

Who is Paddington Bear?

Non-fiction

Content domain focus:

2a give/explain the meaning of words in context

2b retrieve and record information/identify key details from fiction and non-fiction

2f identify/explain how information/narrative content is related and contributes to meaning as a whole

Text summary

Who is Paddington Bear? explores the life and times of one of the UK's most famous storybook bears. The passage starts with Paddington's origins, his arrival in London and subsequent discovery by the Brown family. It gives details of Paddington's appearance, his personality and well-known fondness for marmalade. The passage ends with some interesting facts about Paddington's media presence and where it is possible to find his statue.

Unit summary

The questions in this unit are arranged in chronological order, starting with two straightforward information-retrieval questions. Other information-retrieval questions are more challenging, e.g. question 5 requires the children to find evidence from more than one paragraph; questions 4 and 6 contain words and phrases that are not used in the passage, so also challenge the children's understanding of language. Questions 3 and 7 explore vocabulary meaning. Question 10, in asking the children to match headings to paragraph summaries, focuses on how information about similar things is related by being grouped together in a paragraph.



Teaching prompts

- Activate the children's prior knowledge about the organisation of information texts. Are they able to use technical vocabulary such as *paragraphs*, *facts* and *information*? Are they aware of what a paragraph is and why it is used to organise information?
- Remind the children of techniques they can use to skim a text to get a general understanding of what it is about, e.g. reading the title, reading the first and last sentences of each paragraph. Ask them to tell you about techniques they can use to scan for specific words and phrases, e.g. visualising words, looking for key words and phrases, looking for numbers or capital letters.
- Discuss with the children techniques they can use to try to work out the meaning of unfamiliar vocabulary, e.g. reading the rest of the sentence or paragraph, thinking about root words or similar words, thinking about the word class of the word.
- Indicate that "Who?" and "Where?" in the first two questions give clues to look for proper nouns and, therefore, capital letters. Are they aware that they might need to look in more than one place for an answer, or might have to put a number of pieces of information together to produce an answer?

Revisiting the text

Ask the children to:

- create a 'role on the wall' by drawing an outline of Paddington Bear. Involve the children in collecting vocabulary from the passage that describes his appearance. Add this vocabulary to the outside of the

outline. Ask the children to identify vocabulary about Paddington’s personality, his likes and dislikes. Add this to the inside of the outline. Encourage the children to add their own ideas and vocabulary to the role on the wall

- role-play the discovery of Paddington by the Browns
- carry out further research into Paddington Bear and to read one of the books about him
- carry out research into Michael Bond – Paddington’s creator.

 **Answers**

Links to content domain requirements are in brackets after the answer.

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| 1. Peru | [2b] |
| 2. Aunt Lucy | [2b] |
| 3. To have lost his parents. | [2a] |
| 4. the Brown family | [2b] |
| 5. His important papers and a jar of marmalade. | [2b] |
| 6. In a marmalade sandwich. | [2d] |
| 7. Warmer and drier than in England. | [2d] |
| 8. To look at someone seriously. | [2a] |
| 9. Because it is close to where he met the Browns. | [2d] |
| 10. Paragraph 1 | Paddington’s favourite food |
| Paragraph 2 | What Paddington is like |
| Paragraph 3 | Paddington’s arrival in London |
| Paragraph 4 | What Paddington owns |
| Paragraph 5 | Fascinating facts about Paddington |
| Paragraph 6 | Paddington’s early life |
| | [2f] |

 **Assessment**

The children are secure in their understanding if they are able to give or explain word meanings and if they can identify synonyms for words or phrases, or connect words with definitions.

The children are able to locate and note down information effectively if they use clues in the question to help them look for specific words and phrases.

The children are able to link information and understand how it contributes to meaning as a whole by observing and commenting on the organisation and structure of a text.

Next steps

Ask the children to read short passages and to identify three words that they don’t know the meaning of. They can then challenge a friend to check the meaning in a dictionary while they try to work out the meaning from the text.

Create a class ‘favourite word’ board and, over a week, build up a collection of new vocabulary along with definitions. Challenge the children to use the words on a daily basis.

To develop information-retrieval skills, give the children short non-fiction passages and challenge them to find specific words and phrases within a time limit. Emphasise key words in questions to help them identify clues in the questions.

Give the children information texts that are organised into paragraphs and work with them to summarise each paragraph with a heading. They can then use these as writing frames to structure their own non-fiction writing.