

Get writing

SECTION

6

Poster protest

Objective: To make decisions about form and purpose; to identify success criteria and use them to evaluate their writing.

What you need: Copies of *Fantastic Mr Fox*, photocopiable page 29, writing materials.

Cross-curricular link: ICT.

What to do

- Before you present this lesson, ask the children to observe posters and advertising hoardings on their way to school, or around the school building, libraries and so on.
- Talk about what all the posters have in common and make a list. For example, they all convey a message, have large letters, minimal text, eye-catching use of colours and white space, and a dramatic picture.
- Ask the children to imagine that either Mr Fox or the farmers want to gain public sympathy and support. They must design a poster to achieve that end. Discuss which aspects of a poster –

appearance and content – will best serve their purpose. Talk about the audience they wish to reach – their personal antagonists, other animals and/or the general human public. Remind the children that any text must be brief, to the point and persuasive.

- Hand out copies of photocopiable page 29 for the children to plan their poster. They can then create their posters on fresh paper.
- Discuss the finished posters' merits and ask the class to vote on the most effective.

Differentiation

For older/more confident learners: Invite the children to produce their posters on the computer, experimenting with different fonts, colours, borders and so on.

For younger/less confident learners: Allow the children to work in pairs and provide key words to help them, such as 'animal rights', 'farmers' protest', 'stop cruelty', 'save chickens', 'private property' and 'starving family'.

Tell tale

Objective: To write non-narrative texts using structures of different text types.

What you need: Copies of *Fantastic Mr Fox*; enlarged copy of Extract 1 (page 8) and photocopiable page 30.

Cross-curricular link: ICT.

What to do

- Display the extract and choose three children to read the first four lines of direct speech in character. Ask: *Who are the farmers talking about? Which character might agree with the farmers? Advise them to refer to Chapters 15 and 16.*
- Talk about the farmers' reasons for wanting rid of the foxes. Ask: *Would Rat have the same reasons? Could he openly admit to the farmers that he shared their wish? Why not?*
- List the names that Rat calls Mr Fox and his allies. Ask: *Who did the cider in the cellar belong*

to? Why did Rat call the animals thieves when the cider was not his?

- Recall the ending. Ask: *How might it have ended if the farmers had known what was happening?*
- Hand out copies of photocopiable page 30. Explain that the children are going to plan a letter from Rat to Farmer Bean. They can type their letters on the computer.
- Listen to the children's letters and discuss Farmer Bean's possible response. Would Rat's letter 'backfire' on him?

Differentiation

For older/more confident learners: Ask the children to discuss and list ways in which Farmer Bean might discover Rat wrote the letter. (For example, paw prints, rat hairs, droppings, cider spills on the paper.)

For younger/less confident learners: Write prompt words on cards for the children to use in their letters.