

Plot, character and setting

SECTION

4

Dialogue

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

What you need: *Katie Morag and the Two Grandmothers*, photocopiable page 18, writing materials.

What to do

- Discuss the role of dialogue in stories and how it is represented. Demonstrate how speech marks are used.
- Read the first page of the story and display the text on the whiteboard. Invite children to come up and highlight the words that have been spoken. Ensure that they only highlight the words inside the speech marks.
- Next, explain that we know more about the way the character feels and about the action

in the story if we know how the dialogue is spoken. Brainstorm different dialogue words such as *whispered, shouted, sighed* and so on. Explain how adverbs can also be used.

- Hand out photocopiable page 18. Working in small groups, ask the children to find the dialogue in the book, work out who has spoken and why they spoke in that way.
- As a plenary, encourage the children to explain their findings and how the dialogue fitted into the story.

Differentiation

For older/more confident children: Ask the children to explain the meaning of some of the expressions.

For younger/less confident children: Provide adult support to help children find the dialogue in the book as they complete the activity.

City or Struay?

Objective: To convey information and ideas in simple non-narrative forms.

What you need: Two large hoops, sheets of A5 paper, pens.

Cross-curricular links: Geography; Maths.

What to do

- Ask the children what they think life might be like on the isle of Struay. Show them photographs of the real island of Coll, highlighting the isolated nature of an island home.
- Next, discuss life in a city. Talk about the type of things you can do and what it is like there in terms of buildings, amenities, population and so on.
- Sit the children in a circle and place the two hoops in the centre. Label one hoop 'Living on a small Scottish island' and the second hoop 'Living in a mainland city'.
- Write a statement on a sheet of A5 paper such as: *There are hardly any cars or lorries*. Ask the children where they would put this statement.

Establish that it can be sorted into the first hoop. Now make a second statement such as: *There are lots of shops and cafés*. Where should this go? Elicit that it should be placed in the second hoop.

- Now make a third statement which is ambiguous, such as: *You can play with your friends*. Invite the children to suggest where this could be placed. What suggestions do they make for statements that are true of both locations?
- Establish that if we overlap the hoops, the overlap can be used for statements that are true for both locations. Explain that this method of sorting information is called a Venn diagram. Provide a second set of statements and invite the children to sort them accordingly.

Differentiation

For older/more confident children: Let children work in groups to create a bank of statements and sort them using a Venn diagram.

For younger/less confident children: Prepare a bank of statements for children to sort into the correct areas.

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