

pinpoint ENGLISH

whole class reading

Flexible and Creative Lessons for

Boy in the Tower

by Polly Ho-Yen

Revealing our secrets

AFTER
READING



Resources required: children's predictions from Starter activity 2

• **Children should be able to:**

 articulate and justify answers, arguments and opinions.

- 1 Hand out the original predictions that children made from Starter activity 2 so that each child gets one (not their own).
- 2 Children open and read the predictions to the class.
- 3 Give the children five minutes to stand in a line, ordering the predictions from most accurate to least accurate.

Starter activity 22


Non-fiction: glossary


AFTER
READING




Resources required: photocopy master (PCM) 8, dictionaries

• **Children should be able to:**

 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.

 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

- 1 Children can do this activity at any time.
- 2 Ask children to read PCM 8. Then ask them to read out the words in bold for you to write on the whiteboard.
- 3 In pairs, ask children to discuss and note down what the words could mean, based on the context, their comprehension of the book and their knowledge of root words, prefixes and suffixes.
- 4 Children check the meaning of the words in a dictionary or with other members of the class and design their own glossary to accompany the text.

 Children could find synonyms for each new word.


Starter activity 23



Looking down

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• Children should be able to:

-  write for a range of real purposes; select appropriate grammar and vocabulary; note and develop initial ideas, drawing on reading and research where necessary; ensure the consistent and correct use of tense throughout a piece of writing.


- 1 On pages 15–16, Ade describes what he can see from his window.
- 2 Children write a description of what they might be able to see from a towerblock window, adding detail by using imaginative vocabulary and literary devices. Children could draw on the ideas from Main activity 2, if completed.
- 3 Ask children to pay close attention to the tense they are using and ensure that they stay in that tense, e.g. Ade writes in the past tense ('I could always see ...').
 -  Children may find it easier to write in the present tense, e.g. 'I can see ...'.
 -  Children could be challenged to use two tenses for effect: before and after an event, for example.

Children may benefit from the teacher modelling the opening of the description.



Main activity 3



Ade's mum

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2 x  **Resources required:** photocopy master (PCM) 2

• Children should be able to:

-  draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
-  plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

- 1 On page 19, Ade says that his mum is not like other mums. In the first session, ask children to find evidence to support this statement and collect on either an individual or a class mind map.
- 2 Using PCM 2, children plan a letter from Ade to his mum to persuade her to come to the shop. Children should draw on their knowledge and inferences of Ade's mum's situation and Ade's feelings about it.
- 3 In the second session, give children 40 minutes to write their letter.
 -  Children could write a note rather than a letter, focusing on the sentence stems:
I worry ... ;I wish ... ;I hope ...
 -  Children could also write a response from Ade's mum, addressing his concerns.

This topic could be sensitive for some children, so ensure that it is tackled tactfully.


Main activities 4–5

Bluchers evidence

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• Children should be able to:

 provide reasoned justifications for their views; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

- 1 After reading pages 3–5, ask children to consider whether they think Bluchers are a good or bad thing to Ade.
- 2 Once established that Bluchers are a bad thing (although Ade finds them quite beautiful later in the book), children scan the text to find three words that support this judgement. Encourage children to choose vocabulary that strongly supports the view.

Plenary activity 3


Sketching Bluchers

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Resources required: paper; drawing or painting materials

• Children should be able to:

 predict what might happen from details stated and implied.

 improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay].

- 1 After reading pages 3–5, ask children to create a quick drawing or painting of the Bluchers taking over a city.
- 2 Explain to the children that, as they don't have much description at this stage, their individual interpretations of something destructive and devastating may be very different.

You may want to display these and update and replace them as children learn more about what the Bluchers look like.

Plenary activity 4

URGENT PUBLIC HEALTH MESSAGE FROM THE GOVERNMENT

Dear resident,

As you are aware, your towerblock is located in what is known as a 'Blucher Disaster Area' and is under severe **threat**. Please read the following information carefully and follow the advice herein.

What we know:

- The plants known as 'Bluchers' have been confirmed by scientists as a new **species**.
- The species is deadly and has already claimed over 200 buildings and 500 lives in your area.
- The Bluchers grow quickly and silently.
- They feed on concrete, glass and metal by releasing an **enzyme** that dissolves the materials.
- Bluchers also release **spores** into the air which are **poisonous** when breathed in by humans.

Safety guide:

- Where possible, residents are advised to leave the area immediately and head to an official **safe zone** on the coast. Your closest safe zones are: Southend-on-Sea, Brighton, Eastbourne, Margate and Whitstable.
- When you **vacate**, please ensure you cover your body completely and wear a mask.
- If you are not able to leave your home, stay inside at all times and wait for assistance.
- Do not touch the Bluchers under any circumstances.
- If you have come into contact with the Bluchers, do not touch any other member of your family or the public. Wash immediately and stay in **isolation** until further notice.

Please be assured that scientists, government officials and the emergency services are working to find a solution to this crisis.

We urge you to stay calm and support your neighbours.