Key Stage 2
Guided Reading

Year 5

Teacher Book with Copymasters

Sarah St John

For the novels:

- *Stig of the Dump* by Clive King 4
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Introduction to Guided Reading

Criteria for selecting titles

The books are all fiction and include a range of popular titles and modern classics, many of which were selected and banded according to The Institute of Education's Guided Reading Handbook. They contain a level of differentiation so that for each year group there are books that cover a range of abilities.

Titles

There are six titles for each year group. Each title has the following accompanying guidance:

- A chapter synopsis
- Text level reading objectives
- Notes for two guided reading sessions

Chapter synopsis

This section breaks the book down into chapters, thus familiarising teachers with unknown texts.

Text Level Reading objectives

Reading objectives for each title are taken from the National Literacy Strategy text level objectives and are specific to that particular year group. They are referred to throughout the two guided reading sessions and either form part of the group discussion or are targeted during the independent follow up work.

Guided Reading Sessions

The two guided reading sessions are broken down as follows:

Guided reading session one

- Introduction to the text
- Strategy check
- Independent reading
- Return to text
- Two follow up activities

Guided reading session two

- Response to the text
- Strategy check
- Independent reading
- Return to the text
- Two follow up activities

Introduction to the text (session one only)

This section suggests ways in which the text can be introduced, for example through discussing the front cover and title, reading the blurb or the first part of the book prior to the first session and using this knowledge to discuss and make predictions on what the book is about, or what may happen.

Strategy check

In this section reference is made to the following:

- Specific features of the text, for example the use of punctuation, such as exclamation marks, to highlight the need for expression when reading.
- Developing reading strategies, such as the use of contextual cues to help decode unknown words within the text.
- Text level reading objectives and how they can be used to extend the children's understanding and enjoyment.

Independent reading

The children are given a reading focus and asked to read independently. For this part of the session they will need either reading journals or whiteboards and pens so they can make notes related to the reading focus.

Return to the text

Follow up questions are provided to facilitate discussion related to the independent reading task.

Follow up activities

Two follow up activities are suggested to support each guided reading session and depending on the time available just one or both the activities could be completed. Should there not be time to complete the follow up activities in full, it is important that the children carry out the independent reading part of the activity so that they are prepared for the second guided reading session.

The follow up activities involve interpreting the text in a range of ways, for example independently reading the text, making notes, writing mind maps, carrying out research or a more formal writing task. The writing tasks cover different forms of writing, for example letters, diary entries or newspaper reports and are designed to add interest to the text. However, while there will not be time for the teacher to model the writing before the children begin the activity, the teacher may refer back to any previous class work completed in that style. It is important to note that when marking the children's work the emphasis should be placed on whether the children have interpreted the text correctly, rather than whether they are able to adopt the given style correctly.

Response to text (session two only)

This section contains questions specific to the follow up activities at the end of session one and also general questions related to each of the chapters the children were required to read in preparation for the second guided reading session. While there may not be time to discuss all the chapters the children have read independently, teachers can choose to discuss one chapter in detail or select questions from each of the chapters.

Sarah St John

1 Stig of the Dump *by Clive King*

Chapter Synopsis

Chapter 1 – The ground gives way

Barney and his sister Lou are staying at their granny's house. Despite being warned not to, Barney decides to go to the chalk pit. While he is exploring the ground gives way and Barney meets Stig, a boy who lives wild at the bottom of the pit. Stig shows Barney his home. When Barney goes back to his grandmother's house he tells everybody about Stig, but nobody believes him.

Chapter 2 – Digging with Stig

Barney rushes back to the pit to see Stig the next day, but as he gets closer he begins to feel as if he imagined it all. He lowers apples and carrots down on a string as presents for Stig. On entering the pit, he notices that Stig has been digging. Stig teaches him to dig. Later that day Barney takes presents for Stig – some tin cans to make a chimney and some jam jars to make windows.

Chapter 3 – It warms you twice

It is Christmas and Barney is staying at his granny's house. He remembers Stig and goes to visit him. He realises that there isn't any wood to make a fire and that Stig must be very cold. They chop wood together and Barney watches as Stig tries to light a fire, he then introduces Stig to matches.

Chapter 4 – Gone-a-hunting

Lou goes hunting and Barney thinks that Stig might like to go too. Barney is shocked to find that Stig tries to kill squirrels and pigeons, rather than the fox. Stig lets the fox escape and Barney can't understand why at first, but gradually the realisation dawns on him that Stig only kills things he can eat. Stig gets angry at the hounds and bites one of their ears off. The final surprise for Barney is when Stig tries to hunt one of the horses.

Chapter 5 – The Snargets

Barney finds some boys from the Snarget family playing outside the pit. He tries to get them to leave, but they trick him and catch him. Barney manages to get away and runs to Stig for help. Stig frightens the boys and as they try to escape the youngest falls over. The oldest boys come back and surrender. They give Stig sweets and end up making friends with him and Barney.

Chapter 6 – Skinned and buried

Granny and Lou go shopping and Barney is left at home hiding in a tree. He spies two men driving towards the house and when they enter he realises they are thieves. He runs to get Stig to help him. They stop the thieves and Barney pushes the car into the dump. Stig ransacks the car taking things he can use. When the thieves catch up with them he frightens them off. Barney tells Granny what has happened and they call the police. At first the policemen don't believe Barney's story and put it down to imagination, but he takes them to the dump and they find loot from other burglaries.

Chapter 7 – Party manners

Barney and Lou are invited to a fancy dress party. He borrows some dressing up clothes from Stig – a caveman outfit for himself and a leopard skin for Lou. On the way to the party they get the feeling they are being followed, but they arrive at the party safely and play games until a fuse blows. While it is being mended Lou suggests they all play hunt the leopard, but disaster strikes when she comes face to face with a real leopard. Stig appears and distracts the real leopard. A man from the circus comes to collect his escaped leopard.

Chapter 8 – Midsummer night

On midsummer night Barney can't sleep so he decides to go and see Stig. Lou goes with him, as does Dinah, Granny's dog. As they start walking they see a stag, Dinah chases it and Barney and Lou jump on Lou's pony to follow them. They come to a camp where people are singing and playing instruments. Barney spots Stig, but Lou tells him to be quiet. They try to escape but as they do Barney falls and hits his head.

Chapter 9 – The standing stones

When Barney wakes up he finds himself surrounded by Stig and some tribesmen who invite them to their party. Suddenly they hear noises and imagine it to be a dinosaur. They realise it is the tribe moving a boulder. Just as they are about to put the boulder in place Lou notices a baby and rescues it. The children wake up on the hillside, the people of the tribe have disappeared, but the stone is still in place. Stig is there too and takes them back home. Lou and Barney agree not to discuss their adventure with anyone.

1

Guided reading – Stig of the Dump

Reading objectives

- To analyse the features of a good opening.
- To investigate how characters are presented referring to the text: through dialogue, action and description and through examining their relationship with other characters.
- To evaluate a book by referring to details and examples in the text.

Session One

Introducing the text

Ask the children to read the blurb on the back of the book and to think about what type of character Stig might be and what type of relationship he and Barney might have.

Strategy check

Talk to the children about what makes a good opening chapter of a book. Discuss with them why the opening chapter is important and how it can affect a person's perception of the book as a whole.

Independent reading

Ask the children to read the first chapter of the book and to think about whether it is a good opening chapter. Ask them to note down features that meet the criteria outlined in the strategy check for a good opening chapter.

Return to the text

Discuss the following:

- Why had Barney been warned about going to the chalk pit?
- Do you think this was going to stop him going? Why do you think that?
- Would you have gone to the pit if you were him? Why?
- Did Granny's warning make you want to read on to see what Barney would do?
- Who did Barney meet at the dump?
- Do you think his name is really Stig? How does the author describe him?
- What words does the author use to describe how Barney feels as he enters the pit?
- Do you think granny and Lou believed Barney when he said he had met Stig? Use evidence from the text to help you answer the question.
- Did you think this was a good opening chapter? Why? Use evidence from the text to support your thoughts.
- Do you think Lou will ever believe Barney about Stig? Why or why not?

Follow up activity one
Draw Stig's home and label it. Use the description from the book to help you.

Follow up activity two
Ask the children to read chapters two, three, four, five and six up to page 83 "Had he seen them before?" for the next session and to make notes on how Stig and Barney communicate with each other and work together as a team.

Session Two

Response to the text
Ask the children to use their notes to discuss the following:

Chapter two
- What evidence is there in the text to suggest that Barney was having doubts as he got nearer the pit?
- What presents did Barney give Stig?
- Did Stig like his presents? How do you know?

Chapter three
- How did Stig act when he saw Barney at Christmas?
- Describe the conditions in the pit.
- What did Barney do to help Stig?
- Why does cutting wood warm you twice?
- Why did Barney feel so happy at the end of the chapter?
- How do Stig and Barney communicate with each other? Use examples from the text to support your answer.
- Describe the ways in which they work together as team.

Chapter four
- How did Stig and Barney communicate at the beginning of the chapter?
- What sort of animals did Stig want to hunt and why?
- Was he right to want to hunt animals for food? Why?
- What did Stig do when he saw the fox and hound?
- Why do you think he behaved in that way?
- What does Barney inviting Stig to the hunt say about their friendship?

Chapter five
- How does the author describe the Snargets?
- What other words would you use to describe the Snargets?
- Why did Barney throw mud at them?
- How did the Snargets feel about Stig at the end of the chapter? Use evidence from the text to support your answer.

Chapter six

- What happens at the beginning of the chapter?
- Who do you think the men are?
- What do you think Barney will do next?

Strategy check

Talk to the children about how in many books we learn about the characters through dialogue, but in this book it isn't the same, mainly because Stig and Barney do not speak the same language. Ask the children to think of ways they do communicate and to support their ideas with examples from the text. Ask them to continue to look for examples of this as they read on.

Independent reading

Ask the children to read on up to "What are we going to do, Stig?" on page 85 and to note down words from the text to describe how Barney feels when the thieves enter his granny's house.

Return to the text

Discuss the following:

- How does Barney feel as the thieves enter the house?
- How does the author describe this?
- Which words and phrases does the author use to convey his feelings?
- What do you think will happen next? Why do you think that?

Follow up activity three

Ask the children to make a wanted poster that the police could use to catch the thieves. Remind them to use the description from the text to help them.

Follow up activity four

Explain to the children that you want them to read to the end of the book and to think about how Lou's feeling towards Stig change. Ask them to go back through the book and note down Lou's reactions when Barney talks about Stig and when she meets him.

1 Stig of the Dump (1)

Name ..... Date.....

Stig's Home

Draw Stig's home and label it. Use the description from the book to help you.

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1 Stig of the Dump (2)

Name ..... Date.....

Stig and Barney

Make notes on how Stig and Barney communicate with each other and work together as a team.

How Stig and Barney communicate with each other.	How Stig and Barney work together as a team.

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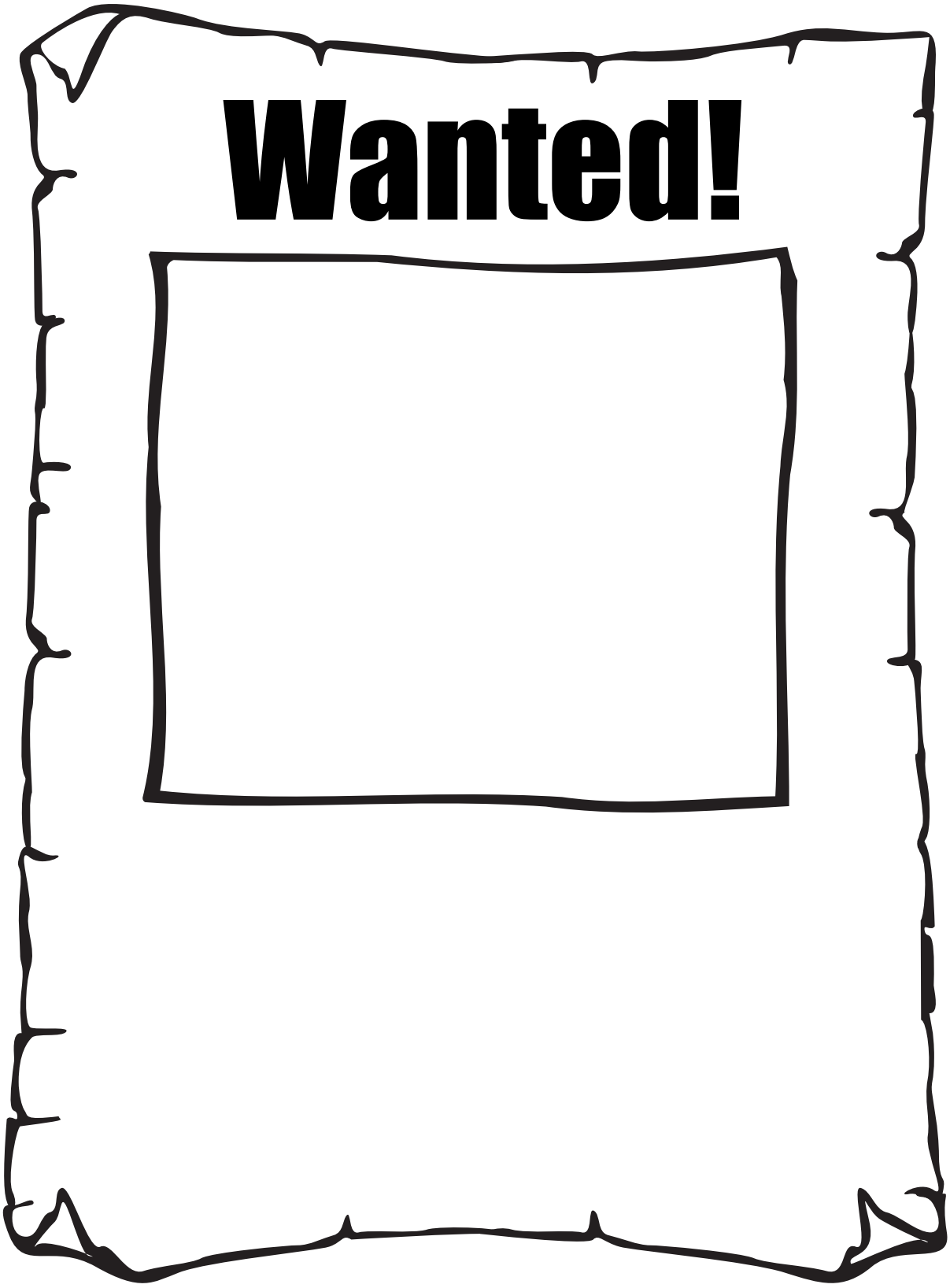
1 Stig of the Dump (3)

Name ..... Date.....

Make a wanted poster that the police could use to catch the thieves. Use the description from the text to help you.



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1 Stig of the Dump (4)

Name ..... Date.....

Lou on Barney!

How do Lou's feelings towards Stig change by the end of the book? Go back through the book and note down Lou's reactions when Barney talks about Stig and the relevant page number.

Page number	What Lou says and thinks about Stig

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2 Street Child *by Berlie Doherty*

Chapter Synopsis

Tell Me Your Story Jim

Jim starts the story by telling us about Barnie, the man who rescued him and how he wants to know his story because it changed his life. Jim doesn't think his story is worth telling. He thinks it's the other way round and that Barnie changed his life. Jim decides to tell him about his mother.

Chapter 1 – The Shilling Pie

Jim lives with his mother and two sisters in one room after they had to leave their cottage when his father died. His mother is ill and although they all know it's serious she says she will be better soon and get a job so they can find somewhere nice to live. She gives them the last shilling from her purse to go and buy a meat pie.

Chapter 2 – The Stick Man

The Stick Man comes and sees the crumbs from the meat pie and is angry because they can't afford the rent. Jim and his family are evicted.

Chapter 3 – Rosie and Judd

Jim's mother takes them to the house where she used to work to see if her friend Rosie can help. They take on Emily and know of somewhere for Lizzie. Jim and his mother leave them there, but Jim is frightened because he doesn't know where he and his mother will end up.

Chapter 4 – The Workhouse

They walk about for a while until Jim's mother gets too tired. They get picked up and taken to the workhouse, where they are separated. The next morning Jim asks to his see mother and is told she is dead.

Chapter 5 – Behind Bars

Jim is upset at the death of his mother and is missing his sisters; he wishes he was with Rosie as she would know what to do. Jim is shown around the workhouse; he sees the asylum and a shed where boys who try to run away are locked up. Jim thinks about running away.

Chapter 6 – Tip

Jim makes a friend called Tip at the schoolhouse. Tip shows him how to 'write' and takes a beating for Jim when they are told off for talking. They both hate their situation.

Chapter 7 – The Wild Thing

Jim talks to Joseph, a man who has been at the workhouse all his life, he says he wants to leave before he dies. Jim makes the decision to escape and asks Tip to go with him, but Tip says he dare not leave.

Chapter 8 – The Carpet Beaters

Children in the workhouse are asked to be carpet beaters. Tip and Jim offer and when they carry a carpet out to the yard they notice that the carpet woman is distracted and the gate is open. Jim escapes.

Chapter 9 – The Jaw of the Iron Dog

Jim goes looking for Emily. He retraces his footsteps to the house he left her at and rings on the doorbell. A girl opens the door.

Chapter 10 – Lame Betsy

Jim finds out that Rosie was sacked for taking in Lizzie and Emily and that she has had to move back home where she is selling whelks and shrimps. Lame Betsy, the milkmaid, takes him to her.

Chapter 11 – The Spitting Crow

Jim meets up with Rosie who tells him that his mother was a good woman. He isn't able to stay with her because there are too many mouths to feed as it is, but she lets him hide in a shed. He asks her about Emily and Lizzie and she makes up a story about how they were taken by a grey-eyed lady to live happily in her summerhouse.

Chapter 12 – Shrimps

Jim starts dancing to drum up trade for Rosie and gets called Skipping Jack. He makes a friend called Shrimps and Betsy takes him to see a preaching doctor, who asks parents to bring their children to his school. When he gets home he finds that Rosie's grandpa has sold him to a man called Nick.

Chapter 13 – The Lily

Jim finds out that his new life is on a coal boat. His owner Nick has a dog, called Snipe, who bites Nick in order to get his scent. This means that should he ever try to run away Snipe will be able to trace him. Jim dreams of his first cottage called The Lily, but realises it is made of coal.

Chapter 14 – The Waterman's Arms

Nick takes Jim for a beer and some stew. Someone in the bar tells him that Nick's last apprentice was badly beaten by Nick and taken to hospital. Jim replies by saying he will beat him first. The next day they head out to sea.

Chapter 15 – Josh

They load coal onto the boat and Nick goes off for the night. A man called Josh comes on board and asks to see Benjamin. It turns out that Benjamin was Nick's apprentice before Jim. Jim tells him he is in hospital, but how he hates living on the boat and wants to find somewhere else to live. He asks if he can go with Josh, who asks him why. Jim says he thinks life will be better with Jim. Josh replies that it won't get any better until he's dead.

Chapter 16 – Boy in Pain

Jim yearns for a brother and the voices he hears in his head become the brother he never had. Nick comes back from the pub and gives Snipe a bone and when Jim asks if there is anything for him he throws the dog's bone at him. Snipe bites Nick and when their work is over the next day, Nick throws some scraps of meat at him. Jim tries to escape, but gets caught.

Chapter 17 – The Monster Weeps

Nick ties Jim up so he won't try to escape again. Although he hates him, Jim warns him when a rope holding a basket of coal snaps and is about to land on him.

Chapter 18 – You Can Do It, Bruvver

Jim escapes for the second time. He gets a piece of coal and uses it to wear away the rope around his neck. He ties Snipe up and when Nick comes home and falls asleep he puts some coal on the hold to stop him getting out. He runs away as fast as he can.

Chapter 19 – Away

Snipe wakes up and as Jim starts running he hears Nick yelling. Jim worries thinking Nick will suffocate and that he's killed them.

Chapter 20 – The Green Caravan

Jim hides and falls asleep. When he wakes he finds that he is at the circus. He asks for a job and the circus owner, Madame Juglini gives him one. He tells them that he used to be a coal lighter and is worried that he might have killed Nick.

Chapter 21 – Circus Boy

Jim enjoys his day at the circus and thinks everything will be fine, but as the evening performance begins he spots Nick at the back of the circus tent.

Chapter 22 – On the Run Again

Jim goes back on the run and hides in a barn. He decides to trust no one and starts to look for signs for London. He goes in search of Rosie.

Chapter 23 – Shrimps Again

He goes back to where Rosie lives and sees that they are building some docks. He sees someone selling shrimps and goes to talk to him; they think he looks like Skipping Jack. He finds Shrimp who he discovers is ill and decides to look after him.

Chapter 24 – Looking for a Doctor

Jim tries to find a doctor for Shrimp, but needs money. He decides to skip to entertain the queues outside theatres and asks if anyone knows of a doctor while he is there. A woman gives him a cup of coffee and tells him about Doctor Barnie who runs the Ragged School.

Chapter 25 – The Ragged School

Jim finds out where the Ragged School is and calls to the doctor to help him. The doctor doesn't hear him, so Jim goes back to Shrimp who is cold.

Chapter 26 – Goodbye, Bruvver

Shrimp dies and is taken in the pauper's van after Jim has said his goodbyes. Jim doesn't know where to go and whilst wandering around sees lots of boys sleeping in the market.

Chapter 27 – Barnie

Jim decides to give the Ragged School a try, as he has nowhere else to go. All the children seem happy there and they are not told off if they don't know something. Jim stays back at the end of the day and when Barnie tells him to go he says he has no home. Barnie says he will give him food and coffee if he tells him where other boys, similar to Jim, live. Jim takes him to them.

The End of the Story

Barnie gives Jim a meal and tells him that he is going to give him a home. Jim is happy there and says it's like having lots of brothers. Barnie gives them work to do, pays them and then they buy their food from him. He says there are no bars and nothing to keep them there, but he never wants to leave. It is his home.

Guided reading – Street Child

Reading objectives

- To analyse a good story opening.
- To investigate how characters are presented, referring to the text through dialogue, action and description, how the reader responds to them (as victims, heroes), through examining their relationships with other characters.
- To develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.
- To identify the point of view from which the story is told and how this affects the reader's response.

2

Session One

Introducing the text
Ask the children to read the blurb on the back of the book. From their reading, ask them to think about what type of character Jim is, for example do they think he is a victim or a hero. Discuss the reasons behind their thoughts and ask them what they think might be important to Jim. Encourage them to compare Jim's life to their own.

Strategy check
Remind the children that *Street Child* is based on a true story and that when they read the book they need to imagine how life is for Jim and to compare it to how and where they live.

Independent reading
Explain to the children that you want them to read the first chapter, entitled 'Tell Me Your Story, Jim'. While they are reading it, ask them to note down how they think life must have been for Jim before he met Barnie.

Return to the text
Discuss the following:

- What do you think life was like for Jim before he met Barnie? What evidence is there in the text to support your thoughts?
- What do you think has happened to Jim's family? Why do you think that?
- How do you think meeting Jim could have changed Barnie's life?
- Why do you think Barnie wants to know Jim's story?
- Jim says his story 'ain't much of a story'. Do you believe him? Why do you think he says that?
- Is Jim happy living with Barnie? How do you know that?
- Do you think this is a good story opening? Why or why not?

Follow up activity one
Tell the children to read to the end of chapter three. Ask them to imagine they are Jim and to tell his story so far. Remind them to include information on what his life was like before his father died.

Follow up activity two
Ask the children to read to the end of chapter seven and to make notes on what life is like in the workhouse.

Session Two

Response to the text
Discuss the following:

Chapter one
- Why doesn't Mrs Hodder want to serve Jim a pie?
- Where does Jim live and who does he live with?
- What has happened to Jim's father?
- How would you describe Jim's life since his father died?
- What do you imagine their life was like before he died? Why do you think that?

Chapter two
- Who is the stick man?
- Why does he decide to evict the family?
- What do you think the family should do? Why?

Chapter three
- Do you think Rosie will be able to help them? Why do you think that?
- What is the relationship between Rosie and Jim's mother? What evidence is there in the text to support your answer?
- How do the girls feel at being separated from their mother? Use words from the text to support your answer.
- Why is Jim so frightened?

Chapter four
- Where do Jim and his mother get taken?
- How is the workhouse described by one of the people on the pavement?
- Where does Jim's mother get taken?
- What happens to Jim when he arrives there?
- How do you think Jim must feel when he finds out his mother is dead?

Chapter five
- Why does Jim want to see Rosie?
- What happens to boys who try to run away?
- How would you describe Jim? Is he a victim or a hero? Why do you think that?

Chapter six
- Why do think Jim was 'numb'?
- What is life in the schoolroom like?
- How would you describe Tip? What sort of a character is he?

Chapter seven

- Describe Joseph's life?
- Why does Jim finally decide he must leave?
- Do you think this is a good decision? Why do you think that?
- What do you think life Jim's life would be like outside the workhouse? What evidence is there in the text to support your thoughts?

Strategy check

Talk to the children about why Jim has decided to escape. Ask them how they think he might do it and how the author will try to build up the tension as he makes his escape. What strategies would they, as writers, use if they were writing the next chapter?

Independent reading

Ask the children to read the next chapter and to note down the strategies the author uses to develop the tension and excitement.

Return to the text

Discuss the following:

- Why do you think Jim decides to help with the carpets?
- What vocabulary does the author use to develop the tension?
- What other strategies does she use?
- What is Jim's 'wild thing'?
- How does Jim feel when he escapes?
- How would you describe Jim now? Use evidence from the text to help you with your answer.

Follow up activity three

Explain to the children that you want them to read to the end of the book and to make notes on Jim's life after he has left the workhouse. Ask them to consider whether escaping was a good thing or would he have been better staying there. Remind them to give reasons for their answers.

Follow up activity four

Ask the children to choose four characters from the book and to make notes on whether they think they are heroes or villains. Encourage them to use evidence from the text to support their answers.

2 Street Child (1)

Name ..... Date.....

Jim's Story So Far

Imagine you are Jim and tell his story so far. Remember to include information on what his life was like before his father died.

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2 Street Child (2)

Name ..... Date.....

Life in the workhouse

Make notes on what life is like in the workhouse.

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2 Street Child (3)

Name ..... Date.....

Life after the workhouse

Make notes on Jim's life after he has left the workhouse.

Do you think escaping was a good thing or would Jim have been better staying there? Give reasons for your answers.

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2 Street Child (4)

Name ..... Date.....

HEROES OR VILLAINS?

Choose four characters from the book and make notes on whether you think they are heroes or villains. Don't forget to use evidence from the text to support your answers!

Character one -

Character two -

Character three -

Character four -

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3 The Butterfly Lion *by Michael Morpurgo*

Chapter Synopsis

Chapter 1 – Chilblains and Semolina Pudding

The story begins with the narrator telling us where and when he saw the Butterfly Lion. He likens it to seeing a butterfly for the first time, saying you have to be in the right place at the right time and insists he didn't dream what happened. It is June, the boy is ten and decides to run away from school because he feels homesick, has done badly in a spelling test and is being bullied. On leaving the school grounds, he sees a massive archway with a stone lion in the gateway. He hears a car and so enters the grounds where he hides in case he gets caught and taken back to school.

Chapter 2 – Strange Meeting

He hears a voice from behind and turns to see an old lady, who we later find out is called Millie, and her dog. The old lady immediately guesses that he has run away from school and invites him in for tea. While he is eating his tea he spots the sun creating a shadow that looks like a lion on the hillside. The old lady tells the boy that he must go back to school before they miss him and mentions the name Bertie. The lion remains shimmering on the hillside and the old lady tells him that he is their butterfly lion. The boy asks her about it and she begins her story, which starts in Africa.

Chapter 3 – Timbavati

The old lady speaks of Bertie, who at the start of his story is a little boy living with his father and mother in a remote farmhouse near a place called Timbavati in South Africa. His parents put a fence around the farmhouse so that he can play in safety and continually warn him about the dangers of the bush. Bertie's father is often in the bush watching his cattle and so he is left with his mother who teaches him, but who is often sick with malaria. One evening when Bertie is about 6 and he sits in a tree watching a lioness come down to the waterhole. Behind her he spots a white lion cub, but when he tells his father about the cub, his father doesn't believe him and sends him to his room for lying. Bertie keeps watching out hoping the lion cub will return. One day he gets worried when his father comes back and explains that they have finally managed to kill the lion that had been killing his cattle. Bertie is convinced that it is his cub's mother and keeps a watch out for his cub hoping it will return to the waterhole.

Chapter 4 – Bertie and the Lion

One morning about a week later Bertie is woken by a noise at the waterhole and when he looks out of his window he sees some hyenas worrying other animals. In the middle he spots a lion cub trying to defend itself from the hyenas. Even though it is covered in mud, Bertie is convinced it is his white cub. He runs down stairs and leaves the safety of the compound for the waterhole where he scares the hyenas away by screaming and waving his arms. But they come back and Bertie is luckily saved by a gunshot. He turns to see his father and mother. They take the lion cub home and give him a bath. His parents see that he really is white and Bertie begs and pleads with his parents to let him keep it. His mother wants to as well and finally persuades his father. The cub sleeps at the end of his bed and brings laughter and happiness to Bertie and his mother.

Chapter 5 – Running Free

A year later Bertie's father comes home from a business trip and explains to him that as he is almost eight, he must go to school in England. Arrangements are made for him to stay with his uncle and aunt in the holidays and his parents will come to visit. The only thing Bertie can think of is what will happen to his lion. His father tells him that he has met a Frenchman who runs a circus and that the lion will be well looked after. Bertie is angry that his lion will have to spend his life behind bars and sets the lion free.

Chapter 6 – The Frenchman

Bertie returns to his parents and tells them what he has done. His father is furious and goes looking for the lion, but can't find him. The day the Frenchman comes it rains and the lion appears looking for shelter. The Frenchman falls in love with the lion, names him The White Prince and promises to look after him. Bertie feels terrible, he knows his lion will not survive in the wild and although he doesn't want him to go with the Frenchman, knows there's no use in begging his parents. He says goodbye to the lion but promises to find him. A few months later Bertie leaves Timbavati and although he is not happy at leaving his mother knows England is nearer to France than South Africa.

Chapter 7 – Strawbridge

The old lady tells how once Bertie comes to England, his story becomes hers too. She didn't go to school and lived with her father when he was there and her nanny, her mother having died in childbirth. She meets Bertie just after her tenth birthday while flying her kite. Like the boy in the story, Bertie has run away from the school too, but doesn't know where to go, as he doesn't like his uncle and aunt. They talk all afternoon and Bertie tells her about the white lion, how his mother has died and how his father sold the farm and married someone else. He decides to go back to school, but they promise to meet again.

Chapter 8 – And All's Well

Bertie and Millie meet up every Sunday and become good friends. Soon enough Bertie has to go away to college. War breaks and her father dies in action. She receives a letter from Bertie telling her that he had signed up. It was the last she was to hear of him for some time.

Chapter 9 – A Lot of Old Codswallop

Bertie was stationed in France and Millie talks of how he was awarded the Victoria Cross for bravery by saving two of his men while risking his own life. Having not heard from Bertie for a while, Millie decides she had to do something for the war effort and goes to France to become a nurse. She keeps looking for Bertie, but has no luck until one day opening a magazine she sees a photo of him and find out which hospital he is in. She goes to find him and they meet up again.

Chapter 10 – The White Prince

Millie visits Bertie every Sunday and on one occasion takes him out. They see a poster advertising a circus. Underneath the headline they see the words 'Le Prince Blanc'. They find a local who tells them that the circus no longer exists and how the Frenchman – Monsieur Merlot – shot all his animals because they were starving, apart from the white lion. They go to Monsieur Merlot's dilapidated house and find him and the lion alive, but in bad condition. The lion gets up to greet Bertie.

Chapter 11 – A Miracle, A Miracle!

They take the lion and Monsieur Merlot to Bertie's hospital, where due to the prestige of his medal of honour they care for Monsieur Merlot and the lion until Bertie is well enough to take the lion back to England. Once they are home Bertie and Millie marry and they live with the lion and Nanny Mason in Millie's house.

Chapter 12 – The Butterfly Lion

They all live together happily for some years until the lion dies of old age. Bertie grieves and is at a complete loss. One day he realises that there is chalk underneath the earth and they spend every spare moment for the next twenty years carving their white lion in the hillside. Once finished the blue butterflies come and seem to breathe life back into the lion.

Chapter 13 – And The Lion shall Lie Down with the Lamb

We come back to the present and Millie tells us how Bertie is now dead and has been buried in the hillside next to his lion. She takes the boy back to school and invites him to come again. Over dinner we find out the boys name is Morpurgo. He asks his master about Bertie Andrews and is told there is a plaque for him in the school chapel. He is also told how his widow died only a few months later of a broken heart. He rushes to see the plaque but is stunned by the news that Millie is dead and thinks his teacher must be wrong.

Chapter 14 – Adonis Blues

The next day Morpurgo goes back to the house to find it deserted. He goes to sit by the lion and a butterfly lands on his arm. He hears a voice asking him to keep the lion white for them and not to forget him. She also asks him to think of them sometimes. Morpurgo cries out that he will and swears he hears the earth tremble with the sound of a distant lion.

Guided reading – The Butterfly Lion

Reading objectives

- To investigate how characters are presented, referring to the text: through dialogue, actions and description – how the reader responds to them; through examining their relationships with other characters.
- To develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.

Session One

Introducing the text

Show the children the front cover and discuss with them:

- What they think the book is about.
- What they think the butterfly lion might be.
- Whether a lion could be a pet.
- Who they think the main character of the book is.

Strategy check
Ask the children to turn to the first page in the book and talk to them about how the story is initially written in the first person, but that as the story progresses the narration is taken over by another character. Explain to them that as they read the book you want them to imagine each event, to think about what might happen next and to predict how it might happen.

Independent reading
Ask the children to read the first chapter and to think about the young boy as they read it. What words would they use to describe him and what evidence is there in the text to support their point of view.

Return to the text
Discuss the following:

- What is happening to the boy at the start of the book?
- Why does the first page want to make you read on?
- Why is he running away from school?
- How old is he?
- What words would you use to describe the boy and why?
- Why do you think the lion is called the butterfly lion?
- Why do you think he says 'I didn't dream him. I didn't dream any of it.'?
- Who do you think he might be talking about when he says 'I promised them I wouldn't'? (page 7)

Follow up activity one
Ask the children to read to the end of chapter 2 – Strange Meeting, and to make notes on the following:

- Has the author given us any more clues as to who he is talking about when he says 'I promised them I wouldn't'? Who do you think 'they' may be?
- What do you think the relationship between the old lady and Bertie might be?
- What words does the author use to describe the lion on the hillside? Why do you think the lion is described as being blue?

Follow up activity two
Tell the children to read part way through to chapter 7 – Strawbridge up to '…until I met Bertie, that is.' (page 61) Ask them to make a mind map of Bertie's life in Timbavati.

Session Two

Response to the text

Ask the children to use their notes to discuss the following:

Chapter 2

- Who do you think the other people are that the author is referring on the first page of the book? Why do you think that?
- What is the relationship between the old lady and Bertie?
- What is her advice to the boy about school?
- How does the author describe the lion?

Chapter 3

- Describe Bertie's life in Timbavati.
- How does Bertie feel when he sees the lion?
- Why doesn't Bertie's father believe him?
- Why is Bertie worried at the end of the chapter?

Chapter 4

- How does Bertie feel when he rescues the lion?
- Why does Bertie's father agree to keep the lion?
- Describe how the lion cub changes life for Bertie and his mother?

Chapter 5

- What does Bertie think about his mother's change of mood at the beginning of the chapter?
- How does Bertie respond to his father's plan?
- What is his mother's reaction to his father giving the lion away? Do you think she has a point? Why?
- Why does Bertie tell the lion he hates him? What does this tell us about the way he is feeling?

Chapter 6

- What was Bertie's parents' reaction when he told them he'd set the lion free? How do you know that?
- Describe the lion's appearance when he comes back.
- What do you think made him return?
- How do you think Bertie must have felt when the lion returned? Why do you think that?
- What promise did Bertie make to the lion? Do you think he fulfils it? Why do you think that?
- Why was Bertie pleased to leave Africa?

Strategy check
Talk to the children about the comparisons in the way Bertie and the old lady were brought up. Explain to them that in the next few pages there will be more comparisons between the characters.

Independent reading
Tell the children to read up to 'I won't be able to take him home to Africa like I always wanted to.' (page 65) Ask them to note down the comparisons between Bertie and the boy.

Return to the text
Discuss the following:

- How old was Millie when she met Bertie?
- In what way are the young boy and Bertie similar?
- How was the way in which they both met her similar?
- Why is she unsure about whether to believe Bertie's story?
- Bertie says he won't be able to take the lion back to Africa. What do you think he would do with him if he ever found him?
- How do you think Bertie will go about trying to find the lion?

Follow up activity three
Tell the children to read to the end of chapter 9 – A Lot of Old Codswallop. Ask them to imagine they are journalists on the *Illustrated London News* and to write an article about Bertie's brave deeds in France.

Follow up activity four
Tell the children to read to the end of the book. Ask them to think about what happened in the book and to complete the book review sheet.

3 The Butterfly Lion (1)

Name ..... Date.....

A Strange Meeting

Make notes on the following:

1. Has the author given us any more clues as to who he is talking about when he says 'I promised them I wouldn't'? (p7) Who do you think 'they' may be?

2. What do you think the relationship between the old lady and Bertie might be?

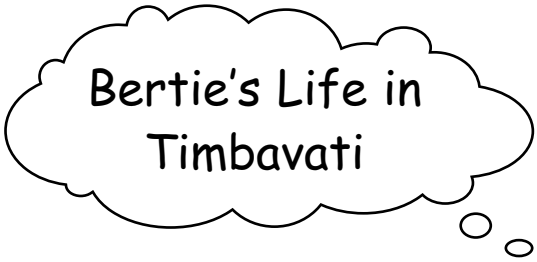
3. What words does the author use to describe the lion on the hillside? Why do you think the lion is described as being blue?

3 The Butterfly Lion (2)

Name ..... Date.....

Bertie's Life in Timbavati

Make a mind map of Bertie's life in Timbavati.



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3 The Butterfly Lion (3)

Name ..... Date.....

Imagine you are a journalist on the Illustrated London News. Write an article about Bertie's brave deeds in France. Don't forget your headline.

The Illustrated London News

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3 The Butterfly Lion (4)

Name ..... Date.....

The Butterfly Lion

Write a review on *The Butterfly Lion.* Think about the following points and include evidence from the text:

- Do you think Millie was real or did Morpurgo imagine her?
- Why did she choose Morpurgo? Did you think it had anything to do with when she first met Bertie?
- Why was the lion so important to Millie?
- Why did she need to pass on the message about caring for him?

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4 The Mousehole Cat *by Antonia Barber*

Book Synopsis

The book tells the story from a cat's perspective of life in a Cornish fishing village called Mousehole. Mowzer the cat lives happily with his owner Tom, until one day a terrible storm comes and traps the villagers so they can't leave the harbour and go out to fish. As a result everyone almost starves until Tom takes it on himself to brave the storm and go fishing. With Mowzer's help they calm the storm and get enough fish to save the village.

Guided reading – The Mousehole Cat

Reading objectives

- To investigate how characters are presented, referring to the text through dialogue, action and description, how the reader responds to them and through examining their relationships with others.
- To consider how texts can be rooted in the writer's experience, e.g. places.
- To identify and classify the features of myths, legends and fables.
- To understand the differences between literal and figurative language.

Session One

Introducing the text

Give the children a copy of the text and ask them to read the blurb and the notes on the author. Also show them the dedication inside the front cover and explain that the book has been inspired by an Old Cornish legend. Ask the children to think about whether this and the fact that the author lives in Mousehole may have any bearing on how the book has been written. Discuss the possible effects it could have had.

Strategy check

Ask the children to read the first paragraph of the book and discuss the type of language used. Ask them if they can draw any comparisons with this style and any other style they may have read. Draw out the features that give the tone of the story the feeling of a legend or myth.

Independent reading

Tell the children to read to the bottom of the first page of the book and to consider the features of language that liken the text to a myth or legend.

Return to the text
Discuss the following:

- What evidence is there in the text that the language used is similar to that of a myth or legend?
- Why is the village named Mousehole?
- Why is it known as Mowzel?
- Whose perspective is the story written from? How do you know?
- How would you rewrite the last paragraph so that it is written from Tom's perspective?

Follow up activity one
Tell the children to read the first seven pages up to '…Mowzer's days passed very pleasantly.' Ask them to consider the relationship between old Tom and Mowzer and to note down words and phrases from the text that support their ideas on the relationship.

Follow up activity two
Ask the children to read the next four pages up to '…lucky to escape with their lives.' Explain to them that you want them to look at the language that is used to describe the storm. Ask them to note down what the storm is likened to and the words that are used to reinforce this comparison.

Session Two

Response to the text
Ask the children to use their notes to discuss the following:

- Describe the relationship between Old Tom and Mowzer.
- What words does the author use to describe the relationship?
- How has Mowzer trained Tom well?
- From whose perspective is the relationship described? Find evidence in the text to support your answer.
- What is the storm likened to?
- Give examples of the language used to describe the storm.
- What words are used to describe how safe the fishing boats are in the harbour? Why is this an odd comparison?
- What do you think will happen to the people of Mousehole and why?

Strategy check
Remind the children of how to use punctuation to good effect in their reading.

Independent reading
Ask the children to read the next four pages of the book up to '…how warm and welcoming the window looked.' Ask them to note down any further evidence of the relationship between Old Tom and Mowzer while they are reading.

Return to the text

Discuss the following:

- What are Tom and Mowzer about to do?
- Why does Tom think he is the only one who can go? Why does Mowzer feel the same?
- What are Mowzer's other reasons for deciding to go with him?
- What further evidence is there of the relationship between Tom and Mowzer?
- Why does Tom hang a lamp in the window?

Follow up activity three

Tell the children to read to the end of the book and to consider Mowzer's reaction to the storm and how she calms it. Tell them to note words from the text to support their ideas.

Follow up activity four

Ask the children to describe an important relationship in their lives.

4 The Mousehole Cat (1)

Name ..... Date.....

Old Tom and Mowzer

Consider the relationship between old Tom and Mowzer. Note down words and phrases from the text that support your ideas on their relationship.

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4 The Mousehole Cat (2)

Name ..... Date.....

THE STORM

Look at the language that is used to describe the storm. Note down what the storm is likened to and the words that are used to reinforce this comparison.

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4 The Mousehole Cat (3)

Name ..... Date.....

Mowzer and the Storm

Think about Mowzer's reaction to the storm and how she calms it. Note down words that the author uses to describe this relationship.

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4 The Mousehole Cat (4)

Name ..... Date.....

A Special Relationship

Mowzer and Tom had a very special relationship.
Describe an important relationship in your life.

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5 The Stinky Cheese Man
by Jon Scieszka and Lane Smith

Book Synopsis

The book is made up of alternative versions of fairy tales that are interspersed with notes and comments made by Jack the narrator. Jack is totally disorganised; he forgets the contents page, inserts text upside down and ruins some of the tales by telling you what happens. Some of the characters and bits of their story also appear in the wrong part of the book. All in all chaos rules.

The alternative tales include:

Chicken Licken
The sky doesn't fall in and Foxy Loxy doesn't get to eat his prey.

The Princess and the Bowling Ball
The prince finds a princess that he falls in love with. He plants a bowling ball in her bed, so that when she is asked if she slept well she answers the question correctly and he can then marry her.

The Really Ugly Duckling
The ugly duckling grows up and turns into an ugly duck.

The Other Frog Prince
The frog gets the princess to kiss him by telling her he really is a prince when in fact he is not.

Little Red Running Shorts
A take on Little Red Riding Hood, but the characters refuse to tell the story because Jack the narrator ruins it by telling it in his words.

Jack's Bean Problem
The giant won't be part of the story because Jack always tricks him. The Giant has his own story to tell.

Giant Story
He uses lines from other tales to make up his own. Jack tells him his story is unbelievably stupid.

Jack's Story
His story is no better. He repeats the same lines where the giant threatens to grind Jack's bones to make his bread unless he tells a better tale.

Cinderumpelstiltskin
Rumpelstiltskin offers to help Cinderella spin straw into gold. She says that it's no good, she needs a dress, glass slippers and a coach and shuts the door in his face.

The Tortoise and the Hair

Rabbit tells Tortoise he is so slow and that he could grow his hair faster than he can run so they have a race. Tortoise runs off while Rabbit sits and grows his hair. Tortoise is still running.

The Stinky Cheese Man

The little old lady makes a man out of stinky cheese. He escapes from the oven and runs around telling people and animals they can't catch him because he's the Stinky Cheese Man. They all tell him he smells so horrible that they don't want to anyway. The Stinky Cheese Man falls in the river and falls apart.

The Little Red Hen

This story starts at the beginning of the book and is continually interrupted until the last few pages. The Little Red Hen moans about how nobody helped her make the bread, but how they will all want to eat it. The giant wakes up when he hears mention of eating bread and eats it up.

Guided reading – The Stinky Cheese Man

Reading objectives

- To analyse the features of a good opening.
- To investigate different versions of the same story in print, identifying similarities and differences.
- To distinguish between author and narrator.
- To evaluate a book by referring to details and examples in the text.
- To experiment with alternative ways of opening a story using, e.g. description, action or dialogue.

Session One

Introducing the text

Give the children a copy of the book and ask them to read the title to deduce what the book is about. Establish that it contains alternative versions of well-known fairy tales and then ask them to describe what type of book it is, for example whether it is a serious or humorous text and give reasons for their answers. Then show them the blurb on the back of the book, explain what the ISBN number is and ask the children to find evidence that supports their thoughts on it being a humorous book.

Strategy check

Talk to the children about how books are usually arranged starting with the title page, the contents page and the introduction and ask them to look through the first few pages of this book to see how it differs. Discuss the impact this has on them as readers.

Independent reading
Explain to the children that you want them to read the first three pages of the book – the start of The Little Red Hen's story, the dedication page and the introduction. Ask them to think about how the narrator is introduced into the story and whether the three pages are a good opening to a book.

Return to the text
Discuss the following:

- How are we introduced to the narrator?
- How does the narrator describe himself?
- Is he interested in the Little Red Hen's story? How do you know?
- What do you think of the narrator's version of Goldilocks? Why do you think that?
- Do you think the narrator is good at his job? Use evidence from the text to support your answer.
- Do you think these three pages are a good opening to a book? Why do you think that?
- Having read these three pages what would you expect the rest of the book to be like?

Follow up activity one
Ask the children to read on to the end of Little Red Running Shorts and to make notes on how each of the stories is different to its traditional fairy tale.

Follow up activity two
Explain to the children that you want them to read to the end of the second page of The Little Red Hen's story and to then write their own alternative ending to the story.

Session Two

Response to the text
Ask the children to use their notes to discuss the following:

- How is each story different from the traditional one?
- Which story do you prefer, the traditional one or the alternative version?
- Why do you prefer that particular version? Use evidence from the book or from your memory to explain why you preferred either one.
- How did you change the ending of The Little Red Hen's story? Who ate the bread in your version?
- How could you have included the lazy narrator in an alternative version?

Strategy check
Talk to the children about how humorous stories such as these need to be read with expression. Discuss ways in which authors usually give us clues about expression through the use of punctuation. Turn to 'Jack Bean's Problem' and ask the children what strategies the author has used to help us develop expression here.

Independent reading
Ask the children to read Jack Bean's Problem and Giant Story. As they read it ask them to think about who is talking and how the text is organised.

Return to the text

- Who do you think is talking at the beginning of the story? Why do you think that?
- How does the giant ruin the story?
- Who do you think is saying that they will grind bones to make bread? Why do you think that?
- What do you think about the way the book is laid out? Why do you think that?
- Would the book be as funny if it was structured in a more organised way? Why or why not?
- How has the giant made up his story? Is it original?
- Why do you think he has used words from other tales?
- What have you learnt about the giant's character? Use evidence from the text to help with your answer.

Follow up activity three
Ask the children to read to the end of the book and write about one of the stories they have read.

Follow up activity four
Ask the children to list some other fairy tales they could write alternative versions of. Remind them to change the title of the story in some way just as the author has done here.

5 The Stinky Cheese Man (1)

Name ..... Date.....

Once Upon an End

Read to the end of Little Red Running Shorts. Make notes on how each of the stories is different to its traditional fairy tale.

5 The Stinky Cheese Man (2)

Name ..... Date.....

The Little Red Hen

Write your own alternative ending to the story.

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5 The Stinky Cheese Man (3)

Name ..... Date.....

The End?

Write a review of one of the stories you have read.

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5 The Stinky Cheese Man (4)

Name ..... Date.....

Contents

Write a contents page of some other fairy tales that you could write alternative versions of. Don't forget to change the title of the story in some way as the author has.

6 Aquila *by Andrew Norriss*

Chapter Synopsis

Chapter 1

Geoff and Tom are on a school trip, but decide to miss out on the morning session. They are sitting on the ground when it earth gives way and Geoff falls down into a quarry. Tom goes down to get him and they see a skeleton. Next to the skeleton is a large, red boat like vehicle. They get in, four lights go on and the engine starts. Geoff pushes a button and it takes off. Tom screams. When they press another button to make the ship land again, they move backwards. Meanwhile the teachers realise they have disappeared, but the deputy head is not worried, she says the boys are allergic to work and will turn up for the afternoon session.

Chapter 2

The boys work out that the four lights move the ship in different directions. They land in a farmer's field, get out and find that the ship is suspended above the ground. They see the wording Aquila on the side of the ship and realise it must be roman. Geoff wants to keep Aquila, but Tom thinks they should put it back. They hide it and tell their teachers they have found a skeleton. Police and archaeologists are called. Dr Warner, the head archaeologist confirms that the skeleton is roman. They also find lots of empty wine bottles in the quarry and when the boys continue to question Dr Warner their teachers get suspicious. Their suspicions increase when they see the boys looking at a map of the area, something they wouldn't normally do.

Chapter 3

When they get home the boys think of ways of bringing Aquila back. Their parents won't take them back to the quarry, but their teacher Mr Urquart finds out they want to go and tells them he is going back at the weekend and they are welcome to go with him. Geoff hatches a plan whereby one of the boys goes with Mr Urquart, flies Aquila back, picks the other up. In this way the two of them can fly back, drop the first boy off so he can come back with Mr Urquart so as not to arouse any suspicions. The second one then flies Aquila home. Tom is scared and refuses to go, but later changes his mind when his mother, an agoraphobic, says that life shouldn't be ruled by fear.

Chapter 4

The teachers get suspicious when Geoff starts asking questions about navigation. It is decided that Tom will go with Mr Urquart and fly Aquila back because Geoff can't read and will have problems with road signs. Tom becomes so worried about his mission that he develops a stutter and a nervous twitch. Once he gets there, talks to Dr Warner, finds Aquila and flies home his nerves disappear. Dr Warner tells Mr Urquart how interesting and knowledgeable Tom is about rocks, Romans and flying. They hide Aquila in Tom's garage and find out that Aquila means eagle.

Chapter 5

In the next day's newspaper there is a report and some photos of a UFO. Tom's very old next-door neighbour spotted Aquila and reported it to the police. The police come round and Tom's mother, Mrs Baxter gets worried about the old lady. Meanwhile Tom and Geoff play with Aquila, press buttons and manage to make it invisible. They realise that one of the buttons launched a weapon that shot through the garage wall and set some sheds alight in neighbouring gardens. They agree not to press any more buttons for the time being. Meanwhile Mrs Baxter is fed up with being agoraphobic and decides something has to be done.

Chapter 6

They take Aquila to school and leave it suspended high off the ground so that no one bumps into it, because although it is invisible it can still be felt. Geoff goes back at lunchtime to find it missing. He realises that he left some gum on the dashboard and that this pressed one of the buttons in permanently. They find out where it is when they see a boy playing football bang his head. They ask the maths teacher to help them calculate how long something would take to get to a particular spot so they can work out where it will be at the end of the day. On hearing this the deputy head becomes even more suspicious and calls Tom's mother only to find she has gone out. When the boys take Aquila home they notice an on going flashing blue light.

Chapter 7

Tom wakes up to a noise. He rushes out to find Aquila's lights are flashing, but once he gets in they stop. He makes Aquila invisible, but as he flies off Mrs Murphy, the old lady next door, bangs her head, although she can't see on what. The boys get worried when they stop for an ice cream with Aquila in invisible mode, only to find that a man stops to admire it. When they put it through its paces in the park, they notice it is low on power and need to find out what fuels it. Mrs Baxter goes to school to talk about Tom after he comes top in a geology test. She faints three times and is driven home.

Chapter 8

The boys ask Mr Bampford the physics teacher what UFOs run on. He tells them that theoretically it could take what ever it needs from the environment. They look for the fuel tank but can't find it and then take Aquila back to the park, where it starts to rain. The underside of the UFO turns bright blue and gives off an electric blue line. It also releases a hologram showing the words 'Servus Sto'. The line becomes attracted to Mrs Murphy's shopping trolley and drags it off. People come running from every direction to see what is going on, but as they come nearer they don't spot Aquila. The boys realise that it has taken its energy from rainwater, which it has absorbed it into its shell. Miss Taylor goes to see Geoff's parents who tell her he has recently got interested in UFOs.

Chapter 9

The boys find out that 'Servus Sto' means 'I serve you'. They ask Aquila questions, but because it replies in Latin they have to take the answers to another teacher who translates for them. They find out that the ship comes from Deneb and was one of many warships built by Emperor D'BengPar to defend his property from Yrillian. Meanwhile Miss Taylor searches Tom's desk and finds a notebook filled with information on Aquila.

Chapter 10

Miss Taylor holds a meeting with all the teachers and devises a plan of action. By mistake Tom activates the blue line and places Mrs Murphy in a temporary stasis. He rings Dr Warner and they manage to get Aquila to speak English. The temporary stasis is undone. Tom's mum asks him to clear the garage to make space for the car she is planning to buy so they need to find another home for Aquila.

Chapter 11

The boys are summoned to Miss Taylor's office where their parents and the special needs coordinator are waiting for them. She shows them the book and tells them they are very intelligent but that they haven't been taught correctly. Having not realised that Aquila is real, she draws up education plans for them. The boys are not happy and tell Mr Urquart that there has been a misunderstanding and that they don't want to learn. Mr Urquart says they should because Tom could be a fine geologist one day.

Chapter 12

After having found a new home for Aquila in a water tower and programming it to fly itself, the boys decide to take it on a test run across the Atlantic. Their extra lessons have made them more confident and they are travelling far and wide with Tom collecting as many fossils as he can. They realise that the world has opened up for them in more ways than one.

6

Guided reading – Aquila

Reading objectives

- To investigate how characters are presented, referring to the text through dialogue, action and description.
- To identify the point of view from which a story is told and how this affects the reader's response.
- To change point of view e.g. tell an incident or describe a situation from the point of view of another character or perspective.
- To develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.

Session One

Introducing the text

Give the children copies of the book and ask them to read the blurb on the back. Ask them to think about what Aquila might do, where it may have come from and how it got there. Also ask them to consider what type of book it might be, for example whether they think it is serious or quite light hearted. Ask them to give reasons for their answers based on reading the blurb.

Strategy check

Talk to the children about the strategies they could use when they come across words they don't know the meaning off, for example 'scythed' at the bottom of the first page. Encourage them to read on to the end of the sentence to see if the context gives them any clues and if not, to use a dictionary.

Independent reading

Tell the children to read the first part of chapter one to '"Aaaaaaaaaaagh!" he screamed.' Ask them to think about the introduction and to consider if it is effective and whether it makes them want to read on. Encourage them to support their reasoning with evidence from the text.

Return to the text

Discuss the following:

- What has happened to Geoff?
- What words in the text explain Tom's reaction to what has happened?
- Explain what happens from Geoff's point of view.
- Why does Geoff scream?
- What does Geoff see?
- What do these first few pages tell us about Tom's character? Use evidence from the text to support your answers.
- Do you think this is a good introduction to a book? Why do you think that?

Follow up activity one
Ask the children to read to the end of chapter one and to make notes on both Tom's and Geoff's characters and how they react to what they find. Explain to the children that you want them to think about their characters from both the author's and the other teachers' perspectives.

Follow up activity two
Ask the children to read chapters two, three and four up to the end of the first part of the chapter where it says 'People fall down holes in the ground around here.' Ask them to carry on with their character studies on Geoff and Tom and to note down why the teachers think the boys are behaving strangely and any other insights into their personalities.

Session Two

Response to the text
Ask the children to refer to their notes to discuss the following:

Chapter one

- Why isn't Miss Taylor worried when she finds out that it is Geoff and Tom who are missing?
- Why does Geoff think the skeleton is Roman?
- What else do they find in the quarry?
- Describe Geoff's personality. Use words from the text to support your descriptions.
- Describe Tom's personality. Use words from the text to support your descriptions.
- Who is the more dominant of the two? Why do you think that?

Chapter two

- Why do they think the ship must be roman?
- Does Tom agree with Geoff when he says flying Aquila will be fun?
- What do they decide to do about Aquila?
- What is Miss Taylor's initial reaction when the boys say they have found a skeleton?
- Why are the boys staring at a map when they are on the coach?

Chapter three

- Why does Mr Urquart look surprised when the boys enter the library?
- What plan does Geoff come up with for getting Aquila back?
- Where do they decide to hide Aquila?
- Why is Tom's garage a good place to leave Aquila?
- How does Tom feel about flying Aquila? What evidence is there in the text to support your reasoning?
- What does Tom do when he has a problem?
- What changes Tom's mind about going to the quarry?

Chapter four

- Why is Miss Paulson shocked by Geoff?
- Why does Tom have to fly Aquila first?
- How do we know Tom is nervous?
- What does Aquila mean?

Strategy check

Remind the children about the different strategies they can use to decode words they do not recognise.

Independent reading

Ask the children to read to the end of the chapter and to think about how Tom changes as the flight progresses.

Return to the text

Discuss the following:

- How does Tom feel before he finds Aquila?
- Describe the changes in Tom as the flight progresses. Use evidence from the text to support your views.
- How does the author describe the flight?
- What is Geoff's reaction when he sees Tom and Aquila?
- What is Dr Warner's opinion of Tom?
- How does Mr Urquart respond to Dr Warner's opinion?

Follow up activity three

Ask the children to read to the end of chapter five and to write a newspaper article on the sighting of Aquila.

Follow up activity four

Tell the children to read to the end of the book. Ask them to choose to be either Geoff or Tom and to retell their favourite part of the story from either character's perspective.

6 Aquila (1)

Name ..... Date.....

Geoff and Tom

Make notes on Geoff and Tom's characters. Remember to include comments that their teachers might make about them.

Geoff

Tom

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6 Aquila (2)

Name ..... Date.....

Write a newspaper report on the sighting of Aquila.

THE DAILY NEWS

Year 5 Guided Reading © Badger Publishing Ltd.

6 Aquila (3)

Name ..... Date.....

MY ADVENTURE WITH AQUILA

Choose to be either Geoff or Tom and retell your favourite part of the story from either character's perspective.

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