

Plot, character and setting

SECTION

4

Mixing the story

Objective: To map out the main stages of the story.

What you need: Copies of *The BFG*, flipchart or board, individual whiteboards and pens, photocopiable page 15, scissors, glue, pencils, paper.

What to do

- Re-read the first two chapters together. Ask the children what happens because Sophie gets out of bed. (The BFG spots her, and kidnaps her.) What might have happened if she had stayed in bed? (Sophie might not have met him.)
- Ask the children to suggest all the things that happen as a result of this meeting. (For example the discovery of the other giants.)
- In pairs, ask the children to refer to the story and make a list on their individual whiteboards of all the things in the book that Sophie and the BFG plan and do together.

- Afterwards, bring the class back together and discuss which things are most important in driving the plot. (For example, Sophie seeing the BFG.) Which things could be removed without changing the outcome? (For example, the BFG blowing dreams into the Goochey children's bedroom.) Which things are vital for the story? (For example, the man-eating giants.) If required, make notes on the board.
- Hand out the photocopiable sheet and ask the children to fill in the boxes, then cut them out and paste onto paper in the correct order.

Differentiation

For older/more confident children: Ask the children to choose the most significant boxes on the sheet and arrange them into a flow chart.

For younger/less confident children: Encourage the children to think of any other significant elements in the plot and add them to the photocopiable sheet.

The witching hour

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

What you need: Copies of *The BFG*, flipchart or board, writing materials, individual whiteboards and pens.

What to do

- Read at pace the opening chapter of *The BFG*.
- Invite the children to scan the chapter and list, on individual whiteboards, all the things they can about when this scene takes place, and what sort of night it is. (It is the middle of the night; it is moonlit, very silent and still.)
- Now ask them to list some adjectives that the writer uses to describe how things look or feel to Sophie. (Witching, deathly, silvery, ghostly, misty.) What do the children associate with

moonlight? (Night, ghosts, magic.) Can the children suggest some adjectives to describe the mood these words and images create? (Eerie, mysterious, creepy.)

- Ask the children what is keeping Sophie awake. (The moonbeam.) What makes her get out of bed? (She thinks she will not sleep unless she closes the curtains.) What happens as a result? (She sees the BFG.)
- Encourage the children to recall any other scenes that take place in the story at night-time, and why they happen then. (The journey to London, so the BFG won't be seen.)

Differentiation

For older/more confident children: Ask the children to consider another setting in the story in the same way.

For younger/less confident children: Let the children write a plan for a creepy scene in a book or movie.

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