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Extract 3

- Display and read Extract 3, which is taken from Chapter 5. Ask the children which senses describe the weather. (Sight and hearing.) Highlight the words 'gunfire' and 'pinging'. Ask: *Why might the author have chosen these two words?*
- Invite the children to compare the weather with the description in the next paragraph of Mrs Collins' mood. Explain that writers use this device of linking the weather with characters or events to make the writing stronger. Do they think it is effective?
- Underline 'her lips thinning into tightened purse strings'. Explain this description of the teacher's mouth is an indication of her mood. Some children may like to know this is called a metaphor.
- Read up to 'quiet'. Invite the children to find words to do with sound. Highlight their choices ('beat heavily', 'crept quietly', 'quiet'). Point out that the weather contrasts with the children's behaviour.
- Read to the end of the extract. Do they notice anything unusual about the tenses here? Underline 'dip', 'pick', 'pushing', 'shoving' and 'using'. Ask the children the tense of these verbs (present). Invite them to identify any verbs written in the past tense.
- Highlight the first sentence of the last paragraph. Invite the children to suggest another way this might have been written (such as 'Everybody made a great noise and a fuss.'). Ask: *Which of the two is more effective, and why?*
- Underline each instance of the word 'meant'. Invite the children to read out the sentences that include it, using appropriate emphasis.

Extract 4

- Display Extract 4 and ask the children to read it through silently to themselves. Afterwards, ask for their reactions to the information about boys wearing dresses and discuss their responses. Display the media resource '18th-century children' to aid discussion.
- Ask: *What three reasons are given for young boys wearing dresses?* Highlight the answers in paragraph two. Ask: *How would you be able to distinguish between boys and girls when they were dressed the same?* Again, highlight the answer.
- Ask: *What was breeching and why was it called that?* Highlight the relevant section in paragraph three. Ask: *What clothes would the boys wear once they stopped wearing dresses?* Highlight the answers in paragraph four.
- Invite the children to offer their opinions about how the boys would have felt at that time about wearing dresses, discussing their thoughts.
- Underline the sentence in paragraph three about working-class boys going to work. Do the children notice anything unusual about this fact? Do they know anything about child labour in history?
- Ask: *How do we know that boys used to wear dresses?* (From paintings and letters.)
- Circle the word 'assumed' in paragraph one. Do the children know its meaning or can they deduce it from the context? Repeat with 'graduated' in paragraph three.
- Can the children suggest why the tradition of boys wearing dresses might have died out?

1. Boy becomes girl!

Objective

To identify main ideas drawn from more than one paragraph and summarise them.

What you need

Photocopiable page 29 'What do you think?'

Cross-curricular link

PSHE

What to do

- Ensure the children have read Chapter 1 of *Bill's New Frock* before the lesson.
- Agree that no one notices the difference in Bill.
Ask: Why do you think the author has done this? How would the story have been different if they had? Would it have been the same if it was a girl changing to a boy? Discuss the children's responses.
- Hand out photocopiable page 29 'What do you think' for the children to complete independently. As they finish, allow them to compare and discuss their thoughts with a partner.
- When everyone has completed the sheet, bring the class together to discuss the children's various responses to the sentence-completion section of the sheet.
- Invite the children to share the words they chose to describe Bill's feelings in the second section of the sheet, writing them on the board. Can any of the words be used for more than one of the scenarios presented?

Differentiation

Support: Allow the children to work in pairs to complete the photocopiable sheet.

Extension: Invite the children to write a summary of the opening chapter, using paragraphs.

2. Drawing inferences

Objective

To draw inferences such as characters' feelings, thoughts and motives from their actions and justify with evidence.

What you need

Copy of *Bill's New Frock*, photocopiable page 30 'How did Bill feel?', individual whiteboards.

Cross-curricular link

PSHE

What to do

- Read aloud the section in Chapter 1 about the handwriting lesson, from 'He wrote more' to 'The Lovely Rapunzel'.
- Invite the children's ideas about Bill's feelings in this section, discussing their responses. Do they think this is representative of boys' and girls' handwriting?
Ask: Why do you think Bill wrote more neatly than usual? Was it his decision or was it something that came with being a girl?
- Allow the children a few minutes to talk with a partner, choosing words to describe Bill's feelings throughout the lesson and writing their choices on their individual whiteboards.
- Invite them to share their words, listing them on the board and discussing their appropriateness.
- Hand out photocopiable page 30 'How did Bill feel?' for the children to complete independently, noting whether any of the words on the sheet were chosen earlier by the children.

Differentiation

Support: Ensure the children know the meanings of the words 'outraged' and 'dismayed' on the photocopiable sheet. If they are confused by the words, allow them to omit these two sentences.

Extension: Encourage the children to include the word 'because' in their sentences on the photocopiable sheet.

How did Bill feel?

- Complete the sentences to explain how Bill felt about the things that happened to him.

Bill was embarrassed when

Bill was annoyed when

Bill was dismayed when

Bill was outraged when

Bill was puzzled when

Bill was pleased when