

Enjoy Guided Reading

Teacher Book with Copymasters

Year 6 Book D

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For the novels:

- *The Boy in the Dress* by David Walliams (Accessible)
- *Whale Boy* by Nicola Davies (Accessible)
- *An Elephant in the Garden* by Michael Morpurgo (Expected)
- *Carrie's War* by Nina Bawden (Expected)
- *The Indian in the Cupboard* by Lynne Reid Banks (Confident)
- *The Secret Garden* by Frances Hodgson Burnett (Confident)



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Introduction to Enjoy Guided Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National Curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the National Curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. Teachers are expected to help children ‘to develop their love of literature through widespread reading for enjoyment’. The quality novels and stories in the **Enjoy Guided Reading** pack will help educators meet this curriculum expectation.

This teacher’s book provides guidance for using the **Enjoy Guided Reading** books during guided reading sessions. However, issues such as class size, the number of supporting adults and policies mean that guided reading sessions operate in a variety of ways in different schools. With this in mind, this teaching resource allows for a wide degree of flexibility allowing teachers to easily adapt the structure to fit their needs.

Criteria for selecting titles

The books are all fiction titles and include a range of popular titles and modern classics. They contain a level of differentiation so that for each year group sample there are books that cover a range of abilities. Each pack contains six books which are broken down into three subgroups to enable you to assign the appropriate titles to your guided reading groups.

Two **Accessible** titles – for readers below the average for their year group

Two **Expected** titles – for readers at the average for their year group

Two **Confident** titles – for readers above the average for their year group

Book titles

There are six titles in each **Enjoy Guided Reading** pack. Each title has the following accompanying guidance:

- Brief information on the author and a book summary
- A chapter synopsis
- Teacher-led session: introducing the novel and questions linked to the opening
- Questions for independent/supported work
- Answers and objectives for independent/supported work

- Follow-up activities: suggestions for reading, writing and cross-curricular tasks linked to the novel
- Reviewing the novel: questions to help teachers run a discussion session after reading the novel.

Organising guided reading

Chapter synopsis

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

Teacher-led session

‘Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher.’

(National Curriculum for English)

Teacher-led guided reading sessions are crucial in developing children’s reading skills. Through close discussion with the teacher, children can learn how to express their views about what they have read and provide quality answers to comprehension questions. Teachers should guide the children’s understanding through correction, explanation and the modelling of suitable answers.

Introducing the text

The front cover and the blurb are designed to interest the reader and provide a few tantalising details that leave the reader wanting to know more. After a brief discussion of the front cover picture and reading the blurb, the teacher asks the children to consider what questions they have linked to the details revealed on the front cover and blurb. Examples of questions the children might come up with are given. Following this, the children are asked to use the details they have to predict what might happen in the story. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objectives.

Beginning the story

Stories begin in different ways, for example, chapters or prologues. For each text, children are expected to read a specified amount of text and then discuss their thoughts with the teacher. The teacher may wish to listen to the children read short amounts of text in order to check for fluency and expression at this point. The teacher will then continue questioning the children. Questions will be based on a specific focus. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objective.

Independent and supported reading

The expectation of the curriculum for English is that children from Year 3 upwards should gradually progress towards being able to 'read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read'. Therefore, children need to be given the opportunity to read independently away from the teacher-led session and demonstrate understanding of the text.

This resource provides teachers with questions for each chapter, or specified sections, of the book. Written answers mean teachers can build up a portfolio that demonstrates the children's understanding and provides useful evidence for assessment. Questions are usually arranged in blocks with several questions linked to one specific objective. This enables teachers to consider a variety of responses before making a judgement. The answers and objectives for independent work are provided on a separate sheet. Teachers can use the assessment tick sheet specific to the book to record their observations.

After the first teacher-led session, dependent on the support that is available or the lesson structure, children could read the rest of the book independently and answer the set questions. However, if possible, (especially for longer novels) teachers or teaching assistants should work with the children at various points before they complete the book, monitoring the quality of their independent work, modelling high-quality answers or asking the children the set questions verbally and discussing their responses.

Follow-up activities

For each story a selection of follow-up activities is provided. There are activities linked to reading objectives so that further evidence of the children's understanding may be provided. Suggestions are also given for writing activities linked to the text or extension work in other curriculum areas. Some follow-up activities are photocopyables with writing frames to help the children to organise their work if needed.

Children read at different paces, so the follow-up activities may be useful to give to those children who complete the text before other members of their reading group.

Reviewing the novel: group discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use 'discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas'.

The aim of this session is that children should learn to discuss their thoughts about a novel eloquently, expressing their viewpoint. Question prompts to help direct the conversation are provided. These should be shared out amongst the group. Following this, each child should take it in turns to ask questions and the other group members should respond.

The teacher should advise the children on how they should take it in turns to answer. It might

be that the children within the group who wish to answer questions put their hands up and the questioner chooses who is to answer. The teacher may need to help the children develop rules of discussion such as listening to what others have to say.

Although the children should not shout over each other, and must listen to what others have to say, it is good if these discussion sessions are a little lively. When children are enthusiastic about wanting to share their thoughts and have lots to say about a novel this shows they have truly engaged with the story. This is to be encouraged, but the discussion must be managed. After the children become experienced at discussion, the role of the teacher will lessen as they will be more able to discuss their novel independently. Dependent on the group dynamic and children's abilities, this may happen quickly or after several sessions. At this stage the teacher will take a less pivotal role, occasionally joining in the discussion, encouraging children to elaborate on answers, but mostly observing the children.

Teachers can use the tick sheet provided to record if children actively participate in the discussion. However, the discussion will reveal a lot more than just the children's ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, and if they can justify their views using evidence from the story. Teachers may wish to make more extended notes beyond the tick sheet at this stage. Once the children become competent at conducting the discussion independently, this will give the teacher more opportunity to record their responses.

Children may become so skilled at discussion that, on occasion, the teacher may feel confident enough to let the children operate the session independently. However, it is important that the usual practice is that the teacher or teaching assistant is around to observe and make notes as book discussions reveal so much about the children's understanding of what they have read.

During this session, teachers can help pupils explore themes and discuss the conventions associated with the particular style and genre of the story. Teachers might also like to draw the children's attention to any unusual features: many great children's books step outside of convention and break the rules. Indeed, in many cases, it is differing from the norm that serves to make such books special and appealing to children.

Assessment

Questions and activities for the reading sessions are linked to objectives from the national curriculum. A tick sheet is provided so that teachers can monitor the children's understanding. A coverage sheet can be found in the appendix, which provides an indication of where the objectives are addressed in each book.

A final word

Reading 'feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds'.

(National Curriculum for English)

The exciting range of literature and the associated activities provided in our **Enjoy Guided Reading** pack will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children read with confidence and understanding, and fundamentally, 'to establish an appreciation and love of reading'.

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1 The Boy in the Dress

by David Walliams, Illustrated by Quentin Blake

Year 6 text level: Accessible

David Walliams is a comedian and actor. He has written several children's books and has won the Red House Children's Book Award twice.

Book synopsis

Soccer-playing Dennis lives with his father and brother in an ordinary town. Dennis' mother left some time before the start of the story.

Dennis loves fashion as well as football: specifically women's fashion. When he meets Lisa, his love of clothes leads him in a direction that marks him apart: he dresses as a girl for a dare but when his ruse is discovered, it has all sort of repercussions, not least in his own family.

Chapter synopsis

Chapter 1 (pp11–19)

Dennis feels different from other boys although his life is pretty ordinary. Dennis (12) lives with his older brother John (14) and his dad, a long-distance lorry driver. Mum left two years ago and Dennis isn't allowed to mention her name. Life is pretty chaotic and feelings are rarely discussed.

Chapter 2 (pp20–38)

Dennis is good at football and plays with his dad and brother and he is on the school team. His best friend is Darvesh whose mum is football mad (and embarrassingly loud). Dennis buys a copy of *Vogue* to read.

Chapter 3 (pp39–55)

His dad finds the magazine that Dennis bought from local shopkeeper, Raj. Dad throws the magazine in the bin.

Chapter 4 (pp56–65)

John calls Dennis 'Denise'. Dennis gets into trouble with headteacher Mr Hawtrey when he kicks a tennis ball through his window. Dennis asks Darvesh (a Sikh) if he feels different for wearing his patka.

Chapter 5 (pp66–76)

Dennis is put in detention with fashion-conscious Lisa. He admires her doodles of dresses. He admits to her that he reads *Vogue*. She says she has lots of fashion mags and that he should come over at the weekend to see them.

Chapter 6 (pp77–85)

They look at magazines then at some clothes Lisa has made. Dennis thinks boys' clothes are so boring. She suggests he tries on one of her dresses. He refuses and leaves.

Chapter 7 (pp86–94)

It's dad's birthday but he doesn't feel like celebrating. Dennis goes to Darvesh's house and tries on his patka. He dreams about the sequined orange dress Lisa wanted him to try on.

Chapter 8 (pp95–106)

Next weekend he agrees to try it. Then some of her other dresses. Then with make-up.

Chapter 9 (pp107–117)

Lisa comes to his house. She persuades him to dress as a girl for a dare.

Chapter 10 (pp118–123)

They convince Raj that Dennis is a girl.

Chapter 11 (pp124–129)

They also fool Mac, a boy who is fat, from Lisa's year. She says Dennis is her French pen-pal Denise.

Chapter 12 (pp130–142)

Dennis wears the disguise to school. He gets through one lesson and survives the girls' toilet.

Chapter 13 (pp143–153)

Lisa has a French lesson. Dennis pretends the teacher's French is so bad that he can't understand her. She cries. Lisa is cross with him.

Chapter 14 (pp154–165)

At break time his secret is revealed. Mr Hawtrey expels him.

Chapter 15 (pp166–175)

Dad is furious. Lisa isn't allowed to see him but she uses a ladder to climb in his window and says she will try to fix everything.

Chapter 16 (pp176–182)

Darvesh says they are still mates. Darvesh's mum tells Dennis off because 'orange is really not your colour'.

Chapter 17 (pp183–189)

Dennis isn't allowed to play in the football final.

Chapter 18 (pp190–201)

At half-time, the rest of his team come out wearing dresses. Dennis plays and wins the match – in a dress.

Chapter 19 (pp202–205)

Dennis' dad stands up to Mr Hawtrey.

Chapter 20 (pp206–217)

Raj tells Lisa and Dennis to come to his shop early the next morning. They catch Mr Hawtrey dressing as his 'sister'. They blackmail him to take Dennis back at school.

Chapter 21 (pp218–227)

Dad returns Dennis' only photo of his mum. John says he will always protect his little brother. Raj dresses in his wife's sari.

Chapter 22 (pp228–232)

Dennis apologises to the French teacher.

Teacher-led session

Introducing the text

Objective 5: asking questions to provide clarification and deepen their understanding of a text

Look at the front cover and the blurb. Encourage the children to ask questions about anything they find puzzling or would want to find out more about. For example:

- What 'story' does the illustration on the front cover tell you? (front cover)
- How does this differ from the illustration on the back cover? (back cover)

Objective 7: predicting what might happen from details stated and implied

- What expectations do you have about this book (negative and positive)? (blurb)

Beginning the story

Objective 1a: read easily, and fluently

During the teacher-led session, occasionally, the teacher may wish to listen to children read individually. This is usually best organised by all the children reading silently and the teacher moving round the table selecting specific children to read aloud. It is not advised that the usual practice is that the children take it in turns to read a page at a time. This often leads to the children switching off when they have had their turn and therefore not engaging with the text.

Whilst reading, children will encounter unfamiliar words: developing understanding of these words will help them to widen their vocabulary. The teacher-led session provides the ideal opportunity to show the children how to work out the meanings of words they don't know using contextual cues, and to teach them how to use a dictionary. They can then continue to develop these skills during independent reading.

Objective 8: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Ask the children to read Chapter 1. When the group has completed reading, ask them the questions below. Children who finish reading before others could jot down the answers to some of the questions in preparation for the teacher-led discussion. Examples of some possible answers for the more open questions are given; however variations on given answers may also be correct.

- What does the metaphor 'His thoughts were full of colour' mean? (p11)
- What does 'It hadn't really been summer in their house again' mean? (p14)
- Why does the author repeat the word 'no'? (p17)

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp12–13. Children may work through these independently or with support. How this is organized will be dependent on the support available in the classroom and the ability of the group.

Teachers may photocopy the questions and give them to the children to work on whilst they are reading the book. It is advised that teachers monitor the children's progress at regular intervals during this time. If possible, at different points, adults should work with children discussing the quality of their answers, and modelling suitable responses. They might also ask them some of the questions verbally and keep a record of their response using the assessment tick sheet on pp21–23.

Questions are linked to the same objective, for one, or more often, several chapters. This approach means teachers can easily monitor the children's strengths and weaknesses. Children can practise the skills needed for answering questions linked to particular objectives and teachers can check their understanding. The objectives and the answers to the questions are provided on pp14–17. Teachers can keep a record of the children's understanding using the assessment tick sheet. Encourage children to number their answers to make it easier for the teacher to track their work.

Follow-up activities

The extension activities provide the opportunity to develop further reading skills and use the text as a stimulus for literacy and cross-curricular work. The use of writing frames in the Photocopy Masters (PCMs) helps to support the children in their work. As children read at different paces, the teacher may find the follow-up activities particularly useful to extend the learning of children who complete the novel before other members of their group.

Extension 1 Literacy (Objective 4)

Write a diary entry for Mr Hawtrey the day he discovers Dennis wearing a dress.

Extension 2 Literacy (Objective 6)

Write a newspaper report about the football match from the point of view of a reporter.

Extension 3 Cross-curricular

Find out about more stories, films and TV series that have time machines in them.

PCM 1 Literacy (Objective 15)

Unkind metaphors. Come up with three other metaphors/similes for how 'cruelty' could be spread by children.

PCM 2 Literacy (Objective 4)

Life lessons. Think about advice that Lisa might give Dennis about convincing people he's a girl.

Reviewing the novel: group discussion with teacher support

This session will cover the following objectives and also demonstrate if children have good overall comprehension of the text.

Objective 10: participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

The conversation starters on p20 could be photocopied, cut out and handed out to each child. Then, they could take it in turns to ask and answer questions within the group. The teacher's role here is to monitor, assess understanding and help children to elaborate on their answers where necessary.

Objective 11: provide reasoned justifications for their views

The aim is that children should be able to express their opinions clearly and be able to support their viewpoint with relevant evidence.

Objective 3: identifying how language, structure, and presentation contribute to meaning

After the children have completed the review activity, the teacher could lead into a discussion on themes and conventions. This is an area of understanding that often requires teacher support to develop. Some appropriate questions and suitable answers are given below. However, teachers should be aware that the children may have their own ideas which can also have validity.

During this story, the author 'speaks' directly to the reader on a number of occasions (p11, p28, p91, p118, p154, p208).

- Why might the author do this?
- What is the effect of it?

Independent and supported reading questions

The Boy in the Dress

Answer the questions after reading the chapters below.

Chapter 2

1. 'Talking about football was easier than talking about feelings'. What does this tell us about the relationship between Dennis, John and dad?
2. Why does Darvesh's mum think his mum is embarrassing?

Chapter 3

3. How 'brave' does Dennis have to be to buy *Vogue*?
4. How is *Vogue* like Narnia for Dennis? (p50)

Chapter 4

5. Comment on the repetition of 'hated' with reference to Mr Hawtrey. (p60)
6. Why does the chapter end with Dennis saying 'it certainly would'?

Chapter 5

7. Why is 'out of his reach' both literal and figurative? (p67)
8. Describe the scene where Lisa and Dennis bond (pp73–76). Is it realistic? If not, does it matter?

Chapter 6

9. Why does Dennis want to impress Lisa even though he knows she's 'out of his reach'?
10. 'He had never really been encouraged to think like this before'. (p84) Why is this a key moment in the book?

Chapter 7

11. Why doesn't dad want to celebrate his birthday?

Chapter 8

12. 'Rules don't apply here... you can be whoever you want to be'. (p106) In what ways is this a theme of the book?

Chapter 9

13. What does 'the world was burning with possibilities' mean? (p108)

Chapter 10

14. What do you think about the character of Raj – is he realistic or is he a stereotype?

Chapter 11

15. Why does the author describe that Mac being fat meant he had to endure 'the unwelcome celebrity'? (p125)

Chapter 12

16. What is the author using in the phrase 'giggles, the glitter, the glamorous make-up'? (p141)

17. Contrast the 'heaven' of p142 with the 'hell' of p143. Why is this juxtaposition a literary device?

Chapter 13

18. Why are the children kind to Miss Windsor after Dennis/Denise's words? (p153)

Chapter 14

19. Why is Lisa so annoyed with Dennis? (p154)

20. Is there any 'justice' that Dennis then suffers 'hurt and humiliation'? (p157)

Chapter 15

21. 'The present was somewhere he didn't want to be, and he couldn't see a future'. (p172)
Why is this so powerful?

22. Why is it important for Darvesh to say 'I'm still his friend'? (p173)

Chapter 16

23. What is funny about Darvesh's mum's reaction to Dennis wearing a dress?

Chapter 17

24. How does the football team show its support for Dennis?

Chapter 18

25. How would this story be different if Dennis was not good at football?

Chapter 19

26. Why do you think Dennis holds his father's hand so tightly?

Chapter 20

27. Is it an awkward plot device that Raj knows a secret about Mr Hawtrey?

Chapter 21

28. Why does the author have Raj wearing a sari?

Chapter 22

29. Why is it important that Dennis apologises to Miss Windsor?

Answers with objectives

The Boy in the Dress

The answers below provide the teacher with general guidance as to how the majority of children with good understanding will respond to the text. Questions answered correctly are likely to be variations of the answers given below answered in different degrees of detail. However, teachers should be aware that there may be other possible answers than the ones given below for some of the more open-ended questions.

The quality of the children's answers will demonstrate comprehension at different levels. Of course, answers for the literal questions may be quickly judged as correct or incorrect. For questions that require longer answers, some children may answer fully and demonstrate good understanding. Other children will answer in a minimal manner, but get the answer basically correct. This clearly shows some understanding; however they may need encouragement to answer questions in more depth, referring to the text in order to explain their ideas fully. Teachers can note their judgement on whether or not children have met the specified objective using the assessment tick sheet.

Chapter 2

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

1. That they are unable to talk to each other particularly about what has happened to their family; the only thing that unites them is football; dad isn't approachable.
2. Because she is so enthusiastic about the football team and about Darvesh playing football.

Chapter 3

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

3. Very brave because people would not think that he would or should want to read that magazine.
4. Narnia is a secret world and *Vogue* is like a secret world to Dennis.

Chapter 4

Objective 3: identifying how language, structure, and presentation contribute to meaning

5. It is helping to create the character of the headteacher as not a nice person
6. Darvesh is talking about how boring it would be if everyone was the same and, in a way, it is helping Dennis understand that it might be OK that he likes to read *Vogue*.

Chapter 5

Objective 8: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

7. Because it means that she is actually out of reach because she is taller, but also that as she was super-cool and older then she wouldn't be someone Dennis could like.

Objective 2: checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

8. It might happen but it doesn't really matter because it helps the story; Lisa is someone who Dennis can talk to and who helps him with understanding himself.

Chapter 6

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

9. Because he wants her to think that he is mature; that he would be someone she'd want to be friends with.

Objective 3: identifying how language, structure, and presentation contribute to meaning

10. Because it's the first time that Dennis is allowed to think the way he wants to and not to hide away.

Chapter 7

Objective 6: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

11. He is depressed because of Dennis's mother leaving; he finds birthdays hard; he wants to be alone.

Chapter 8

Objective 13: compare characters, settings, themes and other aspects of texts

12. Because it is about people being what they want to be and being able to talk about what they want to be.

Chapter 9

Objective 8: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

13. Dennis is realising that there is more to life than what he has; he does not have to put up with the 'grinding routine' of his life.

Chapter 10

Objective 15: understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect

14. Children's own answers.

Chapter 11

Objective 3: identifying how language, structure, and presentation contribute to meaning

15. It means that Mac gets teased by other children; he gets negative attention.

Chapter 12

Objective 15: understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect

16. The author is using alliteration; it helps to create the scene.

17. It helps to emphasise the precarious situation that Dennis has put himself in; that one minute he is happy and enjoying it and then the next it is scary.

Chapter 13

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

18. Because they realise how hurt she is; how unkind Dennis has been.

Chapter 14

Objective 2: checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

19. Because he had been so rude to Miss Windsor.

20. Children's own answers.

Chapter 15

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

21. It shows how badly Dennis is feeling.

22. Because it shows that people still want to be his friend; that all is not lost for Dennis.

Chapter 16

Objective 2: checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

23. That she does not laugh about him wearing a dress but that she says 'orange is really not your colour'.

Chapter 17

Objective 6: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

24. They all put on dresses to play the match.

Chapter 18

Objective 3: identifying how language, structure, and presentation contribute to meaning

25. He wouldn't be able to redeem himself by helping the school win the match. Also, he might not have such support from the football team, as sporty people tend to be popular, it might be harder for him if he were not sporty.

Chapter 19

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

26. It's physical contact with his father, which, as they are a family that doesn't hug, probably hasn't happened in a while.

Chapter 20

Objective 3: identifying how language, structure, and presentation contribute to meaning

27. Children's own answers.

Chapter 21

Objective 2: checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

28. Because it shows that wearing a dress is fine; it doesn't harm anyone that Raj wants to play a joke.

Chapter 22

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

29. He needs to make her see that she isn't as bad as he said; to make her feel better after being so nasty to her; because he understands how awful it is to be ridiculed.



1

The Boy in the Dress (PCM1)

Name Date

Unkind metaphors

Come up with three other metaphors/similes for how 'cruelty' could be spread by children.

1.

2.

3.