

Introduction	4
Using the CD-ROM	5
Curriculum links	6
About the book and author	8
Guided reading	9
Shared reading	13
Grammar, punctuation & spelling	19
Plot, character & setting	25
Talk about it	32
Get writing	38
Assessment	44

1. Likely language

Objective

To use adverbials or modal verbs to indicate degrees of possibility.

What you need

Copies of *Goodnight Mister Tom*, plain paper, photocopiable page 22 'Likely language'.

What to do

- Recap the events in the latest chapter of *Goodnight Mister Tom* you've read in class. Ask: *What do you think will happen next?*
- Divide children into groups, asking them to come up with four suggestions of what will happen next, writing each on a separate piece of paper, using the word 'will', for example, 'Willie will get stronger'.
- On the board draw a horizontal probability line, labelling the left end 'impossible' and the right end 'certain'. Ask each group to use the concept of the probability line to order their written suggestions in terms of how likely they are. Challenge groups to write two more suggestions: one impossible and one certain.
- Explain that when speaking or writing, we can't use a probability line to indicate possibility so we need to use language instead. Give out and discuss copies of photocopiable page 22 'Likely language'.
- Ask children to use the language on the photocopiable sheet to rewrite each of their suggestions to show how likely they think it is.

Differentiation

Support: Revise using comparative adjectives to compare the likelihood of two or more events. For example, likely, less likely, least likely; probable, more probable, most probable.

Extension: Invite children to write suggestions about unknown events in the past. For example, you could ask them to suggest why Tom went to live in the cottage next to the church.

2. Sensible suffixes

Objective

To spell words ending in 'able', 'ible', 'ably' and 'ibly'.

What you need

Photocopiable page 23 'Sensible suffixes'.

What to do

- Ask: *What is a suffix?* Discuss the meaning of the suffixes 'able' and 'ible' (capable of being). For example, the adjective 'enjoyable' means capable of being enjoyed. Discuss the related adverbial endings 'ably' and 'ibly'.
- The endings 'able' and 'ably':
 - are used if there is a related word ending in 'ation' (for example, applicable)
 - are usually used if a complete root word can be heard before them, even if there is no related word ending in 'ation' (for example, suitable)
 - if added to a word ending in 'ce' or 'ge', the 'e' must be kept, in order to keep the sound of the 'c' or 'g' soft (for example, serviceable, changeable).
- The endings 'ible' and 'ibly':
 - are usually used when a complete root word cannot be heard before them (for example horrible). However, there are a few exceptions (most notably, sensible).
- Give out copies of photocopiable page 23 'Sensible suffixes'. Ask the children to use the listed rules to select the correct spelling of each word in bold.

Differentiation

Support: In the second bullet-pointed activity on the photocopiable sheet, ask children to write sentences of their own around only a few of the adverbs rather than all eight of them.

Extension: Challenge children to list as many 'able' and 'ible' adjectives as they can, then check each other's spellings using a dictionary.

Sensible suffixes

'able' and 'ably':

- used if there is a related word ending in 'ation'.
- usually used if a complete root word can be heard before them.
- if added to a word ending in 'ce' or 'ge', the 'e' is kept.

'ible' and 'ibly':

- usually used when a complete root word can't be heard before them. However, there are a few exceptions (most notably 'sensible').

- Use the spelling rules above to circle the correct spelling from the two words in bold in each of the sentences below.

1. They built the shelter a **reasonable** / **reasonible** distance from the toilet.

2. It was so peaceful in Little Weirwold it didn't seem **possable** / **possible** there was a war on.

3. Tom asked Miss Thorne to suggest a **suitable** / **suitible** book for Willie.

4. Willie felt **miserable** / **miserible** because Sammy won the race.

5. Tom made Willie **comfortible** / **comfortable** in the armchair.

6. Sometimes, Willie wished he were **invisable** / **invisible**.

7. Willie's mother told him dogs were **horrible** / **horrrable**.

8. Willie had a **terrable** / **terrible** pain in his stomach.



- Use each of the correctly spelled adjectives to make an adverb. Use the adverb in a sentence of your own. Continue on the back of this sheet.
