

shapes in the half-darkness. This is an important modelling activity and your words need to evoke a sense of the bear's isolation and impending doom.

- 3 Ask the children to adopt the body posture of the bear, alone on a chair in the park. Show them the picture again to help them to do this, and adopt the position yourself.



- 4 Say you are going to count down from five to one, and then you will all 'think out loud' together what the bear is thinking. Explain that while you will be voicing his thoughts at the same time, it should be quietly to yourselves as if you were the bear talking to yourself for reassurance.
- 5 Now put these thoughts in context. As their narrator, retell the tale or re-read it until this point in the narrative, and focus on the plight of this character. Then voice some of his views again and count down – *five, four, three, two, one*. Alternatively, you could encourage volunteers to voice their thoughts individually. Set up a chair to be touched or an object, such as a soft toy bear, to be picked up. Explain that when someone wants to speak he or she should touch the chair, or pick up the item, and that everyone else must be quiet and listen to the speaker.
- 6 Join in yourself, simultaneously tuning in to the children's voices and intervening to stop the thought-tracking when appropriate.
- 7 Ask the children to share with one another some of the things they voiced as part of the bear's thinking.

- 8 Using a simple illustration of the bear and thought bubbles to encapsulate his thoughts, record some of the children's sentences on the flipchart.
- 9 Invite the children to work individually to write in role as the bear, recording his thoughts and feelings.
- 10 Let the children draw thought bubbles around their words and use these to create a display of that moment in the text. Photographs of the children in role as the bear would enrich this display.

### Moving on

- You could extend this work into diary writing from the character's perspective of the events in the narrative, enriched by the feelings voiced at that moment.
- You might create freeze-frames of the main events in the narrative and then touch one of the characters (probably the main character) from each group on the arm. Invite the child to think out loud what the character feels at that moment. In this way, the story is 'retold' from this character's point of view.