

Kaspar Prince of Cats by Michael Morpurgo

Scheme of work

Objectives for this unit	
Speaking and listening: Work effectively as a group, displaying good listening skills. Develop good questioning skills and note taking	
Reading: Developing an understanding of the characters through close examination and interpretation of the text	
Writing: Experiment with different styles of writing	
PNS Framework objectives	
3. Group discussion and interaction: Plan and manage a group task over time using different levels of planning; Understand different ways to take the lead and support others in groups; Understand the process of decision making	9. Creating and shaping texts: Experiment with different narrative forms and styles to write their own stories; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
4. Drama: Reflect on how working in role helps to explore complex issues	11. Sentence structure and punctuation: Adapt sentence construction to different purposes and readers
7. Understanding and interpreting texts: Infer writers' perspectives from what is written and from what is implied; Compare different types of narrative and identify how they are structured	12. Presentation: Adapt handwriting for specific purposes, for example printing, use of italics; Use a range of ICT programs to present texts
8. Engaging with and responding to texts: Compare the usefulness of techniques such as empathy in exploring the meaning of texts and the understanding of characters	

Lesson 1

Introducing the Characters

Class discussion

> PCM: 1a Opening lines

Display the opening lines of *Kaspar* on the board. Ask the class if they could tell who the book was written by and what led them to their conclusions. Introduce the novel, *Kaspar, Prince of Cats*.

Read/pair/share

> PCM: 1b Story Extracts

In groups ask the children to look at a selection of extracts from the book and decide what each has in common. (dramatic scenes from the book).

Class discussion

> PCM: 1c Skullface Extract

With the children, identify and highlight language choices that heighten the sense of drama, *'The footsteps came closer and closer, the bunch of keys rattling louder with every step.'*

Discuss the effect this has on the reader then talk about how the character experiencing this feels.

Group Activity

› PCM: 1b Story Extracts

Choose an extract and select children to take on the parts of the characters within it. In front of the class, ask them to take up the positions they think the characters would be in and form a 'freeze frame' from the extract. Ask each character to tell the class who they are and what they are doing at that moment. Encourage the remainder of the class to ask them questions, *e.g. What do you think is going to happen next? What will happen to you? How do you feel? etc.*

Now ask each group to choose one of the extracts and select group members to take on the part of a character within it. To get fully into role they will have to consider the situation, their feelings, what is happening at the point of the freeze frame and what may happen next? Any member without a role could take on the role of an observer or 'extra'.

Ask each group to perform their freeze frame and invite questions from the class. Encourage the children to take notes on the answers received.

Independent writing

› PCM: 1d Scenario 1 and 1e Scenario 2

Using their ideas from the freeze frames and the notes that were made from the answers given by the characters, the children should draw the scenario onto the PCM. They can then add speech bubbles to the characters voicing their feelings or what they think may happen next. More able children could write a commentary on the scenario underneath the picture.

Review

Look at examples together of the children's work. Ask the class to decide how well the work captures the feelings of the character at that time. Are their ideas of what may happen next realistic? Are they similar to the ideas the author used to continue the story?

Homework

› PCM: 1e Scenario 2

Think back to a dramatic time in your life. Can you recall how you felt? What did you think might happen next? Draw the scene and add speech bubbles or comments to illustrate it.

Lesson 2

Looking at themes, characters and settings

Class discussion

Ask who the book is about, Johnny or Kaspar. How did the children come to that conclusion? If they decide that the book is about Johnny, consider why the book is called Kaspar and whether there is a better alternative title. Ask the children what they can remember of things that happened to Johnny in the book and whether they thought they made him happy or sad. List them on the board and ask the children to agree a 'Happiness Rating' between one and five. Model how this could be turned into a graph of Johnny's happiness. Choose some examples from the children's ideas and ask them to predict what the next movement of the graph might be and why.

Paired Activity

> PCM: 2a Johnny Trott

> PCM: 2b Happiness chart

In pairs the children should look at the timeline of Johnny's life and discuss the 'Happiness Rating' for each event, annotating the sheet. They should then translate the information onto a simple graph (see PCM) More able children could try to predict the direction the graph will take next before moving on to rating the next event. Once complete, pairs should link up to compare their work and discuss similarities and differences.

Cross Curricular Links

Spreadsheet or graphing software could be used to produce the graph and also a pie chart which could show the proportion of happy/unhappy experiences more clearly

Review

> PCM: 2c Example chart

Display a sample graph of Johnny's life and discuss similarities and differences between the children's work and that of the sample.

3 Writing Biographies

Class Discussion

> PCM 3a Biography

Display the biography of Michael Morpurgo and ask the children to remind you what a biography is and what it aims to do. With the class identify and list characteristics of biographies.

Group Activity

> PCM: 2a Johnny Trott

> PCM: 3b Biography of Johnny 1

> PCM: 3c Biography of Johnny 2

In groups decide which events in Johnny's life are significant enough to be included in his biography. Break into pairs to discuss how they should be rewritten in the style of a biographical entry. More able children can calculate or estimate dates and include them in their biographies. Less able can complete the cloze procedure biography by referring to the significant events for information.

Independent Writing

Using the notes they have made from the group and paired work the children can write a biography of Johnny Trott.

Review

Display the author's biography on the board and ask children to read out their biographies to the class. The class should be able to compare the biographies and be asked to offer comments on the biography written about Johnny.

Homework

Write a biography of a different character from the book.

4 Extending characterisation/Writing non-fiction

Whole-class teaching

> PCM: 4a Read all about it!

Discuss with the children whether they think 'Kaspar' is fiction or non-fiction. Ask the children to justify their responses with evidence from the text. Tell the children the facts about the Titanic and its sinking and explain that the author has used some of these facts in his story. Ask if they've ever seen in a book or film the statement saying 'Based on real life events' or 'Based on a true story'. Explain that although the characters in the book are fictional, the description of events around the sinking of the Titanic are quite accurate but have been adapted to fit the story.

Group Activity

In groups of six, each person takes on one of these roles, Johnny, Lizziebeth, Mr. and Mrs. Stanton and Kaspar. The final group member takes on the role of a newspaper reporter in New York. Individually or in pairs, each member needs to read the book from p140 to p185 and think about how the events affected their character, making notes if necessary. They then should set up a scene on the dockside in New York, being interviewed by the reporter. If possible, record the activity for future reference.

Independent Writing

Begin by modeling how speech is reported in newspapers and remind children of the style of newspaper text. Tell them that people often choose which newspaper they read based on the style of the contents. Ask them to think about the audience they are aiming for and whether their work needs to be easily understood, dramatic, informative etc. Using the recording of the activity to help, ask the children to write the newspaper article on the PCM. Include as many comments from the characters as possible to build up a picture of the events for readers.

Cross Curricular Links

The children can write up their newspaper article using Word or Quark Xpress on a computer and print them. Alternatively, there are newspaper templates available online for children to use, such as from the 'Making the News' website from Cumbria and Lancashire Education Online, which can be found at: www.cleo.net.uk/index.php?category_id=317

Review

Read out examples of the children's articles and ask the class which group of readers they think it was intended for and ask them to use evidence to support their view.

Alternative Approach or Extended Homework Task

Introduction to task

> PCM: 4b The Titanic Disaster!

Show the children examples of newspaper feature articles on disasters. Discuss what each section shows, facts, diagram of the event, timeline, brief introduction etc. Display the template on the board and discuss what information they will need to collect to complete a feature poster on the Titanic disaster and where they could obtain it from. Ask them to suggest the layout of the information taking into account the format.

Group Activity

In groups of four the children will need to begin by allocating tasks and discussing timescales in order to complete the task within the time allowed. They should be aware of the space allocated on the template to their individual task and prepare it accordingly.

Review

Make a display of the features and hold a competition – Newspaper of the Year – with all class members voting on their favourite.

5 Writing an alternative outcome for a significant event

Whole-class teaching

› PCM: 1b Story Extracts

Introduce the idea of events and outcomes to the class. *E.g. If a bag is left on the classroom floor I may trip over it and hurt myself.* The bag being left on the floor is the event and the injury is the outcome. Look at the extracts of dramatic events and identify the event and outcome in each. Now introduce the question 'What if?' and apply it to one of the extracts. *E.g. What if Johnny and Lizziebeth hadn't heard Skullface approaching?* Ask the children to speculate on how the outcome might have been different and how this might have affected the rest of the story. Choose some more examples to model with the children.

Write/pair/share

Children should now choose their own event from the list and consider an alternative outcome. Ask them to make planning notes on how the story would continue and end based on the alternative outcome. More able children could continue the story from that alternative outcome until the end of the chapter or story.

At regular intervals ask the children to read their work to a partner for feedback. Finally, select children to read their work to the class and discuss how well the alternative worked.

If time, children should check their spelling and punctuation and then present their writing using appropriate software, including illustrations.

Display their work with the caption: Kaspar, Prince of Cats – Alternative endings.

Review

Using the display the children could vote on their favourite alternative ending and work on a class story based on it.

Phase plenary

Check what children have learned.



Low

This group can identify with the feelings of the main characters in the book and identify how, depending on events, the story may have ended differently.



Medium

This group can also talk confidently about the feelings of the characters and adapt the story based on changing events.



High

This group can do the above and explain their choices based on evidence from the text.

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