

# Get writing

SECTION

6

## George's new sister

**Objective:** To use characterisation to engage readers' interest.

**What you need:** Copies of *George's Marvellous Medicine*, small whiteboards, photocopiable page 28.

**Cross-curricular links:** PSHE.

### What to do

- After the children have finished the book, ask them to revisit the first page of 'Grandma', beginning: 'George was bored to tears.' How might George's life be different, or similar, if he had a sister? Say that George, his parents and Grandma still have the same characteristics. Would the plot be enhanced by an elder, responsible sister or a younger, impressionable sister?
- Put the children in pairs to discuss how an elder or younger sister might respond to George's marvellous plan. Take feedback, and ask the children to decide her age together. (Remind them that George is eight.)
- Encourage the children to quickly write three

adjectives to describe George's sister on their whiteboards. Compare their ideas and write good ones on the board.

- Ask them to write a sentence about how the sister feels about Grandma. Add good ideas to the board. Do the same for her feelings to George.
- Hand out photocopiable page 28. Explain that this is to help them plan a character sketch for the sister. Ask the children to write brief notes on the organiser.
- Ask some of the children to sit in the hot seat in the character of the sister and encourage the others to ask them questions.

### Differentiation

**For older/more able children:** Ask the children to write a sketch for the sister, using their notes. They could use ICT.

**For younger/less able children:** Let the children complete the photocopiable page without finishing the final part.

## Missing person!

**Objective:** To adapt non-narrative forms and styles to write fiction.

**What you need:** Copies of *George's Marvellous Medicine*, paper, crayons or paints.

**Cross-curricular links:** Citizenship; ICT.

### What to do

- Discuss the ending of the story with the class and specifically how Mrs Kranky reacts when her mother disappears. Explain that you want them to imagine Mrs Kranky is unhappy about the disappearance and wants to find Grandma.
- Ask the children if they have ever seen any posters about missing people or animals, for example: lost cats. Encourage them to describe what sort of language and sentence structure these posters contain. (A heading, a question, a personal description, instructions, a photograph.)
- Hold a shared-writing session to create a poster advertising a lost dog or cat. Invite the children

to suggest headings and write them on the board, for example: *LOST!* or *MISSING!* What information would be needed to give a clear description? (Size, shape, colour, sound, last seen.) Add suggestions to the board. What instructions would they need to give to anyone who finds the missing pet? Add these to the board. What other details of design and layout would help make the poster noticeable?

- Invite the children to create a Missing Person Poster about Grandma's disappearance.
- Make a wall display of the posters.

### Differentiation

**For older/more able children:** Let the children use ICT to create their poster.

**For younger/less able children:** Provide the children with sentence stems to help them, for example: *Grandma was last seen... She was wearing...* and so on.