

# Plot, character and setting

SECTION

4

## Grannie Island's home

**Objective:** To visualise and comment on events and characters, making imaginative links to their own experiences.

**What you need:** *Katie Morag and the Two Grandmothers*, drawing/writing materials, labels.

**Cross-curricular links:** Art; Geography.

### What to do

- Turn to the page in the book where Katie arrives at Grannie Island's house. Explain that Grannie Island lives in a Scottish croft. Look closely at the house and its surroundings. Do the children think that Grannie Island minds living alone in such an isolated spot?
- Write or type appropriate labels as the children describe the setting in detail. Assist them with their descriptions and introduce new vocabulary such as *oak barrels*, *single storey*, *guttering*, *mangle*, *corrugated tin roof*.

- Encourage the children to use prepositions to describe the position of specific features – for example, *there is a lucky horseshoe above the pink door and there are long, dark hills behind the cottage*.
- Once you have created a bank of descriptive labels, provide the children with drawing materials and invite them to produce their own version of Grannie Island's home. Mount their drawings on larger sheets of paper.
- Provide the children with a set of labels, produced during the class discussion session, to stick onto their drawings.

### Differentiation

**For older/more confident children:** Encourage children to prepare their own labels for their drawings.

**For younger/less confident children:** Work in a group to draw the croft together. Provide simple labels for children to use.

## The isle of Struay

**Objective:** To ask and answer questions, and make relevant contributions.

**What you need:** *Katie Morag and the Two Grandmothers*, playground space, chalk, labels, A3 paper, drawing materials.

**Cross-curricular link:** Geography.

### What to do

- Do this activity outside on a fine, dry day. On the playground, use chalk to prepare a large outline of the island of Struay. (If you have available a copy of *The Big Katie Morag Storybook*, you will find a useful double-page map of the island that you could copy, otherwise make one up yourself.) Prepare labels showing the names of different features on the island.
- Organise the children into small groups. Give each child one of the prepared labels and ask them to try to position themselves correctly on the playground map. Invite them to say what

and where they are. For example: *I am the Show Field, I am near the beach and just before the Redburn Bridge*.

- Now choose one child to be Katie Morag. Tell her to imagine that it is the morning of the show, and she is to go to Grannie Island's. She should make her journey on the outline map, describing her route and what she passes on the way.
- Discuss how the geography of the island affects the lives of people who live there. Where would the children go to buy toys, for example? Where would their food come from?
- Finally, ask the children to draw an island map for display in the classroom.

### Differentiation

**For older/more confident children:** Ask children to write labels for display on the classroom map.

**For younger/less confident children:** Invite children to read and locate the labels on the classroom display.

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