



Activity title:	3. Creating a Character Analysis of Grandpa (KS2) <b>This will probably need 2 sessions to complete.</b>
Description:	Reading and writing - Using clues from text, create a character mat and then analysis of Grandpa
Year groups:	KS2
Link LNF:	<b>Responding to what has been read</b> *Comprehension: Y3: <ul style="list-style-type: none"><li>accurately identify the topic and main ideas of a text.</li><li>deduce ideas and information by linking explicit statements</li></ul> Y4: <ul style="list-style-type: none"><li>accurately identify the main points and supporting information in texts</li><li>deduce connections between information.</li></ul> Y5: <ul style="list-style-type: none"><li>show understanding of main ideas and significant details in texts.</li><li>infer meaning which is not explicitly stated.</li></ul> Y6: <ul style="list-style-type: none"><li>infer ideas which are not explicitly stated.</li></ul> *Response and analysis: Y3: <ul style="list-style-type: none"><li>use information from texts in their discussion or writing</li></ul> Y4: <ul style="list-style-type: none"><li>select and use information and ideas from texts.</li></ul> Y5: <ul style="list-style-type: none"><li>identify what the writer thinks about the topic.</li></ul> Y6: <ul style="list-style-type: none"><li>collate and make connections.</li></ul> <b>Organising ideas and information</b> *Meaning, purposes, readers: Y3: <ul style="list-style-type: none"><li>note down ideas to use in writing.</li></ul> Y4: <ul style="list-style-type: none"><li>gather ideas to plan writing.</li></ul> Y5: <ul style="list-style-type: none"><li>use techniques in planning writing.</li></ul> Y6: <ul style="list-style-type: none"><li>use a range of strategies to plan writing.</li></ul>
Dylan Thomas Text:	A Visit to Grandpa's Extract from start to page 33 (...into the fields on Llanstephan Road.)



# DYLAN THOMAS

ROCK AND ROLL POET - KS2

Equipment required:	<ul style="list-style-type: none"><li>• Copies of text</li><li>• Character Maps <i>Appendix 1a &amp; 1b</i></li><li>• Highlighter</li></ul>
Suggested procedure:	<ul style="list-style-type: none"><li>• Revisit text and recap on the two characters in the story.</li><li>• Learners highlight words and phrases that tell us about Dai Thomas, e.g. “...voice sounded young and loud...” “...lit his pipe under the blankets...” “...white flannel nightshirt...red waistcoat with walnut-sized brass buttons.” “...pipe smouldered amongst his whiskers...”</li><li>• Learners then use the character mat (<i>Appendix 1</i>) to map his actions, appearance, personality etc.</li><li>• Using the mat as a plan, learners then write an analysis of Grandpa, using quotes from the text to support their opinions. Ask learners, ‘What can be inferred from the text?’ and ‘How effective is the imagery that Dylan Thomas uses to describe Grandpa?’ Learners may be able to refer to similes and metaphors in the text.</li></ul>
Extension activities:	<p>Graphic modelling of Grandpa’s bedroom. Learners could use a different colour highlighter to find evidence in the text of descriptive language for setting. They could then maybe use that evidence to draw Grandpa in his bedroom.</p> <p>Use of digital media: Learners could podcast (<i>Audacity</i> or <i>Garage Band</i>) their analysis of Grandpa. Their images could be used in <i>iMovie</i> or as a backdrop in <i>Puppet pals</i> app. <i>Artrage</i> app could be used to create a picture of Grandpa or <i>Wordfoto</i> or <i>Typedrawing</i>. Textmarking could be done using <i>Skitch</i> app.</p>
Modifying for other age groups:	Lower KS2 may need more support in finding the evidence for the analysis and this could therefore be a whole class activity. Text marking together would help with understanding of any language that is complicated. Lower KS2 could also the simplified Character Mat.