

Enjoy Guided Reading

Teacher Book with Copymasters

Year 5 Book A

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For the novels:

- *Cloud Busting* by Malorie Blackman (Accessible)
- *Toro! Toro!* by Michael Morpurgo (Accessible)
- *The Water Horse* by Dick King-Smith (Expected)
- *Frogspell* by C J Busby (Expected)
- *Mr Stink* by David Walliams (Confident)
- *Stitch Head* by Guy Bass (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 **Cloud Busting** by Malorie Blackman, Illustrated by Helen van Vliet

Year 5 text level: Accessible

Malorie Blackman OBE (b. 1962), is a prolific writer of books for children, from picture books to works for teenagers, and has won many awards.

www.malorieblackman.co.uk

Book synopsis

Cloud Busting is a story written in verse about the friendship between two boys. Each chapter represents a different style of poetry, from limerick to haiku and blank verse.

Each chapter title is 'part of the meaning of the chapter'.

Chapter synopsis

Chapter 1: Mr Mackie Said (pp1–12)

Narrative verse/free verse

The class teacher asks the children to write a poem. They come up with excuses like 'boring' and 'for old people'. The unknown 'I' says he wants to write a poem about Davey, aka Fizzy Feet.

Chapter 2: What's in a Name? (pp13–20)

Four-line stanzas

Davey gets his nickname when he describes pins and needles as having 'fizzy feet'.

Chapter 3: Facing the Truth – with Haikus (pp21–6)

Haiku style (5-7-5 syllables)

The teacher tries to explain how haikus are full of 'heart, soul and passion'.

Chapter 4: Descriptions (pp27–30)

Eight-line stanzas

The class bully picks on Davey.

Chapter 5: Poems Posted Around the School – By You Know Who (pp31–4)

Limerick

Bullying continues.

Chapter 6: Putting the Boot In (pp35–8)

Shape/concrete poetry

More bullying – name-calling.

Chapter 7: Standing Proud (pp39–42)

Blank verse

Davey refuses to retaliate.

Chapter 8: The Truth Hurts (pp43–6)

Free verse

The 'I' (Sam) of the book is revealed as the school bully.

Chapter 9: Setting the Scene (pp47–50)

Free verse/extended metaphor

Sets up expectations that something important will happen.

Chapter 10: Maps of Action and Life (pp51–60)

Eight-line stanzas

Sam lives two doors away from Davey and their mums become friends. They are forced to walk to school together. When Davey snaps at the bullying, he pushes Sam in front of a car, but saves him, too. Davey tries to teach Sam about the beauty of the world around him.

Chapter 11: Shadow (pp61–76)

Pairs of non-rhymes

People start to notice that the two boys are hanging around together. Sam's 'best friend Alex' makes him choose and Sam picks Alex. Davey hears Sam say cruel things about him.

Chapter 12: Sorry (pp77–80)

AAB rhyme where B always ends in the word 'sorry'

Sam's mum tries to persuade him to apologise.

Chapter 13: No Big Deal (pp81–8)

Free verse

Davey forgives Sam. Sam learns that Davey has a peanut allergy but is asked to keep the fact quiet.

Chapter 14: Big Mistake (pp89–94)

Free verse

Sam tells Alex about Davey's nut allergy.

Chapter 15: Too Hot (pp95–8)

Free verse

Sam waits for Alex to use the information.

Chapter 16: Just a Joke (pp99–106)

Free verse

Alex gives Davey a bite of his sandwich with a peanut in it. Davey becomes ill and the teacher phones for an ambulance.

Chapter 17: Fine (pp107–14)

Free verse

Davey survives. Sam pretends he didn't know what Alex was up to. No one believes him.

Chapter 18: How Could You? (pp115–18)

Free verse

Davey's mum can't believe how anyone could do this.

Chapter 19: Davey's Gone (pp119–24)

Free verse

Davey's mum wants him to change schools but he refuses.

Chapter 20: OK (pp125–30)

Four-line stanzas

Davey isn't interested in the world around him like he used to be.

Chapter 21: Cloud Busting (pp131–4)

Eight-line stanzas

Sam is alone in the park cloud busting – making shapes from the clouds above. Davey should be with him, but he isn't.

Chapter 22: What Should've Happened (pp135–40)

Eight-line stanzas

Sam imagines how it would be if Davey came back to cloud bust with him.

Chapter 23: What Did Happen (pp141–4)

Free verse

Davey doesn't come and Sam is alone.

Chapter 24: After (pp145–50)

Four-line stanzas

Davey goes back to school but behaves like everyone else.

Chapter 25: Away (pp151–6)

Five-line stanzas

Davey and his mum move away. Sam is alone.

Chapter 26: Homework (pp157–61)

Five-line stanzas and question list poem

Sam has learned to see the world the way Davey used to.

Teacher-led session

Introducing the text

Objective 12: identifying themes and conventions

Look at the book together. Encourage the children to read the front cover and the blurb. Encourage them to flick through the book to reveal its format.

- What is the format of this book? Is it a story, an anthology of poems chosen by the author, a collection of Malorie Blackman's own poetry, or might it be something different? *(Teachers can eventually draw attention to the first sheet in the book where it states: 'Told in verse, this is the touching story of an extraordinary friendship that changes two boys' lives for ever.')*
- What reason might the author have for writing in this way?
- How might the format impact on the reader's interest and understanding?

Beginning the story

Objective 1a: read easily, and fluently

Encourage the children to read the first chapter by themselves. Ask how they think this first poem should be read. Are there opportunities for individual parts, for choral speaking, or for a narrator? Decide who will read which part of the poem. Read the chapter aloud and consider the effect achieved by having multiple performers.

Ask the children if they would like to read the whole of the poem again or prefer to focus on just a section of it. Can they read different parts this time?

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

After the children have completed their reading, ask:

- This is a poem about writing poetry. How does this contribute to the meaning of the chapter? *(The children in the book characterise poetry as boring and old-fashioned, yet this poem is modern and playful.)*
- How can you tell that this is a poem and not a story that has been sliced into short sentences or phrases? *(New lines are used to reinforce patterns of repetition and emphasise meaning. The poem flows through different meters and plays with the positioning and sound of words.)*
- Which parts of the poem do you think are the most effective? Which parts do you enjoy the most? Why? *(Children can often find reasons for liking a poem that may not be immediately apparent, but they should be encouraged to justify their opinions.)*

- When does the poem appear to speed up or slow down? How is this effect achieved? How does it change the meaning and feel of the poem? (*On page 6 the repetition of the word 'thinking' brings the poem to a gentle halt as the class considers his description of classical music. On page 7 Mr Mackie's passion for poetry is demonstrated by his outpouring of poetic similes. At this point, the text moves quickly and the author signals this intention very clearly by describing his speech as, 'like a racehorse running its own race'.*)

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

- Can you find any similes or analogies in this poem? (*Similes: 'Like a mountain stream, Like a babbling brook, Like a raging river, Like a tidal wave.' Analogy: 'You don't miss the water, Till the well runs dry.'*)
- Which other features can you find in this poem? (*Alliteration: 'Only Oliver', 'Fizzy Feet'. Frequent use of repetition, e.g. 'Put our hands up', 'Kept our hands down', 'Put his hand up'.*)

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp14–15. 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.

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 pp16–19. 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)

Make a list of the similarities and differences between lyrics of pop songs and poetry.
Is rap more like poetry or pop music?

Extension 2 Literacy (Objective 5)

Fizzy Feet is Davey's name for pins and needles in his feet.
Think up a funny name for:

- Cramp
- A stitch in the side
- An itch

Think of another alliterative description of pins and needles.

Extension 3 Cross-curricular

Have a class discussion on whether or not children think Cloud Busting worked as a narrative poem.

Points to include:

- How would it differ if it were prose?
- In what ways would the language have to change if it were in prose?
- Why might the author want to write a narrative poem?

Name some other famous narrative poems. Why do you think it has fallen out of use as a creative format?

http://en.wikipedia.org/wiki/Narrative_poetry

Extension 4 Literacy (Objective 10)

Describe how Sam is feeling in the illustration on page 161.
Describe his feelings in free verse.

PCM 1 Literacy (Objective 3)

Write a poem about a bully.

PCM 2 Literacy (Objective 13)

Write character cards for Sam and Davey.

PCM 3 Literacy (Objective 15)

Write a simile list poem, like Davey's on page 160.

PCM 4 Literacy (Objective 7)

Write a sequel to find out what happens to either Davey or Sam.

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 p24 could be photocopied, cut out and handed around amongst the children. 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

Children can be focused towards the characters that are explored within this text.

- How did the characters interact? (*Initially Sam disliked Davey. Sam soon found a respect for Davey and began to admire his unusual way of thinking.*)
- How might the friendship between Sam and Davey have developed? (*There are lots of clues in the text that indicate that the boys' friendship would have continued. Davey's conscious attempt to fit in may have thwarted their relationship or might have been overcome by Sam's zeal.*)
- How did Davey feel when he left school? (*Davey originally did not want to leave the school but suppressing his personality may have made it difficult to remain.*)
- Why did he not tell the others that he was leaving? (*Pupils may have several different answers but all are valid providing they are supported with evidence from the text.*)

Objective 12: identify and discuss themes and conventions

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.

- What could readers learn about life from the story? (*Don't judge people too quickly. Friendships sometimes need time to develop. People can change.*)
- This story is told as a series of narrative poems. Why did the author choose to use a range of different poetry types? Would the book have been better if the author had restricted the verse to a single format? (*Children's own answers.*)
- The central theme of this book is friendship. What age group do you think this book is for? Do you think it explores friendship in a realistic way? (*Children's own answers.*)

Independent and supported reading questions

Cloud Busting

Answer the questions after reading the chapters/sections below.

Chapter 2: What's in a Name?

1. How does Davey feel when Mr Mackie takes him out of assembly?
2. Why is Mr Mackie unhappy with Davey's actions?
3. How does Sam feel when Mr Mackie removes Davey from assembly?

Chapter 3: Facing the Truth – with Haikus

4. The title of this chapter says that these are haikus. What is a haiku?
5. Are these verses true haikus? Discuss your reasons, then read the author's opinion on page 165.

Chapter 4: Descriptions

Chapter 5: Poems Posted Around the School – By You Know Who

6. These poems are written from different points of view. How does their style help you to understand who wrote them?

Chapter 6: Putting the Boot in

Chapter 7: Standing Proud

7. What does the bully think about Davey?
8. What does Sam think about Davey?

Chapter 8: The Truth Hurts

9. What do you find out about Sam?
10. Does this information make you want to change your answers to 7 and 8? Why or why not?

Chapter 9: Setting the Scene

Chapter 10: Maps of Action and Life

Chapter 11: Shadow

11. How does Sam's attitude to Davey change over the course of these three chapters?

Chapter 12: Sorry

Chapter 13: No Big Deal

Chapter 14: Big Mistake

Chapter 15: Too Hot

12. What do you think will happen next?

Chapter 16: Just a Joke

What do you think each of the following characters was thinking and feeling during this chapter:

13. Davey

14. Sam

15. Alex

16. Mr Mackie

Chapter 17: Fine

Chapter 18: How Could You?

Chapter 19: Davey's Gone

Chapter 20: OK

17. What do you think are the three most important things that happened in these chapters?

Chapter 21: Cloud Busting

In this chapter, Malorie Blackman uses several examples of figurative language.

18. Can you find examples of this?

19. What effect does her use of figurative language have on the chapter?

Chapter 22: What Should've Happened

Chapter 23: What Did Happen

Chapter 24: After

Chapter 25: Away

Chapter 26: Homework

20. How has Sam changed over these chapters?

21. How does he feel about Davey now?

Answers with objectives

Cloud Busting

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: What's in a Name?

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

1. Davey is perhaps more concerned initially with the fact that he has pins and needles. However, after Mr Mackie's ranting and raving he is likely to be upset. The other children have roared with laughter and he may also feel embarrassed.
2. He has disrupted a school assembly by reacting to pins and needles in a very dramatic way.
3. Sam is already critical of Davey's appearance and seems to have taken a dislike to him. He describes Davey as a 'dork'. He may think that Davey is silly, rude or foolish. He may feel pleased that Davey is being punished for his actions.

Chapter 3: Facing the Truth – with Haikus

Objective 12: identifying and discussing themes and conventions

4. As stated on the first page, haikus are poems to stir the senses, consisting of three lines with a syllable count of five, seven, five.
5. These verses take a haiku form of five, seven, five syllables, but do not fulfil other criteria. The sentences flow between the lines and they do not capture a moment of time or notion of season.

Chapter 4: Descriptions

Chapter 5: Poems Posted Around the School – By You Know Who

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

- Chapter 4 is written by Sam and he writes honestly about how he sees people. The poem is written in free verse which allows Sam to be free and flowing with his descriptions.

Chapter 5 is presumably written by the class bully. The poems take the form of a limerick and the content is designed to be hurtful. The rhyme and meter reflect a mocking tone.

Chapter 6: Putting the Boot In

Chapter 7: Standing Proud

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

- The bully thinks that Davey is a coward, meek and a weakling. He despises Davey for this.
- Sam recognises Davey's stoicism. He admires Davey's ability to withstand the bully's taunts and not respond.

Chapter 8: The Truth Hurts

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

- Sam is the class bully whom he has written about so negatively.
- Children's answers are open to interpretation. They may recognise that Sam, whilst bullying Davey, is secretly admiring his ability not to respond. They may feel that it is not appropriate to apply the revealed information back to the previous chapters.

Chapter 9: Setting the Scene

Chapter 10: Maps of Action and Life

Chapter 11: Shadow

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

- Sam begins to like Davey more and more. After initially believing that he was the leader of the two, he comes to the realisation that it's really Davey who is changing how he thinks. Despite this, he cannot bring himself to admit to the others that he likes Davey and that he is his friend.

Chapter 12: Sorry

Chapter 13: No Big Deal

Chapter 14: Big Mistake

Chapter 15: Too Hot

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

12. This is open to the children's interpretation, but they should be able to support their opinion. Most children will realise that Alex is plotting to use Davey's peanut allergy against him and that Sam feels unable to stop him.

Chapter 16: Just a Joke

Objective 14: consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text

13. Davey is really happy that Alex is finally being friendly towards him.
14. Sam is surprised and suspicious of Alex's actions. He blames himself at the end of the chapter, knowing that he could have stopped what happened.
15. Alex initially sees the event as a practical joke, believing that Davey will start sneezing. He is shocked by what happens next, tries to offer excuses for what he has done, then becomes very upset as he realises the consequence of his practical joke.
16. Mr Mackie acts promptly and effectively, but he is obviously worried and concerned for Davey's safety. This is shown by his urging Davey to respond, and his exhortation to Lucy to phone for an ambulance.

Chapter 17: Fine

Chapter 18: How Could You?

Chapter 19: Davey's Gone

Chapter 20: OK

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

17. This is open to the children's interpretation but the main events are:
- Davey recovers in hospital.
 - Sam realises that he has betrayed Davey's friendship.
 - Sam tries to make amends.
 - Davey's mum wants Davey to move schools but Davey does not wish to move.
 - Davey's personality appears to change.
 - Mr Mackie ensures that he finds out what has been going on and Alex is sent to the headteacher.

Chapter 21: Cloud Busting

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

18. The loss of Davey's friendship is like 'liquid sunshine' trickling through Sam's fingers. When cloud busting, Sam allows the clouds to take him over, one sense at a time, and becomes a cloud.
19. It adds to the sense of dreaminess and tranquillity that one might achieve during the activity.

Chapter 22: What Should've Happened

Chapter 23: What Did Happen

Chapter 24: After

Chapter 25: Away

Chapter 26: Homework

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

20. Sam realises that both he and Davey have changed. He reflects that, just as Davey is no longer Davey, so he is no longer Sam. The boys appear to have swapped personalities.
21. Sam acknowledges Davey's friendship and the effect that he has had upon him. Although Davey has gone away, he has left something behind in Sam. Sam is a happier person for having known Davey.



1 Cloud Busting (PCM1)

Name Date

THE CLASS BULLY

The class bully was
A mean, mad moron
An insane idiot
A dopey dweeb
A prize poop-head
A narrow-minded no-hoper
A hurtful, horrible person.
And everyone knew it.

This part of the poem (p29) describes the class bully. (This is before we realise that Sam is describing himself.)

Write a poem about a bully: it can be at school, at work, in the street, at a youth club or a cyber bully. Use the same format:

- The _____ bully was
- Six lines of alliterative insults
- One line of a more serious nature
- And a final line that sums it all up.

Title

The bully was

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