

Talk about it

SECTION

5

Favourite moment

Objective: To offer reasons and evidence for their views, considering alternative opinions.

What you need: Blank cards or strips of paper.

What to do

- Ask the children to work in small groups of about three or four. Hand out a card or strip of paper to each child.
- Invite each child to think independently about the events in the story *Flat Stanley*. Encourage them to decide on one event that they think is the best moment in the story. Tell them to write their best moment on the card or paper, and give a reason why, for example, it was funny, it was exciting, it was unusual and so on.
- Ask each member to share their idea of the best moment with their group. Then ask each group member to stand up one by one and briefly explain their best moment to the class. Invite others in

the class to go and stand behind a child if their best moment is the same one. Continue round the groups until the children have formed new groups according to their favourite moments.

- Encourage the children to arrange themselves in relation to the number of group members, from highest to lowest, to demonstrate which incident is the most popular in the story and which is the least popular.
- Discuss the reasons given for their choices. Has anybody changed their opinion?

Differentiation

For older/more confident learners: Invite the children to write a paragraph providing an overview of their original group's choices.

For younger/less confident learners: Allow the children to use the book to select their favourite moment and to simply write down their choice, giving their reason to the group orally.

Feelings

Objective: To infer characters' feelings in fiction.

What you need: Copies of *Flat Stanley*, photocopiable page 22 and coloured pens.

Cross-curricular links: PSHE.

What to do

- Do this activity when the children have read the whole story.
- Arrange the children into pairs and hand out one copy of photocopiable page 22 to each pair.
- Ask the children to read the list of feelings in the different boxes. Tell them to think of other feelings that the characters in *Flat Stanley* might have experienced and add three or four to the empty boxes.
- Then, ask the children to make a brief list in the centre of the page of events that took place in the story, using the book for ideas.
- Invite the children to use different coloured pens to draw connecting lines from each event

to a feeling, for example, Stanley sliding under a door might link to 'cheerful'. The children should use the same colour for a feeling, for instance, all sad events have a blue connecting line. If they discover an event has no feeling to match it to, tell them to draw another box and add the appropriate feeling.

- Encourage the children to write notes along the connecting lines to show the character it refers to. For example, Stanley sliding under a door might also be connected to 'jealous' when Arthur's name is written along the line.

Differentiation

For older/more confident learners: Invite the children to find other words for the feelings using a thesaurus.

For younger/less confident learners: Mask the blank boxes on photocopiable page 22 before copying it and let the children just match events to the four feelings shown on the page.

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