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### Extract 3

- This extract is the start of the story's climax. Alice finally meets the Queen of Hearts. Read an enlarged copy with the class. Ask: *What is Alice's first impression?* (She is impressed but unsure whether she should lie down, bow or watch.) *Why did she decide not to lie down as the procession passed and what does this tell you about Alice?* (She wanted to see everything, she's inquisitive and independent, she's not easily intimidated.)
- Ask: *What is a procession?* (a group of people moving or marching in order, usually at a ceremony) *In what order did everyone appear?* (ten soldiers, ten courtiers, the royal children, the guests – mostly Kings and Queens and the White Rabbit, the Knave of Hearts, the King and Queen of Hearts) Encourage the children to locate words in the text that indicate the order of the procession ('first' 'next', 'after these', 'next', 'then followed', 'last of all'...). *What is strange about this procession?* (They're all cards except the White Rabbit.)
- Consider the use of speech marks. Let the children identify and highlight which speech marks show dialogue and which speech marks show Alice's thoughts. Ask: *Why does the author show Alice's thoughts in speech marks?* (To show Alice talking to herself.)
- Ask the children to find clues in the text that describe or imply how Alice felt before and after meeting the Queen. (At first, Alice was excited and 'eager to see the Queen'. Telling herself 'I needn't be afraid of them!' implies she was somewhat fearful in the Queen's presence at first, but then her bold responses show her becoming more defiant.)

### Extract 4

- Using an enlarged copy of Extract 4, ask the children to skim over it. Refer to the title and ask: *Is the text fiction or non-fiction? How can you tell?* (non-fiction; it has a heading and provides factual information about Victorian times) *What do you notice about the style of the language and the layout?* (The language is formal and precise, with no dialogue or detailed descriptions. The layout shows paragraphs that divide the text into sections.)
- Consider the paragraphs. Ask: *What is the main topic of each paragraph?* (First paragraph: introduction to childhood in the Victorian era; second paragraph: the lives of wealthy children; third paragraph: the lives of poor children; fourth paragraph: schools and classrooms; fifth paragraph: teachers and punishment.)
- Focus on the punctuation. Ask: *What are inverted commas used for?* (to indicate a quote or well-known expression) *What is the purpose of the comma in the third paragraph?* (to separate a list) *Find another example of this in the text.* (reading, writing) *What is the purpose of the comma in the first paragraph?* (separates two clauses) *What is the purpose of the colon in the first paragraph?* (to introduce a related thought or explanation) *Which words in the text are hyphenated and why?* ('well-dressed', 'well-fed', 'well-educated' are linked to form compound adjectives)
- Ask the children to compare the life of a wealthy Victorian child to that of a poor Victorian child. Ask: *Would you describe Alice as a wealthy or poor Victorian child? How can you tell?* (She was from a wealthy family because she was well-dressed and well-educated, and didn't have to work.)



## Extract 3

There was a sound of many footsteps, and Alice looked round, eager to see the Queen.

First came ten soldiers carrying clubs; these were all shaped like the three gardeners, oblong and flat, with their hands and feet at the corners: next the ten courtiers; these were ornamented all over with diamonds, and walked two and two, as the soldiers did. After these came the royal children; there were ten of them, and the little dears came jumping merrily along hand in hand, in couples; they were all ornamented with hearts. Next came the guests, mostly Kings and Queens, and among them Alice recognized the White Rabbit: it was talking in a hurried, nervous manner, smiling at everything that was said, and went by without noticing her. Then followed the Knave of Hearts, carrying the King's crown on a crimson velvet cushion; and last of all this grand procession, came THE KING AND QUEEN OF HEARTS.

Alice was rather doubtful whether she ought not to lie down on her face like the three gardeners, but she could not remember ever having heard of such a rule at processions; "and besides, what would be the use of a procession," thought she, "if people had to lie down upon their faces, so that they couldn't see it?" So she stood still where she was, and waited.

When the procession came opposite to Alice, they all stopped and looked at her, and the Queen said severely, "Who is this?" She said it to the Knave of Hearts, who only bowed and smiled in reply.

"Idiot!" said the Queen, tossing her head impatiently; and turning to Alice, she went on, "What's your name, child?"

"My name is Alice, so please your Majesty," said Alice very politely; but she added, to herself, "Why, they're only a pack of cards, after all. I needn't be afraid of them!"





## 7. When I woke up

### Objective

To identify how...structure...contributes to meaning.

### What you need

Copies of *Alice's Adventures in Wonderland*, notebooks.

### What to do

- Revise classic story structure on the board. Mark out a timeline of standard plot development: initial situation, conflict/problem, build-up, climax and resolution, conclusion. Hold a general story structure discussion and invite volunteers to relate this structure to a book they have read recently and decide whether it follows the model.
- Together, analyse the structure of *Alice's Adventures in Wonderland*. Use questions to prompt discussion and invite volunteers to annotate your timeline with plot events. Ask: *How does the story begin?* (Alice is bored and follows a white rabbit down a hole.) *What was the main conflict/problem?* (Alice wants to reach the garden but is the wrong size.) *What happens along the way?* (various) *What were the climax and resolution?* (court scene; Alice reaches correct size and acknowledges they are just cards) Ask: *How does it end?* (Alice wakes and it was all a dream.)
- Ask: *What do you think of stories ending with 'it was all a dream'?* After a brief discussion, explain this is often a poor ending because no proper resolution/conclusion is necessarily developed. Ask: *Do you think the 'all a dream' ending works in Alice's Adventures in Wonderland? Why?* (Encourage reflective answers.) Then organise the class to brainstorm in pairs for a different ending where it's not 'all a dream'. Share their ideas at the end.

### Differentiation

**Support:** Allow children to work in groups you can oversee and guide.

**Extension:** Ask children to write out their new ending in their notebooks.

## 8. Navigating Wonderland

### Objectives

To distinguish between fact and opinion and provide reasons for their views.

### What you need

Copies of *Alice's Adventures in Wonderland*, photocopiable page 31 'Caterpillars and Mushrooms', slips of playing-card-sized paper, dice.

### What to do

- Begin with a quick quiz on Chapter 1. First, ask two questions requiring an answer from the text or illustrations, for example: *What was the White Rabbit wearing when Alice first saw him?* (jacket/coat, shirt, cravat and waistcoat) *Why did Alice drink from the bottle labelled 'DRINK ME'?* (because it was not marked 'poison'.) Then, ask two questions that ask for a personal opinion or reflection backed by reasons, for example: *Would you have drunk from the bottle labelled 'DRINK ME'?* (Demonstrate that these questions require a 'because' answer: I would/wouldn't have drunk from the bottle because...)
- Organise the class into groups of three or four. Hand out copies of photocopiable page 31 'Caterpillars and Mushrooms' and a pile of card-sized slips of blank paper. Allocate each group a chapter or chapters of the book and explain that they must make ten game cards based on their allocated chapter: five 'question' cards that can be answered from the text or illustrations, with the answer written below, and five 'because' cards with questions asking for opinion-based answers with reasons. Once the cards are made (labelled 'question' or 'because' on the blank side), mix them up and distribute them between groups to play the game.
- This activity can be adapted for a single chapter or section, or to have a specific focus of your choice by writing your own question cards.

### Differentiation

**Support and extension:** Ensure that groups are of mixed-ability.

