

Creating a coherent narrative using *'The Bear and the Piano'* Teaching Sequence

1. **Investigate the sentence openings from the story:** (*One day.../ So.../But the next day.../ And for days and weeks and months and years.../ Eventually.../ It wasn't long before.../ Then one night.../ Before long.../ Every night.../ Then.../ So, after that...*) Talk about what these words and phrases do and how they are able to guide the reader, not only through the story, but through time. They help the reader to follow the string of events. Talk some sequences of sentences using these starters as models based on time sequences in the children's own experiences (e.g. One day I went for my swimming lesson and found that my usual teacher wasn't there. So, I was put in a different class with a different teacher. After that she taught me every week and I really liked her because she taught me lots of new strokes.)
2. **Match sentence halves and order them:** Use the sentence openings from the beginning of the story and match with appropriate sentence halves. Say the sentences out loud. Read two or three of the sentences out loud in sequence. Using the 'extra detail' cards either expand the original sentences or add extra ones; model talk them, then model write them. (E.g. One day a young bear cub found a strange-looking instrument in the forest. It was a piano and it made a terrible noise.) Ask the children to do the same and compose a few sentences in sequence that describe what happens at the beginning of the story and that contain interesting detail. ([Resources 1-3](#))
3. **Match the pictures** to the appropriate activities the bear takes part in while he is in the city. Then model extending the sentences using a range of conjunction cards. Again, encourage the children to write two or three sentences describing his exploits and his feelings. ([PowerPoint slide 8](#), [resources 4 and 5](#))
4. **Explore synonyms-** use the text from the last part of the story ([see resource 6](#)) to investigate alternative words and phrases to those underlined. Encourage children to choose some alternatives and include them in the next part of their writing. ([Resources 7 and 8](#))
5. Place **speech and thought bubbles** around the picture of the piano in the forest to explore what the bear sees on his return, how he feels and what he thinks about his friends. Model how to write the ending and then let the children write their own versions of the ending to the story referring to your model where needed. ([PowerPoint slides 6 and 9](#))

All the above activities when combined and taught in order, will enable the children to produce a simple, coherent narrative that retells the story of *The Bear and the Piano*.

Piano Postcards- As an extra independent activity, you could ask the children to compose a message for a postcard, to send back to the bear's friends in the city telling them about what happened when he returned to the forest. ([Resource 9](#))