

## Lost and found : Stories and settings

**Prior Knowledge** - Check that children can already:  
Retell stories in sequence  
Recognise the setting in stories e.g. home, school  
Discuss what a character does in a story

**Experience** - allow the children to 'discover' an old battered suitcase containing a torch, map, rubber duck, sandwich and thermos. Discuss, who might this belong to? Where might they be going? What might they be doing?.

Familiarisation and Immersion in Text

Show a still image from the film of penguin on the doorstep. Use thinking, feeling, saying cards to record ideas about what might be on his mind. Listen to the sound track of the film. Ask children what they think is happening. They can show this through drawings or discussion. Now play the beginning of the film up to the Lost and Found office. Which elements were surprises? Illicit initial responses to the film – what did you think about it? What did you like? How did each part of the film make you feel? Now they know who owns the suitcase, has it changed our ideas?  
Focus on the characters. Create a role on the wall for the boy and the penguin. Inside the outline, write down what we know about them already. On the outside record questions or puzzles we have about them.  
Use a Venn diagram made from 2 hoops (or see handout) to compare the characters. Use a set of characteristic cards for children to place and allow children to add new characteristics they can think of – what is the same about the boy and the penguin and what is different? Ask children to explain why they think so, focussing on expressions, sound track etc.  
Watch the rest of the film – stopping at appropriate points – what would you do if you were the boy at this point? Do we still agree with our characteristics? Anything to add or change? Have we answered any of our questions or puzzles? Any new questions we have thought of?  
Through Shared reading, give time to become familiar with the book. What are the differences between the book and the film? Which do they prefer? Why? Why were the changes made? Are the characters in the book portrayed in the same way as in the film?  
Focus on the settings. Where were the book and the film set? Was there more than one setting? What was each place like? Were the settings in the film and the book the same? In groups, draw a map of the journey the boy and the penguin took.  
**Phase outcomes** – Children can discuss how a film can show characters and give reasons for why characters change. Children can identify settings in stories and how these help to structure the story.

Oral Rehearsal

Use still images from the film or illustrations from the text to 'box-up' the text and create a story map of main events. Using whole class collaborative story-telling, retell the story, using actions for key time connectives which link sections together. Give time for children to retell the story as a class, in groups, pairs and as individuals so that they all become familiar with the story structure. Record any appropriate adventurous vocabulary on the working wall for others to use.  
In groups, role play parts of the story, improvising the dialogue. Use thinking, saying, feeling cards to record interesting contributions. Refer back to characteristics – how can we show a characteristic through dialogue or action? Choose different cards from the previous Venn diagram and challenge the children to create a conversation which demonstrates the characteristic.  
Refer back to the boxed up story. How would the story change if the penguin was a different animal? Link chosen animals to different settings e.g if it had been a lion where would they have gone? How might the boys reaction have changed?  
In groups/pairs, ask children to choose a new animal and create a map to show the journey the boy and the animal would take. Use a range of activities to develop each new animal character e.g. What would be in their suitcase? Allow children to choose artefacts to put into their animals bags. What characteristics will their animal have? How will they be the same/different as the boy? Improvise the conversations, using thinking, feeling, saying cards. What would happen at the lost and found office? How would they travel? Use role play to imagine the journey, referring to their maps.  
**Phase outcomes** – Children can retell a story in the correct sequence, using temporal connectives to signal a change in setting or time. Children can develop their own character and explain how this affects the story.

INDEPENDENT

Using the previous boxed up/story map version of the story, model how to make small changes to alter the animal and settings before asking children to make their own amendments to their particular animal. Give time for children to retell their new version of the story to one another. Model the use of the adventurous and appropriate vocabulary recorded on the working wall. Give access to the thinking, feeling saying cards used in the role plays for reference. Use recording software or voice recorders for children to record and listen back to their stories. Discuss success criteria/ key features of a successful story e.g. Are they in the correct sequence? Have they used appropriate time connectives to signal a change in the setting? Is it entertaining to the listener? How have they shown the characteristics? How can they be improved?  
Use Shared writing to model how to turn the oral story into a written story. Model orally rehearsing the whole sentence before writing and checking it makes sense and says what you wanted it to say. Keep rereading what you have written. Model segmenting sounds as you write unfamiliar words asking children to have a go with some words on small whiteboards. Use the terms character, setting and event. Use adventurous and appropriate language.  
Give time for children to write their own stories, using the recorded oral stories, the boxed-up stories and story maps to support the structuring and detail of the story. Allow children to read stories to one another, discuss what is successful/could be improved and amend content where necessary.  
Use Guided writing to support particular groups and individuals, identifying a writing target which will move children's writing forward.  
**Phase outcomes** – Children can use planning to create sections in writing. Children can write a story with a variety of settings. Children can discuss their stories using the terms character, setting and time.