

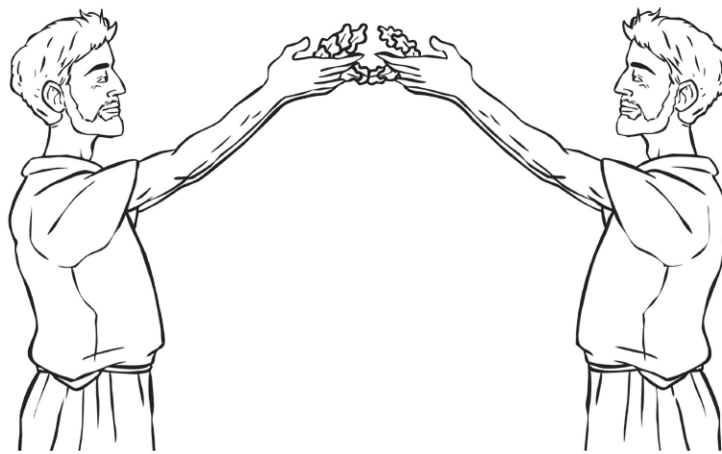


Recording Characters' Feelings

I can explore how characters might feel at different points in the story through drama.



What adjectives or expanded noun phrases did your group use today to describe characters' feelings?



In this scene, decide if you are Romulus or Remus and answer these questions. Remember to write in full sentences.

What are you saying?

What are you thinking?

How are you feeling?

Helpful Adjectives: delighted, proud, victorious, determined, certain, in no doubt

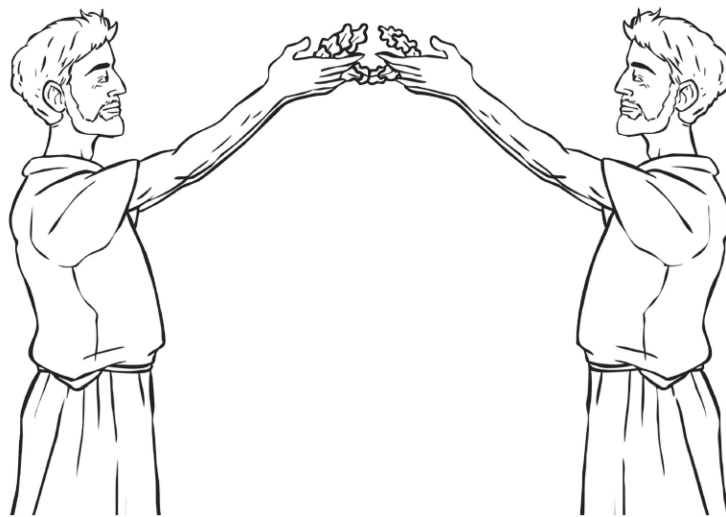


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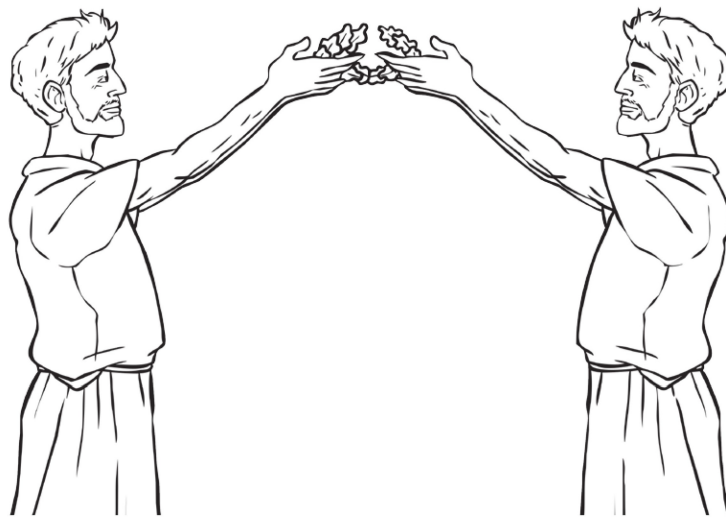


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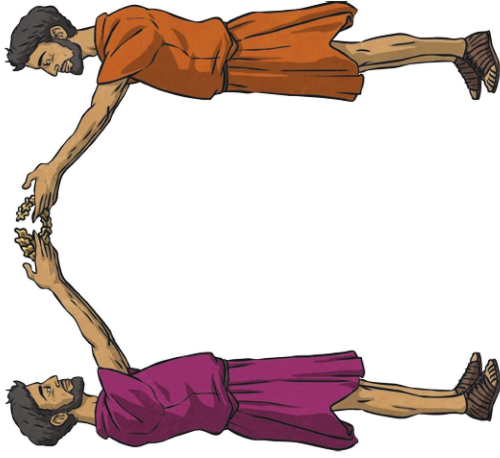
What adjectives or expanded noun phrases did your group use today to describe characters' feelings?



In this scene, decide if you are going to be Romulus or Remus and write what you are thinking. Remember to express how you are feeling at this moment. Be sure to make ambitious vocabulary choices and to start your sentences in a variety of different ways.

Drama Prompts
















In your groups, create freeze-frames for each of these scenes. Take turns to be the characters and to stand behind the characters in the scene and say what they are thinking or saying.



Story Writing: Exploring Characters

<p>Aim: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I can explore how characters might feel at different points in the story through drama.</p>	<p>Prior Learning: Children will be familiar with the story of Romulus and Remus from completing the Storytelling and Recounts units.</p>	<p>Resources: Lesson Pack</p> <p>Whiteboards</p>
<p>Success Criteria: I can suggest what characters might be saying or thinking at different points in the story.</p> <p>I can work collaboratively to create freeze-frames from key points in the story.</p> <p>I can use evidence from the text to help me work out characters' feelings and motives.</p>	<p>Key/New Words: Inference, evidence, motives, characters, freeze-frame.</p>	<p>Preparation: Story of Romulus and Remus - 1 per pair</p> <p>Group Work Drama Prompt Sheet - 1 per group (optional)</p> <p>Differentiated Recording Character Feelings Activity Sheet - 1 per child</p>

Learning Sequence

	<p>Character Spotting Game: Pairs should have a copy of the Story of Romulus and Remus in front of them. Explain to the children that they will be shown facts from a character fact file. They should discuss with their partner after each fact is revealed who the character could be, and write it down on a whiteboard when they think they know. Explain that the information shown is directly provided in the text. <i>Can children work out which character is being described by using evidence from the text?</i></p>	
	<p>Write Your Own Character Fact File: Ask children to make their own fact file about a different character and write the clues on their whiteboards. They should use a points system in the same way as in the example. <i>Can children find evidence in the text about characters to write their clues?</i></p>	
	<p>Evidence in the Text: Ask children to look carefully in the text to help them decide which of the adjectives and phrases listed on the new fact file about Amulius can be inferred from the text and which cannot. Children should suggest which ones should be crossed out as the odd ones out. Show the complete fact file for Amulius on the Lesson Presentation. Check that children understand the difference between information that is taken from the text (fact retrieval), and information that is inferred. <i>Can children use evidence from the text to help them work out characters' feelings and motives?</i></p>	
	<p>Drama Work: Show the image of the shepherd finding the baby twins with the she-wolf on the Lesson Presentation. Give pairs time to discuss what the shepherd may be saying or thinking at this moment and what can be inferred from the image. Model how children should stand behind the shepherd and say what he is thinking or saying in this scene. Ask pairs to freeze-frame the moment with partner A standing still as the shepherd and partner B putting their hand on the shepherd's shoulder and saying what they may be thinking or saying. Ask for volunteers to share their ideas in this way in front of the class. <i>Can children suggest what characters might be saying or thinking at this point in the story?</i></p>	
	<p>Drama in Groups: The children work in groups to produce freeze-frames of the scenes from the story as shown in the Lesson Presentation. If required, groups can have a copy of the Group Work Drama Prompt Sheet. The children should take it in turns to take on the role of characters and to stand behind different characters to say what they may be thinking or saying. <i>Can children suggest what characters might be saying or thinking at different points in the story? Can children work collaboratively to create freeze-frames from key points in the story?</i></p>	
	<p>Recording Character Thoughts: Discuss effective language choices and evidence gathered from the text to inform children's ideas about what characters may be saying or thinking at key points in the story. Children complete the Recording Character Feelings Activity Sheet. <i>Can children record what characters might be saying or thinking at different points in the story?</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="235 1722 581 1921">  <p>Children answer questions taking on the role of Romulus or Remus in the pictured freeze-frame. They are provided with some helpful adjectives.</p> </div> <div data-bbox="630 1722 971 1864">  <p>Children answer questions taking on the role of Romulus or Remus in the pictured freeze-frame.</p> </div> <div data-bbox="1023 1722 1393 1953">  <p>Children write about their thoughts and feelings in role as Romulus or Remus. They are asked to make ambitious vocabulary choices and to start their sentences in a variety of ways.</p> </div> </div>	



English

Romulus and Remus



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Exploring Characters



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Aim

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- I can work collaboratively to create freeze-frames from key points in the story.
- I can use evidence from the text to help me work out characters' feelings and motives.



Character Spotting Game



Look at this character fact file. It lists information that is directly provided in the story of Romulus and Remus. The earlier you guess the answer, the more points you score...

Which character do these facts describe?

What the text tells you about the character directly:

He had shepherds. (35 points)

He believed the twins were dead. (30 points)

He feared the wrath of Mars. (25 points)

He killed male heirs of Numitor. (20 points)

He was the younger brother of Numitor. (15 points)

He was worried about being overthrown. (10 points)

He was killed by Romulus. (5 points)



Answer: Amulius



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Write Your Own Character Fact File



On a whiteboard, can you write your own fact file for a different character using the same points system?

Which character do these facts describe?

What the text tells you about the character directly:

He had shepherds. (35 points)

He believed the twins were dead. (30 points)

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He was killed by Romulus (5 points)



Evidence in the Text



Look at this fact file about Amulius. This time it is based on inferences we can make from the text. Eliminate (cross out) the adjectives and phrases that are the odd ones out.

Things you can infer about Amulius from evidence in the text:

impatient

ruthless

greedy and power-hungry

aggressive

thoughtful

thinks things through

young

calculated

miserable

gets tired easily

creative

athletic

strong belief in the gods and their powers

loved by the people



Evidence in the Text



Now you have seen the difference between information that *is taken directly from the text (sometimes called retrieval)*, and information that is *inferred*.

What the text tells you about the character directly:

He was worried about being overthrown.

He was the younger brother of Numitor.

He killed the male heirs of Numitor.

He feared the wrath of Mars.

He had shepherds.

He believed the twins were dead.

He was killed by Romulus.



Evidence in the Text



Now you have seen the difference between information that *is taken directly from the text (sometimes called retrieval)*, and information that is *inferred*.

Things you have inferred about him from evidence in the text:

Greedy and power-hungry – he wanted power for himself and killed to get it.

Ruthless – he killed all his brother's male heirs.

Thinks things through – he planned ahead how to prevent being overthrown and he reasoned that if the twins were to die from the elements then the city would be saved.

Had a strong belief in the gods and their powers – this is shown by how much he feared the wrath of Mars.



Drama Work



In this scene, the shepherd has discovered the baby twins with the she-wolf. With your partner, discuss what the shepherd might be saying or thinking at this moment.

What can be inferred from this image?



Drama Work



Can you freeze-frame this moment with a partner?

Partner A – shepherd

Partner B – can you go and stand behind the shepherd, put your hand on his shoulder and say what he may be thinking or saying?



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Drama in Groups



In your groups, create freeze-frames for each of these scenes. Take turns to take on the role of the characters and also to take a turn at standing behind the characters in the scene and being the voice for what characters may be thinking or saying.



Recording Character Thoughts

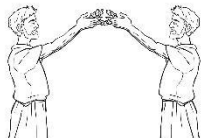


Now, complete the **Recording Characters' Feelings Activity Sheet** to show that you can express the thoughts and feelings of characters in the story.

Recording Characters' Feelings

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What adjectives or expanded noun phrases did your group use today to describe characters' feelings?




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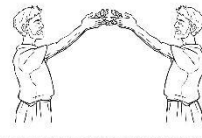
What are you thinking?

How are you feeling?

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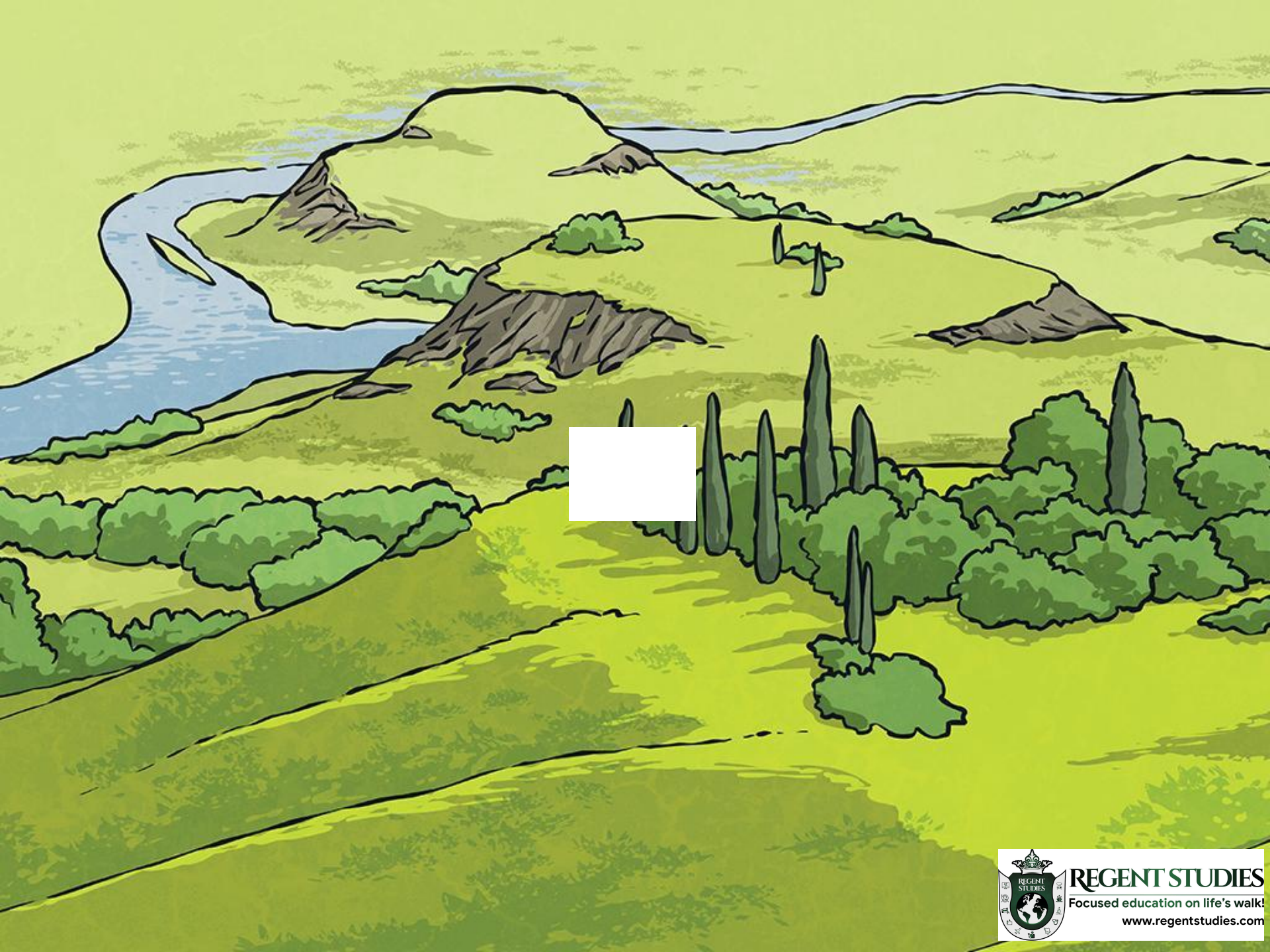


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Success Criteria

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Describing a Character Checklist



Did I...	Child	Friend	Teacher
Structure and Language			
describe the character's appearance?			
describe the character's background/past?			
describe the character's actions, thoughts and feelings?			
describe the character's personality?			
Punctuation and Grammar			
include expanded noun phrases?			
use capital letters, full stops, commas, ? and ! correctly?			

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use capital letters, full stops, commas, ? and ! correctly?			
Next time it might be better if...			