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### Extract 3

- Display paragraph 1. Invite the children to read it to themselves then ask for their observations. Do they notice the difference in sentence length, the pace and the atmosphere? Underline the verbs, noting their variety. Discuss deliberate vocabulary choice to enhance writing.
- Reveal the rest of the extract. Highlight the fronted adverbial in the second sentence of paragraph 2. Point out the unusual construction of the sentence starting 'Better therefore'. Ask the children's opinions about the atmosphere created in this paragraph.
- Ask the children to read the remainder of the text. Invite them to highlight and share what they feel are the most effective vocabulary choices. Ask them to justify their selections. Highlight the phrase 'the fields lost their grass'. Ask: *How else might this have been expressed? Why is this choice effective?*
- Looking at the whole extract, invite the children to identify where Michael Morpurgo has used any of the five senses in his description of the events, highlighting their choices. (Mostly sight and sound, though there are allusions to touch, for example, 'lush, wet meadow'; 'sapped the strength from my legs'; 'barbed wire that first snagged and then trapped my foreleg'.)
- Invite the children to identify examples of movement in the extract, and the associated verbs, underling their choices.
- Read the final short paragraph and ask the children to suggest what might happen next.

### Extract 4

- Display this extract. Ask the children to read paragraph 1 to themselves. Underline any words they identify as new to them (for example, 'spheres', 'internal combustion engine', 'equine stock', 'requisitioned'). Ask them to work out the meaning of these words from the text. Does it surprise them that horses were so important? In what ways do they think life became more difficult in Britain after the horses were requisitioned? (For example, farm work, delivering supplies, transport in general.)
- After reading paragraph 2, ask the children where horses were used by the military, highlighting their choices. Did they realise the war was fought in these countries? What is their opinion of horses being shipped from America, including wild horses? Can they suggest what conditions might have been like for the animals when crossing the Atlantic?
- After reading the rest of the extract, ask the children to identify the roles played by horses in the war, highlighting their selections. Underline the words 'cavalry', 'potential', 'plight' and 'endure'. Invite the children to work out their meanings from the text.
- Ask: *What do you think the soldiers felt about their role with the horses?* Invite them to give reasons for their opinions. The extract focuses on the horses, but can they work out what conditions would have been like for the soldiers and how this might have affected them?
- Show the children the media resource 'Horses in battle' for them to see the reality.

## 1. A horse's plea

### Objective

To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

### What you need

Media resources 'Horses on the Somme', 'Horses in battle', 'Horses being fed', 'Horses dragging artillery', photocopiable page 41 'A horse's plea'.

### Cross-curricular link

History

### What to do

- Display media resources 'Horses on the Somme', 'Horses in battle', 'Horses being fed' and 'Horses dragging artillery'. After each one, discuss the conditions the horses were experiencing. Remind the children that the horses were requisitioned and trained to be part of the war, having no choice in the matter. Ask: *What do you think they would have thought about their experiences?* Discuss their comments.
- Hand out photocopiable page 41 'A horse's plea'. Explain that the children are going to write a non-rhyming poem in role as a horse during the war, titled 'A horse's plea'. Ensure they understand the word 'plea'. Invite them to complete the page as a planning sheet to gather ideas for their poem.
- When they have finished their planning, they can begin to write their poems. Encourage them to select their vocabulary carefully in order to evoke atmosphere, reminding them of Michael Morpurgo's deliberate word choices in the story.

### Differentiation

**Support:** Suggest opening lines, such as 'Here I am...,' which can be repeated for each stanza.

**Extension:** Challenge the children to write a second poem, from a soldier's point of view, entitled 'A soldier's plea'.

## 2. Trooper Warren's letter

### Objective

To describe settings, characters and atmosphere in narratives and integrate dialogue to convey character and advance the action.

### What you need

Copy of *War Horse*.

### Cross-curricular links

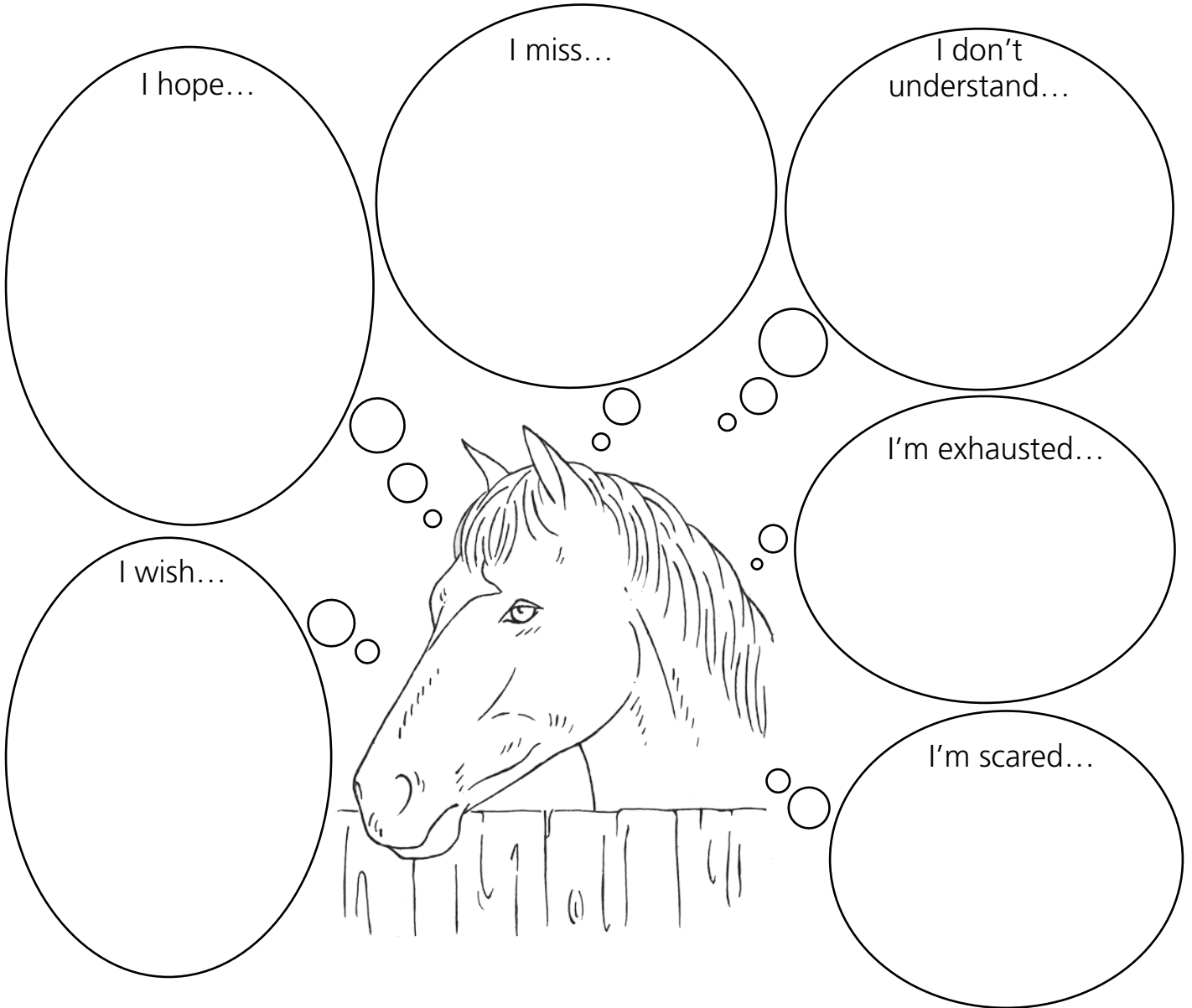
History, PSHE

### What to do

- Read the children the letter from Trooper Warren's mother in Chapter 7. Ask: *What does the letter tell us about Trooper Warren and his family?* For example, we know the family are farmers living in a village, that Trooper Warren's name is Charlie, that he has a younger brother, and a girlfriend called Sally. Ask: *What do you notice about the contents of the letter?* Agree that there is little news – nothing much seems to happen.
- Ask: *How would Trooper Warren feel to receive the letter?* Discuss their thoughts.
- Ask the children to spend a few minutes talking with a partner about how the trooper might reply to the letter. What might he write about? Would he be completely honest about what was happening around him in the war? What would he tell his family about Joey? To help their thinking, read to them again from Chapter 7, from 'It was during these long, stifling marches' to 'used effectively'.
- After ten minutes of planning time, ask the children to compose their replies to the letter, in role as Trooper Warren.
- For authenticity, allow the children to rewrite their letters on writing paper and place them in envelopes. Create a display together with the letter from his mother.

## A horse's plea

- What would a World War I military horse think about? What would it hope for? Consider the points below, making notes that you can use for your poem.



- List some possible opening lines for your poem.

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