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### Extract 3

- With the class, read Extract 3 from Chapter 13 (or invite three volunteers to come up and read the parts of the three different speakers).
- Ask: *Do you think Anthony likes Dorothy? How can you tell?* (Most children will pick up on the fact that he doesn't like her. Evidence of this is in his short, blunt answers to her and his insistence that they can manage the washing up on their own.)
- Ask: *Why doesn't Anthony like Dorothy?* (He might be suspicious that she's after the money. He might be frightened of someone taking the place of his mother, even though he never talks about his feelings about her death.)
- Ask: *What do you think Dorothy is trying to do in this scene?* (She seems keen to get on with the boys and excited to be part of the family.) Do the children think her interest is genuine?
- Tell the children you'd like to take a look at the author's use of figurative language in this extract. Ask them if they can find examples of a simile and a metaphor. (Simile: 'Dorothy lit up like a Christmas decoration'; metaphor: 'The light went off inside her'.) Circle these on the board and ask the children what impression these give about Dorothy. (A lit Christmas decoration is bright and cheerful, which reflects her happiness and excitement. When the light goes out, Dorothy loses her happiness and sparkle.) Ask: *Do the simile and metaphor work well here?*
- Ask: *What do you think Dad feels about what is happening?* (He seems to be warning Anthony to be quiet when Anthony rejects offers of help with the washing up.) *How does Dad feel towards Dorothy?* (It would suggest that he likes her and wants Anthony to be nice.)

### Extract 4

- Ask if any of the children knows how a person becomes a saint. If anyone does, they might summarise by saying that the person must be dead and have performed a miracle or lived a good life, all of which is true. However, there are a few more details to be aware of!
- Display Extract 4 on the interactive whiteboard and read through the text, which gives details about the steps taken to canonise a person.
- Ask the children: *Can you think of examples of how a person might live a good or holy life? What things might they do?* (Answers could include: regular attendance at church, charity work, helping people who are ill or sad, praying, talking to other people about God, and so on.)
- Ask for opinions on the process of becoming a saint. Do the children think that it should take so long? Is it too hard?
- Ask the children if they know of any miracles performed by saints. (They might list any that they read in the book). Do they know what a miracle is? (It is anything that helps a person or a being or a situation without any logical explanation about how it happened. Often a miracle concerns someone's health – a person could make a miraculous recovery when they were diagnosed as dying, for example.)
- Ask: *If you could perform one miracle in the world, what would it be?* Discuss the children's responses.

### 3. Clever conjunctions

#### Objective

To extend the range of sentences with more than one clause, using 'when', 'if', 'because', 'although'.

#### What you need

Media resource 'Using conjunctions', interactive activity 'Clever conjunctions', photocopiable page 23 'When, if, because, although...'

#### What to do

- To begin, see if the children can tell you what a conjunction is (a word that joins together two words or clauses, or two simple sentences, into one longer one). Ask for some examples, writing the children's suggestions on the whiteboard.
- Next, ask why conjunctions are useful in sentences (for example, they make sentences longer and more interesting – writing would look very odd and boring if it were only made up of short sentences). Can the children give you some examples of sentences containing conjunctions? Write some of their suggestions on the board.
- Display the media resource 'Using conjunctions' and read through the rules with the children.
- Then open the interactive activity 'Clever conjunctions'. Invite volunteers to come up to the front of the class to highlight the conjunctions in the sentences displayed on the screen.
- Finally, provide each child with a copy of photocopiable page 23 'When, if, because, although...'. Ask them to create their own sentences, using two conjunctions in each sentence. This could either be done in class or as homework.

#### Differentiation

**Support:** Children who find the activity on the photocopiable sheet difficult could focus on writing sentences with just one conjunction instead.

### 4. Perfect prefixes

#### Objective

To apply knowledge of prefixes to understand the meaning of new words.

#### What you need

Media resource 'Adding prefixes', interactive activity 'Perfect prefixes'.

#### What to do

- Start off by revising what a prefix is with the class (letters or a word that you add on to the beginning of a word to change its meaning). Ask: *Can anyone give me an example of words that contain a prefix?* Answers might include: 'impossible', 'misbehave', 'superman', 'autograph'.
- Display media resource 'Adding prefixes'. With the children, read through the rules for adding different prefixes, including the exceptions. Check that they understand the explanations.
- Next, open interactive activity 'Perfect prefixes'. For screen 1, invite volunteers to come to the whiteboard to drag the lines across to join each prefix to its meaning.
- On the following screen the children are required to drag the correct prefix to the word it precedes. Again, ask for volunteers (different children this time if possible) to have a go (tell them that in some cases more than one prefix may be acceptable).

#### Differentiation

**Support:** Ask less confident learners to focus on fewer prefixes. Try giving them the following words to add the correct prefix: '(im)possible', '(un)ripe', '(mis)behave', '(dis)believe'.

**Extension:** Ask children to write down the following headings: 'super', 're', 'inter', 'anti', 'auto', 'sub'. Challenge them to find as many words with these prefixes as possible for each one.

# When, if, because, although...

- Write five sentences, using two of the following conjunctions in each one: when, if, because, although.

when	1. _____ _____ _____	if
if	2. _____ _____ _____	when
because	3. _____ _____ _____	although
although	4. _____ _____ _____	because
	5. _____ _____ _____	