

Plot, character and setting

SECTION

4

Before and after

Objective: To develop knowledge of stories that use transformation as a plot device.

What you need: Copies of *Gorilla*, photocopiable page 18.

What to do

- This activity is designed to help the children identify a pivotal event in the story. In this instance, they will look at the transformation of the toy gorilla.
- Re-read the story together. Ask: *What happens in the story that changes things for Hannah?* (Her encounter with the gorilla.)
- Ask the children to work in groups of four to create two freeze-frame images: one depicting Hannah and her father before Hannah's adventures with the gorilla; and the second showing Hannah and her father after the night-time adventure.

- Gather the class together and share the freeze-frames. Evaluate the children's use of body language, gesture and gaze. Invite the children to suggest words to describe each of the freeze-frames.
- Distribute copies of the photocopiable sheet and invite the children to draw two pictures to show how things change after the gorilla's visit.

Differentiation

For older/more confident learners: Challenge the children to identify the pivotal moment in other picture books where a change is brought about by a significant event. Useful books include *Where the Wild Things Are* by Maurice Sendak, *The Tunnel* by Anthony Browne, *Beegu* by Alexis Deacon, and *The Bear Under the Stairs* by Helen Cooper.

For younger/less confident learners: Organise the children to work in mixed-ability groups, so less confident children can gain support from others in the group.

Soundtrack

Objective: To use sound-tracking as a strategy for interrogating text and deepening response.

What you need: Copies of *Gorilla*, copies of relevant illustrations from *Gorilla*.

Cross-curricular link: Music.

What to do

- Invite the children to make music to represent the different moods in the story so that each section becomes a musical movement. Use this as a soundtrack to a slideshow of images.
- With the children, agree a sequence of key events, such as: Hannah alone, gorilla's transformation, the zoo, the cinema, the café, dancing on the lawn, Hannah opens her birthday cards. List these on a large sheet of paper. Select an illustration to accompany each event.
- Seat the children in a circle. Focus on one event, such as the cinema, and discuss sounds that might be heard (film music, sound effects,

rustling of popcorn, voices whispering). Prompt them to think beyond the obvious.

- Let the children choose an appropriate sound using their voices (words and non-verbal sounds), bodies and percussive materials. Let them demonstrate sounds around the circle. If sounds are too similar give them thinking time to suggest another.
- Organise the children in groups. Give each group an illustration to create a soundtrack for.
- Gather the class together and read the story adding the soundtrack.

Differentiation

For older/more confident learners: Challenge children with greater musical experience to compose and notate a short piece of music.

For younger/less confident learners: Organise the children to work in mixed-ability groups, so less confident children can gain support from others in the group.

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