

# Plot, character and setting

SECTION

4

## What are they saying?

**Objective:** To use knowledge of story elements to develop understanding of dialogue.

**What you need:** Photocopiable page 17, writing materials, copy of *Farmer Duck*. For extension activity only: scissors, Blu-Tack.

**Cross-curricular links:** PSHE; Science – Encourage the children to make observations about similarities and differences between the animals (Unit 2C).

- Ask for examples of the types of things people say, such as, *It'll be alright*, *Never mind* and *Cheer up*.
- Hand out copies of the photocopiable page to the children. Ask them to think about what the hens might be saying to the duck. Encourage them to discuss their thoughts with a partner.
- Ask the children to fill in the speech bubbles with what they think the hens might be saying.

## What to do

- Ask the children to find the page in *Farmer Duck* with the illustration of the hens comforting the weeping duck. Read the text together.
- Discuss why the duck is so upset and what the hens are trying to do. (Comfort the duck.)
- Use the opportunity to talk sensitively with the children about times when they have felt upset, or times when they have tried to comfort someone who was upset.

## Differentiation

**For older/more able children:** Cut out the speech bubbles and use Blu-Tack to fix them on to the book. Invite the children to take turns to read the new page to each other.

**For younger/less able children:** With the support of an adult, encourage the children to role play the scene, having first given them the opportunity to decide what the hens are saying. (The adult should take the part of the duck.)

## True or false?

**Objective:** To use contextual and grammatical knowledge to make sense of what they have read.

**What you need:** Photocopiable page 18, writing materials, flipchart or board, individual whiteboards and pens, copy of *Farmer Duck*. For extension activity only: prepared quiz questions based on the text.

- Together, read through the instructions on the photocopiable sheet.
- Explain to the children that they may refer to a copy of *Farmer Duck* to check their answers, and to remind them of subjects they could use for the additional statements.
- Discuss the children's answers as a class.

## What to do

- Write the headings 'True' and 'False' on the flipchart and discuss the meaning of these words.
- Make some statements that are clearly true or false. (For example, 'apples grow on trees', 'rabbits have wings', 'cows live in trees'.)
- Ask the children to identify with a tick or a cross on their whiteboards whether the statement the teacher has made is true or false.
- Invite the children to make some true and false statements of their own.

## Differentiation

**For older/more able children:** Write some quiz questions, based on the story, onto cards. (For example, 'What does the farmer read in bed?') Ask the children to place the cards face down on the table, and to take turns in choosing a card and answering the question. This game could be played in pairs or teams if appropriate.

**For younger/less able children:** Play 'Thumbs up, thumbs down!' The children sit with a partner. One of the pair makes some statements about the story that are true or false and their partner gives a thumbs up if they think it is true, and a thumbs down if they think it is false.