

Plot, character and setting

SECTION

4

Left-hand pictures

Objective: To explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.

What you need: Copies of *Each Peach Pear Plum*, scissors, glue, paper and photocopiable page 16.

What to do

- As a class, look at the small motifs on each left-hand page. Discuss the connection between the motif and the characters on a couple of the pages.
- Hand out photocopiable page 16 to pairs of children and invite them to cut out the boxes and to match each motif with its character.
- Once the pairs have agreed, provide glue for

them to stick their answers on a sheet of paper.

- When the children have finished, agree together which motif goes with which character. Discuss the children's reasoning. How often is the connection something that they knew previously from outside the book? Talk about how well they know the characters in the story.
- Look through the book together and check that the agreed answers are correct.

Differentiation

For older/more confident learners: Encourage the children to annotate each pair with a word or an image to explain the connection.

For younger/less confident learners: Ask the children to focus on just four pairs.

Building words

Objective: To explore how particular words are used, including words and expressions with similar meanings.

What you need: Copies of *Each Peach Pear Plum*, scissors and photocopiable page 17.

What to do

- Verbally recall the rhyme of the book, or read it aloud to the class. Talk about the rhyming pattern of the book. First, a place is mentioned, then a new character is introduced who rhymes with that place (where the last character was found).
- Hand out photocopiable page 17 and ask the children to cut out the boxes. Explain that words from *Each Peach Pear Plum* have been split into their beginning and ending sounds (onset and rime).
- Invite the children to try different phonic combinations using the cut-out boxes to search for words they recall from the story.
- Remind them about the different sounds that

'c' can make (they are searching for 'cellar').

- Emphasise that they are looking only for words from *Each Peach Pear Plum*. For example, they will be able to make the word 'will', but 'will' is not used in the story. If they are trying to choose between two word options, such as 'will' and 'hill', suggest that they try to recall the names of the characters. If they think of 'Jill', can they now remember which word is used to rhyme with 'Jill' in the book?
- Discuss their answers as a class.

Differentiation

For older/more confident learners: Let the children try one rime at a time, making words using all the onsets until they find one that fits the story.

For younger/less confident learners: Provide the children with a list of the character names and objects that they are looking to rhyme with: 'Cinderella', 'Three Bears', 'Baby Bunting', 'Jack and Jill', 'Wicked Witch', 'Robin Hood', 'again', 'Plum Pie' and 'everyone'.