

ELLA JONES *vs the* SUN STEALER

TEACHING RESOURCE PACK



Lesson Plan

Lead-in

Read the Prologue and Chapter One with the children. You could read the book aloud, ask the children to read in groups or play the audiobook aloud.

Ask the children to predict what might happen next, thinking particularly about what Lugh's plan might be and how it might affect Ella. You could create a mind-map of predictions on the board.

Then read pages 88 – 96 together.

Explain that Ella's disability means she is accustomed to navigating in the darkness, so is able to help others. Highlight that Ella uses other senses such as touch and hearing to help her to navigate her surroundings. You could also discuss the role of Maisie, Ella's guide dog.

Explain to the children that they will be taking part in some activities linked to touch and hearing to give them an insight into Ella's experiences.

Task 1: What's in the box?

Set up tactile stations around the classroom with feely boxes (boxes with hand-sized openings so children can reach in and feel the objects without seeing them). Place a different item in each box at the different stations and number each box. Suggested items to link to the book could include:

- A soft toy dog
- A miniature London landmark (e.g. Big Ben)
- A textured object like braille dots on a card or small raised map
- Zoo animal figurines
- A torch
- Gemstones

Explain to the children that the items in the feely boxes link in some way to the story of *Ella Jones vs the Sun Stealer*. Children should be organised into the same number of groups as there are tactile stations. They should rotate round each station until all are complete. At each station, they should take it in turns to touch the object in the feely box and write down what they think it is using *Resource sheet 1: What's in the box?*. They should also write down adjectives to describe each item.

Once the children have completed all tactile stations, it's time to reveal the item in each feely box. Before revealing each one, ask children to share their guesses with the class.

As an extension, you could ask the children to guess what might happen next in the story based on the objects in the feely boxes.

Resource sheet 1: What's in the box?

What do you think is in each feely box? Describe the item and then make a guess.

Box 1

Describe the item:

My guess:

Box 2

Describe the item:

My guess:

Box 3

Describe the item:

My guess:

Box 4

Describe the item:

My guess:

Box 5

Describe the item:

My guess:

Box 6

Describe the item:

My guess:

Task 2: Echoes of London

Find sound clips (or video clips without showing the video) that mimic sounds in central London to play to the children. Suggested sounds to link to the setting could include:

- A dog barking
- Crowd/chattering noises
- Big Ben chiming
- Tube announcements or train rattling
- Busy traffic noises
- Birdsong or pigeon calls

Emphasise to the children how Ella identifies her surroundings without sight. Explain that each of the sounds you are about to play link to the London setting of the book. Play each sound one by one and pause after each to allow children to write a description of the sound and to guess what it is using *Resource sheet 2: Echoes of London*. After the children have guessed each sound, play each audio clip again and ask the children to share their guesses with the class, before revealing the answer.

As an extension, you could share short audio excerpts from the book and add in some of the sounds that relate to help contextualise.

Resource sheet 2: Echoes of London

What do you think the sound could be? Describe the sound and then make a guess.

Sound 1

Describe the sound:

My guess:

Sound 2

Describe the sound:

My guess:

Sound 3

Describe the sound:

My guess:

Sound 4

Describe the sound:

My guess:

Sound 5

Describe the sound:

My guess:

Sound 6

Describe the sound:

My guess: