

Plot, character and setting

SECTION

4

Expectations

Objective: To identify and make notes of the main points of sections of texts.

What you need: Copies of *War Game*, individual whiteboards and pens.

What to do

- Look together at the chapter titles used in the early part of the book ('The Kick-Off', 'The Adventure', 'To the Front' and 'No Man's Land'). Discuss what expectations each title raises, pointing out how 'The Kick-Off', like the title *War Game*, could have two meanings: the start of a football game, and also the start of the boys' adventure going to war.
- Point out that after 'No Man's Land', there are no chapter titles. Arrange the children in pairs and challenge them to think of some of their own chapter titles for this section of the book, and

to capture their favourite on their whiteboards, noting the page number. (For example, page 57 'The Truce'; page 84 'Over the Top'.)

- Together, share the chapter titles. Discuss what expectations they raise about the section of story. (They might indicate where the men are, what they are doing, or how they are feeling.)

Differentiation

For older/more confident learners: Challenge pairs to write brief chapter summaries to go with their titles, for example 'The Truce': Christmas brings about a ceasefire between enemy forces.

For younger/less confident learners: Provide key page references to support these children, and discuss the gist of the action in each section with them.

The Great War facts

Objective: To use knowledge of different organisational features of texts to find information effectively.

What you need: Copies of *War Game*, photocopyable page 15.

Cross-curricular link: History.

What to do

- Encourage the children to think about key facts about the First World War that they have learned from *War Game* (trench warfare, weapons used, and so on).
- Hand out photocopyable page 15 to small groups. Tell the groups to complete the sheets using information taken from the novel. They should refer back to the text to help them.
- When they have completed their sheets, challenge them to think of three questions about the war that will need research outside of *War*

Game, for example:

- *How long did the war last?*
- *How many people were killed?*
- *What finally brought the war to an end?*
- Together, discuss the answers to the questions on the photocopyable sheet. Capture on the board the new questions the children have asked and discuss where they might search to find out answers.
- Provide time for the children to research the answers to the new questions.

Differentiation

For older/more confident learners: Steer the children to more complicated questions for their research.

For younger/less confident learners: Steer the children towards questions that are straightforward to answer.