

HarperCollins Children's Books & Teach Primary

# Paddington Resource Pack



## 60 YEARS OF A BEAR CALLED PADDINGTON

Lesson plans | Activity sheets | Whole-school ideas

HarperCollinsChildren'sBooks **teachwire**

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# A Bear Called Paddington

WHOLE-SCHOOL RESOURCE PACK

## Launch your Paddington project

CELEBRATE 60 YEARS OF  
*A BEAR CALLED PADDINGTON* BY MICHAEL BOND  
WITH THESE WHOLE-SCHOOL ACTIVITIES

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A shared learning project centred around a great book can be a wonderful way to build excitement and bring the school community together. Paddington provides the perfect starting point for this - the stories are familiar and fun so even the youngest children can understand, but they're also rich enough to engage learners at the top end of the school.

This *A Bear Called Paddington* Resource Pack provides lesson plans and activities for different age groups, but if you really want to bring your Paddington celebrations to life, the following special events will help unite the whole school.

*"Things are always  
happening to me.  
I'm that sort of bear."*



# Enjoy the book together

As an introduction to the week, the whole school could come together for a special storytime assembly. The head, the English subject leader, the school librarian or even a special guest could read Chapter 1 of *A Bear Called Paddington*. This gives everyone a shared start to the week, it puts the book itself at the centre of the project and, most importantly, it is lots of fun.



## Hold a Paddington writing competition

Children from across the school can take part, with entries judged by a special guest or a panel of pupils. The writing can be done in class (see the Paddington Lesson Plans in this pack) or it could be something completely new - a story, play script, book review, poster or poem. Acrostic poems work particularly well as even the youngest children can write them (perhaps with some help).

## Tell your own Paddington stories

An interesting variation on the activity above could be a storytelling festival, where children stand up and tell a Paddington story, rather than writing one. Pupils could invent a new Paddington story and then tell it to their class (or even the whole school in assembly!) with certificates for the best stories and the most dramatic storytellers (listening to the Paddington Bear audio books will give them some great pointers). In *A Bear Called Paddington*, Paddington says, "Things are always happening to me. I'm that sort of bear." This line makes a wonderful opening to the children's stories told in the first person.



# Read your way to Peru

Reading competitions can be a very motivating way of getting children to read more. Rather than pitching children against each other to see who has read the most, children could contribute to a shared goal with everyone helping to reach the total. The distance from London to Lima is just over 6000 miles, so if each book represents 10 miles, it will take 600 books to reach your destination. If every book the children and teachers read is added up, how long before the school team reaches Lima?

## Explore marvellous maps

Finding the places mentioned in the story on atlases and maps can be great fun for children - many are fascinated to find out that the locations in the book exist in real life. Challenge children to find Peru (from where Paddington embarks), Lima (where Aunt Lucy is in the Home for Retired Bears), and Portobello Road (where Mr Gruber's shop is and Paddington loves to go shopping). Once they've found them on a map, children could find out about the places, drawing comparisons and calculating how far Paddington has travelled and how different life is in London with the Browns.





# Hold a Paddington food fair

Paddington is rather fond of marmalade in the stories, so having a food fair where each class cooks a dish using marmalade (and perhaps jam too, as marmalade isn't universally popular!) can be an enjoyable shared activity. A quick search online will give you hundreds of recipes from marmalade muffins to... er... marmalade carrots, with everything in between. You might even try making marmalade itself!



## Create a whole-school art project

Working together on an art project can help to build a sense of community as well as creating something wonderful that all of the children who have contributed can be proud of. It might be a giant Paddington mural, where everyone in the school contributes a piece, or a huge patchwork built up of lots of individual pictures of Paddington. You may even be able to find a local artist to help you with the project.

## Transform your library

One of the simplest ways of celebrating Paddington's 60th anniversary is creating a wonderful Paddington display. As well as being attractive (perhaps featuring children's drawings, paintings and models), there should also be plenty of copies of the books themselves so those children inspired to read them can always pick up a copy.

# Go on a Paddington Bear picnic

Paddington is a bear who is fond of food and so a picnic with games and stories might be a fitting way to bring everyone together to celebrate 60 years of Paddington books. As well as children, parents and people from the local community could be invited. Marmalade sandwiches are not optional.

## Have a sharing assembly

If the project begins with an assembly to share the first story, it is only fitting that it ends with another assembly sharing the children's Paddington creations.

Representatives from each class can come out to talk about what they've been doing. The assembly could feature a Paddington quiz written by some of the older children and finish with another Paddington story - perhaps one from the next Paddington book in the series (*More About Paddington*) or a chapter from Michael Bond's final Paddington novel, *Paddington's Finest Hour*, published in 2017.





# A Bear Called Paddington

## WHOLE-SCHOOL RESOURCE PACK

### Lesson Plan 1 – All About Paddington

SUBJECTS COVERED

*English*

AGE GROUPS

*Reception and Year 1*



This lesson gives children a chance to meet Paddington Bear, one of the best-loved characters in children's literature. Children will listen to a story, talk to their classmates, take part in some drama and try their hand at some writing. Activity sheets are provided for key parts of the teaching sequence, saving you time and giving children a motivating frame in which to complete their work.

Before they start, they should have listened to Chapter 1 of *A Bear Called Paddington*, which is called 'Please Look After This Bear'. They might listen to this as a class or as part of a whole-school storytime (see the 'Launch your project' document from the pack). This means that they will have met Paddington and the Browns, the family who Paddington goes to live with at number thirty-two Windsor Gardens.

### WHAT THEY'LL LEARN:

- *To think carefully about a well-known character*
- *To discuss their ideas, practising listening to others and taking turns in conversation*
- *To take part in role play, using their imagination to add additional details to a story*
- *To practise their developing writing skills*



# Start here

Begin the lesson by reading Chapter 2 of *A Bear Called Paddington* aloud to the class. In this chapter, Paddington meets Mrs Bird, who looks after the Brown family and Mr and Mrs Brown's son, Jonathan. He then has a bath, which doesn't go entirely according to plan. This could be at the start of the lesson or for storytime the day before, followed by a quick recap immediately before the lesson.



## Main lesson

**1** Start by talking about the story and what has happened to ensure everyone has understood. What was everyone's favourite part? Were there any bits that they thought were funny or exciting? Was there anything that they would like to know more about? Was there anything that puzzled them? Did the story remind them of anything else that they had read or watched on television?

**2** Next, ask the children to think about Paddington. What do we know about him? What does he look like? (Small, brown, furry, with an old suitcase and a wide-brimmed hat.) What is he like as a character? (Polite, friendly, a bit clumsy and a very messy eater.) What is special about him? (He can speak English - his Aunt Lucy taught him; he likes marmalade - he ate a whole jar on his journey to England.) You could jot these notes on the whiteboard or you could draw an outline of Paddington on a large piece of paper and record them there: writing about his appearance around the outside and his personal qualities inside the outline.

**3** Tell the group that you are going to pretend to be Paddington and that they can ask you questions. Give them a minute to talk to the person next to them to think of a question they would ask Paddington. Then take the role of Paddington in a chair at the front of the class and answer any questions (you don't need a costume or to do a particular voice, although a hat or pair of bear ears certainly won't hurt).

**4** Next, ask for volunteers to come and take the role of Paddington at the front. Remind the children that they can ask the same questions, but might get very different answers!



**5** Recap what we now know about Paddington after the lesson and then give children Activity Sheet 1 or Activity Sheet 2 to share their ideas about Paddington. (This could either be as a whole class or in small groups with an adult.)

## EXTENDING THE LESSON...

- *Read the rest of A Bear Called Paddington aloud to the children over the course of the week.*
- *Children could have opportunities to play Paddington games throughout the day. That might be by dressing up as the characters in the role play area (a selection of hats and scarves can be used to pretend to be Paddington, Mr Brown, Mrs Bird, etc.) or small world play.*
- *Children could then use Activity Sheet 3 to plan another Paddington story.*
- *Explain to children that they can use the three boxes to tell different parts of the story. In the first box they could draw what Paddington wants to do, in the second they could draw what goes wrong (because something usually does!) and in the third box how it all ends up.*
- **Look at Lesson Plan 2 – Postcards Home.** *This would make a good next activity for Year 1. It could also be adapted for Reception by making the writing activity a whole-class piece of shared writing.*

## USEFUL QUESTIONS

- How would you describe Paddington if you only had three words?
- How did Paddington feel at different points in the story:
  - When he was on his own at the station?*
  - When the Browns invited him home?*
  - When he found himself stuck in the bath?*
  - When he was all clean and tidy and the Browns pretended not to recognise him?*
- What do you think will happen to Paddington next?





# All About Paddington

## ACTIVITY SHEET 1

What is Paddington Bear like?

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What do we know about him?

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What is special about him?

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# All About Paddington

ACTIVITY SHEET 2



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# Paddington's Next Adventure

ACTIVITY SHEET 3

Draw Paddington's next adventure in the boxes below. If you like, you can label your pictures.

Beginning

Middle

End

Paddington Bear

Mr Brown

Judy

Mrs Brown

Mrs Bird



# A Bear Called Paddington

## WHOLE-SCHOOL RESOURCE PACK

### Lesson Plan 2 – Postcards Home

SUBJECTS COVERED

*English*

AGE GROUPS

*Year 1 and Year 2*



This English lesson gives children a chance to write in character as Paddington, sending a postcard home to Aunt Lucy telling her all about life in London. Built around rich discussion and an engaging story, the lesson helps children to think about a character's perspective within a story. Children will also have the opportunity to learn about using adjectives to add description to their writing and help their reader to picture the scene.

Activity sheets are provided for key parts of the teaching sequence, saving you time and giving children a motivating frame in which to complete their work.

Before they start, children should have listened to Chapters 1 and 2 of *A Bear Called Paddington*. They might listen to the first chapter as a class or as part of a whole-school story time (see the 'Launch your project' document from the pack). They could then listen to Chapter 2 later in the day or during story time.

This means that they will have met Paddington, the Brown family (Mr and Mrs Brown, Jonathan and Judy), and Mrs Bird - who looks after the Brown family.



## WHAT THEY'LL LEARN

- *To listen to and discuss texts beyond the level that they can read independently*
- *To write in role as a character, thinking carefully about their voice and individual perspective*
- *To discuss their ideas, practising listening to others and taking turns in conversation*
- *To learn about adjectives and use these to accurately describe characters and settings*

## Start here

Before the lesson, read Chapters 3 and 4 of *A Bear Called Paddington* aloud to the class. This could be done at the start of the lesson (it takes about 20 minutes), but it might be better to read them aloud during story time on previous days, followed by a recap of the story immediately before the lesson.



After a breakfast so big that he can't quite finish it, Paddington travels on a tube train to Barkridges department store to buy some new clothes. On the way he encounters an escalator, some interested local dogs and manages to draw quite a crowd.

### *Main lesson*

Start by asking children to talk in pairs or small groups to recap the story so far and to ensure everyone has understood what has happened. Ask children to think about:

- *Were there any parts that they thought were funny or exciting?*
- *Were there any parts that puzzled them?*

This should give you a good overview of the class' understanding. Depending on children's prior knowledge and experience, you might wish to show children some pictures of the London Underground and its trains, an escalator at a tube station and even a large department store.

**1** Tell the children that they are going to write a postcard from Paddington to Aunt Lucy, telling her that he has arrived safely, where he is staying, and what London is like. Ask the children what Paddington might say to Aunt Lucy and what he could write about. Collect these ideas on the whiteboard. Children might suggest:

- *How he met the Browns*
- *Who the Browns are - their names and a bit about them*
- *His first bath*
- *The food he has eaten*
- *His trip on the underground*
- *What happened at Barkridges*

You could then prompt them for anything else he might include in his postcard: asking how Aunt Lucy is or a 'wish you were here', for example.

**2** Write a postcard together as a piece of shared writing, modelling what Paddington could write. Take the children's ideas and model how to write them, thinking aloud as you do: "Oh, I need to put a capital letter here as it is the start of a sentence" or "I know, I'll write *you'll never believe what happened*, so it sounds like Paddington is talking to Aunt Lucy".

Once you've finished writing, check through the writing together as a class, reading it aloud and looking for any mistakes or elements that could be improved.



**3** The children can then begin writing their own postcards home, using *Activity Sheet 4* as a writing frame. They might talk to a partner about what they're going to write before they begin, or they could jot down some notes to help them.

**4** Either during the writing process or once they've finished, the class can be given the opportunity to stop and read through their work, looking for elements that could be improved. They could also read through their work with a partner or read some aloud to the class, with other children commenting on the aspects that they liked.

**5** Bring the class back together and show them a picture of the Brown family (search online for an illustration from the book). Ask the children to suggest some ways that they could describe the Browns. Write down all of the children's suggestions, putting the adjectives together on one part of the board (*kind, welcoming, smiling, perhaps*). Explain to the children that these words are called adjectives and that they are often used to tell a reader more about something, adding some description or detail. Show the children a picture of an escalator full of people (*like the one Paddington travels on*) and ask the children to suggest some adjectives to describe it (*steep, high, busy, packed*).

**6** Give the children *Activity Sheet 5* and ask them to work in pairs to collect adjectives to describe each of the people and places listed. Once they have finished, let them share their ideas. Then ask each child to go back to their postcard and ask them to add at least one adjective to their writing to help Aunt Lucy imagine the scene more clearly (a *heavy* suitcase, a *blue* duffle coat, a *smelly* bacon sandwich, etc.) This activity helps children to see a link between learning about English language and purpose - how it can help them to improve their writing.





## EXTENDING THE LESSON

- *Read the rest of **A Bear Called Paddington** aloud to the children over the course of the week.*
- *Children could then use **Activity Sheet 6** to extend their descriptive writing, creating a letter home rather than a postcard. This sheet could be used as a differentiated task during the lesson itself, with more confident writers producing a letter rather than a postcard, or as a follow-up task for everyone to try, giving them the opportunity to put into practice what they've learnt in the lesson.*
- *Children could write a postcard or letter back to Paddington from Aunt Lucy.*
- *Use **Activity Sheet 7** to help children collect exciting adjectives they encounter in their own reading. These could be shared at the end of the week, with children given time to share the new words they've learnt from their reading.*
- *Look at the other Paddington lessons in the resource pack, especially **Lesson Plan 1 – All About Paddington** and **Lesson Plan 3- Paddington's Next Adventure**. Either could make good next activities for the class, depending on the confidence of the children.*

### *Useful questions*

- **What would Aunt Lucy most want to know about Paddington and his life in London?**
- **If you only had one adjective to describe Paddington, which one would you choose?**
- **What do you think will happen to Paddington next?**





# Paddington's Postcard Home

ACTIVITY SHEET 4

DEAR AUNT LUCY,

PLACE  
STAMP  
HERE

AUNT LUCY,  
HOME FOR RETIRED BEARS,  
LIMA, PERU.  
SOUTH AMERICA

FROM: PADDINGTON



# Paddington's Amazing Adjectives

Complete each box with as many adjectives as you can

ACTIVITY SHEET 5



The Brown Family

Paddington Bear

Barkridges

The Underground Station







## ACTIVITY SHEET 7

# Exciting Adjectives

Use the space below to collect any new adjectives you encounter from your reading this week.

New adjective:	What was it describing?





# A Bear Called Paddington

## WHOLE-SCHOOL RESOURCE PACK

### Lesson Plan 3 – Paddington's Next Adventure

SUBJECTS COVERED

*English*

AGE GROUPS

*Year 3 and Year 4*



In this English lesson, children will have the opportunity to learn about story structure, drawing on a wonderful and engaging story about Paddington. Then they will plan and write their own stories, devising a new adventure for Paddington based on some collaborative drama work. They will also have the chance to learn about how verbs can be used to add detail and help the reader understand what is happening in a story.

This session is part of a whole-school sequence of lessons based on *A Bear Called Paddington*. Activity sheets are provided for key parts of the teaching sequence, saving you time and helping children to work through the process of writing an exciting and amusing story. While the session could be structured as one lesson, it would also work well spread over two or more days, depending on time and how you wish to organise things.

Before they start, children should have listened to or read Chapters 1 and 2 of *A Bear Called Paddington*. They might also have listened to or read Chapters 3 and 4 too, although this isn't essential. They may have encountered the first chapter as a class or as part of a whole-

school storytime (see the 'Bringing Paddington to Life' document from the pack).

This earlier reading means they will have met some of the key characters from the story (Paddington, the Brown Family, Mrs Bird) and they will be beginning to form an understanding of the sorts of things that happen to Paddington, providing a structure for their own stories.

## WHAT THEY'LL LEARN

- *To listen to and discuss engaging and challenging texts*
- *To discuss their ideas, practising listening to others and taking turns in conversation*
- *To carry out drama activities as a group, working collaboratively to create a simple story*
- *To write simple narratives, considering story structure*
- *To learn about adverbs and use these to convey information with precision*

## Start here

Before the lesson, read Chapter 5 of *A Bear Called Paddington* aloud to the class. This could be done at the start of the lesson (it takes about 15 minutes to read it aloud, allowing for some time to stop and discuss different elements as they arise). However, it may be better to read them aloud during storytime the day before, followed by a recap of the chapter at the start of the lesson.



In this chapter, Paddington visits Mr Gruber in his antique shop on Portobello Road. He is interested to find out that sometimes when old paintings are cleaned, valuable older paintings can be found underneath. Paddington decides to clean Mr Brown's entry to a local painting competition in the hope of finding an Old Master. When this doesn't quite go as planned, Paddington decides to pick up some paints and restore the painting...

### *Main lesson*

**1** Start by asking children to talk in pairs or small groups to recap what happened in the story. Ask them to share their favourite part. For each moment that is shared, ask the children how Paddington might have felt at that point in the story.



**2** Then move the desks aside or go to the hall or another larger space ready for some drama activities. Organise the children into small groups and ask them to work together to make three tableaux from the story (i.e. three 'freeze frame' moments). Can they show:

- *The beginning of the story*
- *The worst moment for Paddington*
- *The end, where everything is resolved*

**3** Look at each group's three tableaux and discuss them as a class. Ask the audience to comment on the things they liked and anything that wasn't clear ("Who was that character?" "What were they doing?"). Make suggestions for how things could be changed so that the audience understands what is happening. Then set a new challenge: ask the children to work in groups of three to make



a tableau called *Oh No, Paddington!* It can be about anything that the children like, as long as it matches the title. If any group is struggling to think of an idea, you could prompt them (*What if Paddington got stuck somewhere? What if Paddington tried to help Mrs Bird around the house and something went wrong? etc.*)

**4** Again, share each group's tableau with the class, with everyone else guessing what has happened. If you have time, ask for ideas for how Paddington might have got into the situation and how he might get out of it.

**5** Back in the classroom, give children *Activity Sheet 8* and ask them to draw/write their own worst moment for Paddington. It might be based on the drama work or it might be a new idea. After sharing their idea with a partner, can they complete the other two boxes on the sheet, explaining how Paddington got into the situation and what happened to resolve the situation at the end.

**6** Children can then use their *Activity Sheet 8* as a plan for writing their own Paddington story. *Activity Sheet 9* will help them to think about the language they could use. After some time to write their story, they can check through with a partner, looking for ways to make additions or improvements.

**7** Next, recap with children the role that adverbs can play – providing further information about a verb to share how something happened. Children can use *Activity Sheet 10* to practise adding adverbs to sentences. Then they can look again at their Paddington story to see if there are any places where adding an adverb would improve their writing.



## EXTENDING THE LESSON

- *Read the rest of A Bear Called Paddington aloud to the children over the course of the week.*
- *Children could then use Activity Sheet 11 to write a newspaper article, telling the story of Mr Brown's (and Paddington's) win in the painting competition. They could include an interview with the characters and even a picture of the winning masterpiece!*
- *Look at the other Paddington lessons in the resource pack, especially Lesson Plan 2 – Postcards Home and Lesson Plan 4 - Dear Diary. Both might make good follow-up activities for the class, depending on how much time you have and how confident the children are as writers.*

### *Useful questions*

- Why did Paddington decide to clean Mr Brown's painting?
- How do you think the judges felt when they found out that the winning painting had been done by a bear? Why?
- What does this story tell you about Paddington as a character?





# Story Planning

Use the spaces below to plan a new adventure for Paddington.

ACTIVITY SHEET 8



What happens to Paddington at the start of the story?  
What new idea does he have?

What is the worst possible moment in the story for Paddington?

How does it all work out in the end?



## ACTIVITY SHEET 9

# More ideas

Use the sheet to collect more ideas for your new Paddington story

Story title:		
Characters:	Setting:	Things to describe (using all my senses):
Words to describe characters:	Words to describe setting:	Handy words and phrases?
When?	Dialogue?	Funny parts?
		Exciting parts?







## ACTIVITY SHEET 10

# Adding Adverbs

Add adverbs to these sentences to show how things happened:

‘Good morning!’ said Mr Gruber, \_\_\_\_\_.

\_\_\_\_\_, Paddington began to pour the paint remover.

Paddington wiped the paintbrush \_\_\_\_\_ on his hat.

‘The winner of the prize is Mr Henry Brown,’ said the judge, \_\_\_\_\_.

\_\_\_\_\_, the crowd began to clap.

‘There must be some mistake,’ said Mr Brown, \_\_\_\_\_.



Now write some sentences of your own using an adverb in each.

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ACTIVITY SHEET 11

## Portobello Post

# Portobello Post

World • Business • Sport • Finance • Travel • Weather

Date: [Redacted]

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# A Bear Called Paddington

## WHOLE-SCHOOL RESOURCE PACK

### Lesson Plan 4 – Dear Diary

SUBJECTS COVERED

*English*

AGE GROUPS

*Year 5 and Year 6*



In this English lesson, children will use the rich and wonderful text *A Bear Called Paddington* to think carefully about different characters and their differing points of view on the events in a story. They will consider how vocabulary choice and sentence structure can capture a character's voice. They will also carry out some extended writing that draws on what they have learnt.

This session is part of a whole-school sequence of lessons based on *A Bear Called Paddington*. Activity sheets are provided for key parts of the lesson, saving you time and helping to structure children's learning. While this teaching sequence could be structured as one lesson, it would work equally well spread over two or more days.

Before they start, children should have listened to or read Chapters 1 and 2 of *A Bear Called Paddington*. They might also have listened to or read as far as Chapter 7, although this isn't essential. They may have encountered the first chapter as a class or as part of a whole-school storytime (see the 'Bringing Paddington to Life' document from the pack).

This earlier reading means that they will have met some of the key characters from the story (Paddington, the Brown Family, Mrs Bird) and will be well-versed in Paddington and his adventures.

## WHAT THEY'LL LEARN

- *To think carefully and discuss characters in a text, considering events from different points of view*
- *To discuss their ideas, practising listening to others and taking turns in conversation*
- *To consider sentence structure and choice of vocabulary when writing in character*
- *To write diary entries, using events in a rich narrative for inspiration*

## Start here

Before the lesson, read Chapter 7 of *A Bear Called Paddington* aloud to the class ('A Disappearing Trick'). This could be done at the start of the lesson (it takes about 10 minutes to read it aloud, allowing some time for discussion). However, it may be better to read this aloud during storytime the day before, followed by a recap of the chapter at the start of the lesson.

In this chapter, Paddington is given a conjuring kit for his birthday (one of the two birthdays that bears celebrate every year). He tries out some magic tricks at his party, including one that makes the Brown's bad-tempered neighbour Mr Curry's watch disappear. For good.





## Main lesson



**1** Begin the session by talking about the story and what has happened to ensure everyone has understood. You might ask:

- *What was everyone's favourite part?*
- *Were there any bits that they thought were particularly funny?*
- *Was there anything that they would like to know more about?*
- *Was there anything that puzzled them?*
- *Did the story remind them of anything else that they had read or watched on television?*

**2** Ask the children to think about the character of Mr Curry in the chapter. What is he like as a person? How do they know? In pairs or small groups, ask the children to complete *Activity Sheet 12*, collecting information about Mr Curry.

**3** Ask the children to share their ideas, comparing the evidence they collected. Then focus on the words Mr Curry says. Can the children read his dialogue in a convincing Mr Curry voice? After they have done this, ask the children how they know how he would speak. Show them the clues given by Michael Bond in the book (grumbled Mr Curry; beside himself with rage) use of punctuation ('Never!') and also the words Mr Curry uses ('I hope you know what you're doing, young bear'; 'Rubbish! I'll give you...').

**4** Ask the children to use *Activity Sheet 13* to compare what Mr Curry and Mr Brown think about different events in the story, finding evidence to back up their opinion.

**5** Tell the children that they are going to write two diary entries for the day of Paddington's birthday party. One written by Mr Brown and one by Mr Curry. Ask the children what the two characters might comment on. Collect these ideas on the whiteboard. Children might suggest:

- *The party tea*
- *The disappearing bear trick*
- *Mr Curry's watch*
- *The end of the party*



**6** Write the start of one diary entry together as a piece of shared writing, modelling what Mr Curry might write in his account of the day. As you write, try to concentrate on modelling Mr Curry's voice ('I have never been so angry' 'That menace of a bear then began to...') and how he might describe events in a particular way that isn't entirely true ('As a well-respected neighbour, I was invited to the party...'). Once you've finished, check through the writing together as a class, reading it aloud and looking for any mistakes or elements that could be improved.

**7** The children can then begin writing their own diary entries, using *Activity Sheet 14* as a writing frame for each one. They might talk to a partner about what they're going to write before they begin, or they could jot down some notes to help them before they get started.

**8** Finally, children could be asked to read one another's work aloud in the voice of either Mr Brown or Mr Curry. Other children could be invited to comment on why some pieces work particularly well. Are there techniques the children have used to capture the different voices and different points of view ('I was so angry when...' 'I had to stifle a laugh when...')? Children can then return to their own work and make changes in the light of what they have learnt.

## EXTENDING THE LESSON

- *Read the rest of A Bear Called Paddington aloud to the children over the course of the week.*
- *Children could write a letter of complaint from Mr Curry to the Browns, asking for his watch to be replaced. Can they use the techniques they practised in the lesson to capture Mr Curry's voice?*
- *The children could invent another story where Paddington accidentally upsets Mr Curry. They could use Activity Sheet 15 to create a comic strip of their story. This could be their finished work, or it could form the basis of a piece of narrative writing.*
- *Look at the other Paddington lessons in the resource pack, especially Lesson Plan 3 – Paddington's Next Adventure, where children have an opportunity to plan and write another funny Paddington story.*

### Useful questions

- **Do you think giving Paddington a conjuring set was a good idea? What would you give Paddington for his birthday?**
- **What is Mr Gruber like as a character? What evidence is there for this in the text? Why is it fortunate that Mr Gruber is there when Paddington breaks Mr Curry's watch?**





## ACTIVITY SHEET 12

# Mr Curry

What do we know about Mr Curry from the story?  
Use the boxes below to collect evidence.

What does the text tell us about Mr Curry?	Things to describe (using all my senses):
What does Mr Curry say?	What does it tell us about him?
What does Mr Curry do?	What does it tell us about him?
What do other characters think about Mr Curry?	What does it tell us about him?





## ACTIVITY SHEET 13

# Mr Curry and Mr Brown

Compare what Mr Curry and Mr Brown think about different events in the story. Record your answers in the boxes below.

Event	What does Mr Curry think?	What does Mr Brown think?
Mr Curry arrives at Paddington's party		
Paddington asks for a watch for a trick		
Mr Curry sits on an egg		





[illegible]

# ACTIVITY SHEET 15

# Paddington Comic Strip

Can you invent another story where Paddington gets into trouble with Mr Curry? Draw it in the spaces below.

[illegible]