (Calm, still, quiet, wonderful and so on.) Turn some of their ideas into simple descriptive sentences. Draft a piece of shared writing that 'paints a picture' of the setting.

- Organise the children to work in pairs. Give each pair one of the 'peaceful setting' pictures. Ask them to look at the picture and imagine how it would feel to be in this place. Then, working individually or in pairs, ask the children to write a description of their 'peaceful setting' picture as modelled in the shared writing activity.

Differentiation

For older/more confident children: Show the children how to use a simple thesaurus to encourage the use of descriptive varied vocabulary.

For younger/less confident children: Let the children take it in turns to describe one of the pictures orally. Ask the rest of the group to listen carefully and guess which of the peaceful settings they are describing.

Mapping the story

Objective: To use planning to establish clear sections for writing.

You will need: *Five Minutes' Peace*, writing materials, copies of photocopiable page 18 (enlarged to A3 size).

What to do

- Re-read the book with the class. Write the question 'What happened?' on the board. Ask the children to help you make a list of the key events in the story to represent the story plot.
- Explain that in this lesson you are going to show the children how to represent the story plot pictorially in the form of a story map which includes information about the main incidents in the story and where they take place.
- Organise the children so that they are sitting in a circle around an enlarged copy of photocopiable page 18. Ask a series of prompting questions such as: *Where did the story start? What could I draw/write to represent the kitchen and the events*

that took place there? What happened next? (The elephants went upstairs.) *How could I show this on the story map?*

- Continue until each part of the story plot is represented. Annotate the story map with arrows to ensure that the order of events is clear.
- Retell the story using the information recorded on the story map.
- Finally, organise the children into small groups. Give each group an enlarged copy of photocopiable page 18. Encourage the groups to work together to illustrate and annotate a map of the story. Then invite them to retell the story in their own words.

Differentiation

For older/more confident children: Encourage the children to add extra details to their story maps (for example, speech bubbles).

For younger/less confident children: Act as a scribe to help the children to record their ideas.

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