



Session 1		
Learning Objective	Input and Activity	Plenary
I can respond to a story	<p>Explain our theme is 'Don't Judge a Book by its Cover'. <i>Have you heard this saying before? What do you think it means?</i></p> <p>Look at the front cover and read the title. Invite the children to share their thoughts about the title and suggest what they think the story will be about.</p>	<p>What makes a question interesting?</p>
Resources		
<ul style="list-style-type: none"> • IWB file-scanned book • 4 containers labelled with character names • 1 counter per child • Large sheets paper • Felt tips 	<p>Look through the book and show the children that it is divided into 4 separate stories called; First Voice, Second Voice, Third Voice and Fourth Voice. Explain that this is a story told from the 'point of view' of four different characters.</p> <p>Read the story.</p> <p>Have 4 containers labelled with the names of the four characters: Charles' mother, Charles, Smudge, Smudge's father. Give each child a counter; they put it into the container of the character that interests them the most.</p> <p>Count the number of votes for each character- record on the whiteboard under each picture. With each character, pick some children to explain why they voted for that character. List some of the reasons on the whiteboard under their picture.</p> <p>Why do you think we have chosen to use this book? How does it relate to "Don't Judge a Book by its Cover'. Who does that in the story? (The mother)</p> <p><u>Group activity</u> Children to discuss with their group what questions they might like to ask the characters are what they would like to find out about the story. Children to record on large sheets of paper.</p>	<p>In their groups children are to choose their two most interesting questions and feedback these to the class-record on the IWB.</p>



Session 2		
Learning Objective	Input and Activity	Plenary
<p>I can describe a character using the text and illustrations</p>	<p>In groups children read the story each taking on one of the roles. Encourage children to think about their characters voice and expression.</p> <p>As a class reread the First voice pausing to look more closely at the way the pictures and words tell the story. Invite children to talk about the things they notice and find interesting and allow for full discussion before moving on. Guide the discussion (children to sit in their groups) without leading the responses (could be recorded on IWB).</p> <p>Some key questions could be:</p> <ul style="list-style-type: none"> • <i>Who is telling this story? How do you know?</i> • <i>What can we tell about the mother from:</i> <ul style="list-style-type: none"> ▪ <i>The way she is dressed?</i> ▪ <i>Her body language?</i> ▪ <i>Her speech?</i> ▪ <i>The way she speaks to Charles?</i> • <i>Is there anything else in the pictures/text that give information about the mother's character?</i> <p>Then discuss why the mother might be worried about Charles. Why does she think the park is full of 'frightful types'? Link to the saying -don't judge a book by it's cover.</p> <p>Take the hotseat: explain to the children that you are going to take on the role of the mother. Explain that when you are wearing the scarf you are in the 'hotseat'. This means the children can ask questions to find out more about you. Invite suggestions of one or two questions that might be asked to make sure the children understand the activity (remind children about what makes a question interesting). <i>Note: by using teacher-in-role, you can encourage the children to think more deeply about the character. Subtleties of character might be picked up so that the children can come to some appreciation of her fears and worries as well as the more explicit prejudice and snobbery.</i></p> <p>Group Work</p> <p>Make an enlarged picture of the mother shouting with speech bubble with the word CHARLES! and thought bubbles around the character. In groups children to discuss and record words/phrases for the thought bubbles. Groups feedback their ideas.</p>	<p>Discuss with the children how spoken words and thoughts might tell a different story.</p> <p>Encourage them to relate this idea to their own experience: have they ever said one thing but have been thinking something entirely different.?</p> <p>For example, they might have said thank you for a present that they didn't really like, out of politeness or wanting to protect someone's feelings. They may have pretended to be brave about doing something daring when really they were feeling quite scared</p>
<p>Resources</p> <ul style="list-style-type: none"> • 6x Voices in the Park • Brightly coloured scarf • 6 x Enlarged picture of Mother shouting • Felt tips 		



Session 3		
Learning Objective	Input and Activity	Plenary
<p>I can discuss a range of feelings by identifying how one artist has reflected feelings in their work</p>	<p>Explain Anthony Brown who wrote 'Voices in the Park' also illustrated the book. Today we are going to look at how he uses the illustrations to help tell the story and give clues about the characters. <i>NB - Children may already have noticed some of the strange/interesting things in the illustrations from the previous sessions.</i></p>	<p>Show the questions that the children chose to ask in session one.</p>
<p>Resources</p> <ul style="list-style-type: none"> Laminated pictures from the book -one set per group 6 x Voices in the Park Questions children chose in session 1 	<p><u>Group work</u></p> <p>Children group the pictures that go with each voice (groups to also have a copy of the book to help with this).</p> <ul style="list-style-type: none"> <i>Is there anything you notice about each group?</i> <i>Are they the same? How are they different?</i> <i>Why do you think they are different?</i> <p>Children feedback-ensure children understand Anthony Brown has done this deliberately to give the reader extra clue and to make them think.</p> <p>Now ask children to choose a picture (in pairs) and look at it really closely.</p> <ul style="list-style-type: none"> <i>Is there anything strange/interesting in the picture?</i> <i>Why do you think it is there? Think about:</i> <ul style="list-style-type: none"> <i>What is happening in that part of the story.</i> <i>Whose voice it belongs with.</i> <i>How that character is feeling.</i> <p>Take feedback- displaying the picture on the IWB (try not to use Smudge's Dad in the two walking pictures as these will be discussed in depth in the next session). Try to encourage the children to think deeply about what these strange/interesting things mean/reflect.</p>	<p>Keeping in mind the discussions from this session choose a question for the children to think about and discuss in their groups - can they use any of the illustrations to back up their ideas?</p>



Session 4		
Learning Objective	Input and Activity	Plenary
<p>I can identify how an artist can reflect feelings in their work</p>	<p>Reread the Second voice pausing to look more closely at the way the pictures and words tell the story. Invite children to talk about the things they notice and find interesting and allow for full discussion before moving on. Guide the discussion (children to sit in their groups) without leading the responses (could be recorded on IWB).</p> <p>Some key questions could be:</p> <ul style="list-style-type: none"> • <i>Who is telling this story? How do you know?</i> • <i>What can we tell about the father from:</i> <ul style="list-style-type: none"> ▪ <i>The way he is dressed?</i> ▪ <i>His body language?</i> ▪ <i>His speech?</i> ▪ <i>The way he speaks to Smudge?</i> • <i>Is there anything else in the pictures that give information about the father's character? E.g. How does he feel about Smudge?</i> <p><u>Group Activity</u></p> <p>Children to place the two 'walking past the wall' pictures side by side. On the way to the park the dad is feeling low and the picture reflects that; on the way home he has been cheered by the visit and so the same scene has signs of hope drawn into the picture.</p> <ul style="list-style-type: none"> • What is the same about the two illustrations? • What is different? • Why? <p>Children then write words/phrases to describe how the father is feeling in each picture (one colour for each picture).</p> <p>Children feedback -draw out we could label them hopeless and hopeful. Why does he father feel this way?</p>	<p>Think about a time when you have felt hopeless. Think about a time when you have felt hopeful.</p> <p>Discuss how our view of the world can depend on how we are feeling e.g. when we feel hopeless small problems can seem big, we might get cross or feel even worse but when we are hopeful those same problems don't feel so bad-we feel like we can overcome them. (Give an example from your own life if you can)</p> <p>Anthony Brown has tried to show the characters view of the world through the way he has illustrated the book- what do you think Smudge's view of the world is? How has Anthony Brown shown this in his illustrations?</p>
<p>Resources</p>		
<ul style="list-style-type: none"> • IWB file-scanned book • 6 x Voices in the Park • 2 x coloured papers cut into slips. • Laminated 'walking past the wall' pictures-one set per group 		

Session 5 (more than one lesson)		
Learning Objective	Input and Activity	Plenary
<p>I can paint a picture that reflects different feelings</p>	<p>Show the two illustrations from the previous session side by side. TTYP how is Smudge's father feeling in these pictures? Display the words children came up with in the previous lesson. How has Anthony Brown reflected this in the way he has drawn the pictures?</p>	<p>Allow children to walk around and look closely at other children's work.</p>
<p>Resources</p> <p><i>NB - Before the lesson create your own hopeless and hopeful picture to show the children or use the example provided</i></p> <p>Pupil outcomes are also available on the website.</p> <ul style="list-style-type: none"> Laminated photographs from around the outside of school Water colour paper Watercolours Brushes Water pots Pencils Laminated pictures from previous session 	<p>At the end of the last lesson I asked you to think about a time when you felt hopeless and a time when you felt hopeful-we talked about how this can change our 'view' of the world and how Anthony Brown reflects the characters views of the world through his illustrations. We are going to do the same.</p> <p>Show children the photograph you used as the inspiration for your hopeful and hopeless picture. Then show them your own pictures - ask children to point out what is the same and what is different about them. How have I reflected my feelings in my picture? E.g. colour, things missing e.g. leaves, sun, changes e.g. broken windows, litter etc.</p> <p>Children choose a photograph of a place from around school. With their partner they discuss what techniques they can use to create a 2 pictures reflecting them feeling hopeful and hopeless. Children share ideas with the class so others can use.</p> <p><u>Independent Activity</u></p> <p>Children sketch the main features of the photograph onto both sheets. Then they begin to add details to reflect hopelessness or hopefulness. They then use watercolours to complete their picture</p>	<p>Each child is to sit with a child not from their group. Look at your partners work- which picture is reflect feeling hopeless and which reflects feeling hopeful? How do you know?</p>