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SHARED READING

Extract 1

- Read Extract 1. Ask: *Why is Jim excited?* (He has enough money to buy the family a meat pie.) *Why does Mrs Hodder order him out of her shop?* (She has been bothered all day by boys begging for pies and assumes Jim has no money to buy one.) *Why do the boys chase Jim?* (They are hungry and have no money so they would try to steal the pie.)
- Tell the children that they are going to focus on the descriptive writing. Ask them to identify some adjectives and underline them ('muddy', 'swaying', 'hungry', 'hot', 'soggy').
- Highlight on the extract the way the author uses active verbs to create a sense of hurry and excitement ('flung', 'dodged'). Circle the verb 'prised' and ask the children if they can explain it. Ask: *Can you suggest replacements?* (forced, pulled hard) Underline the phrase 'slithered and skidded'. Point out how the author uses alliteration and also onomatopoeia, as the repeated 's' sound suggests the sliding of the horses' hooves on the snow.
- Challenge the children to identify three similes ('as hot as a piece of coal', 'winked at her like an eye', 'rock like a ship at sea'). Underline the idiom 'blue with cold'. Ask: *What does it suggest?* (extremely cold, his feet are losing blood supply because they are so cold)
- Point out that the author uses words to describe different senses: for example sight ('glowed yellow'), hearing ('gurgling'), smell ('hot gravy'), touch ('warming him through its cloth wrapping').

Extract 2

- Read Extract 2. Ask: *What time of day is it?* (morning) Focus on the descriptive language. Ask: *How does the author use personification?* (the river is described as a living thing that breathes; the boats as blooming into life) *What are the dark looming shapes?* (the boats and ships)
- Circle the noun 'gleam' and ask the children what it means (a bright light reflected from something). Point out how the author has used the noun in a metaphor to describe light reflecting on the water.
- Underline the phrases 'the knot of the *Lily*' and 'the floating castles' and ask the children to explain them. (The knot is in the rope around the *Lily*'s mooring and castle is a technical term for the area above a ship's main deck). Circle or underline any other tricky vocabulary such as 'brazier' and check that the children understand the meaning.
- Focus on the devices used to convey the character of Nick. Circle verbs ('lumbered', 'belched'). Ask: *What impression do the words give of Nick?* (He is heavy, clumsy, rude.)
- Look at the last sentence of dialogue. Ask: *What is wrong with the way Nick uses verbs?* (He uses singular forms of verbs for plural 'we'.) *Can you identify which sentence is incomplete?* ('Not while there's coal in the ground.')
- Ask a volunteer to correct Nick's grammar. ("When we clear this lot, we go out for more, from one of those big boats. So don't think your work's done. Your work is never done, not while there's coal in the ground.")



Extract 2

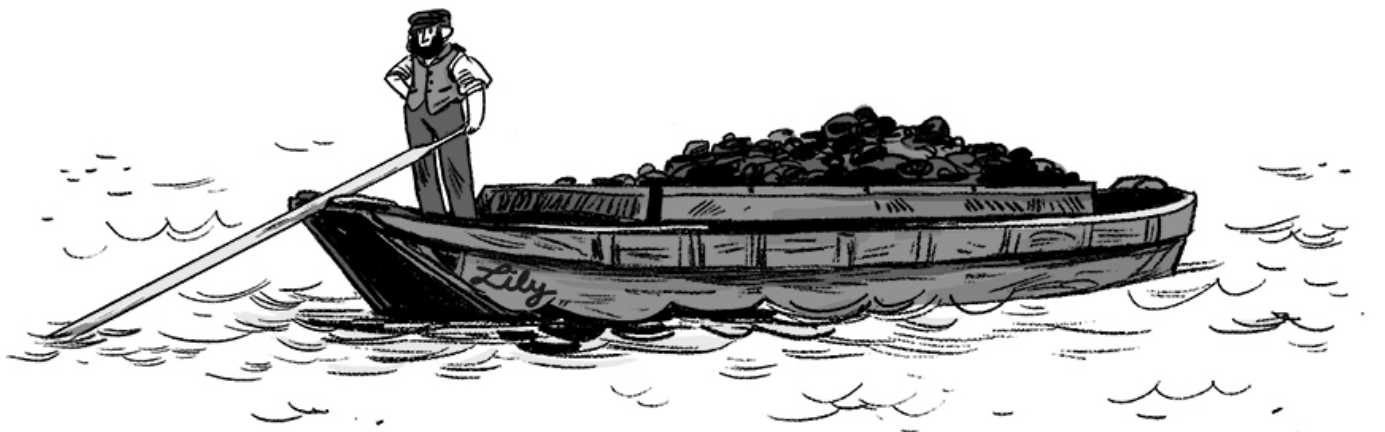
Jim woke up before Grimy Nick. The river was overflowing with mist and seemed to be breathing with secrets, with dark looming shapes. When the mist began to lift they bloomed into life, like a city, street upon street of boats. He could see downriver to the long silver gleam of water, under the dark arches of a bridge, and he knew that far away from there it flowed out to the sea. He imagined slipping the knot of the *Lily* and drifting downstream with her past all the floating castles of tall sailing ships and out to the huge ocean.

When Grimy Nick lumbered up from his dark hole he swore at Jim for letting the fire in the brazier go out. "You'd think we didn't have any coal on board, you fool." He laughed at his own joke, a great startling whoop of laughter that set Snipe leaping up out of his sleep. Jim tried to laugh with him.

"Get water from the yard," Nick snarled. "Start the day off right."

When Jim came back with his slopping pail he found Nick toasting fish by the fire. He threw a piece in one direction for Jim and some heads in another direction for the dog. Then he wiped his mouth with the back of his hand and belched.

"Work!" he told Jim. "When we clears this lot, we goes out for more, off one of them big boats. So don't think yer work's done. Yer work's never done. Not while there's coal in the ground."



GRAMMAR, PUNCTUATION & SPELLING

1. Not just nouns

Objective

To use expanded noun phrases to convey complicated information concisely.

What you need

Copies of *Street Child*, Extract 1, photocopiable page 22 'Not just nouns'.

What to do

- Display an enlarged copy of Extract 1. Re-read the extract together, then circle the words 'horses', 'street', and 'floor'. Ask: *Can you identify what part of speech they are?* (nouns) Examine the phrases which expand the nouns to describe them further: 'the swaying horses', 'the dark street', 'the soggy floor'.
- Tell the children that we call this kind of phrase an expanded noun phrase. It is a neat, concise way of conveying more about the noun. Challenge them to find more expanded noun phrases in the extract, underlining or circling them ('Passing carriages', 'the meat pudding shop', 'a dry patch of straw'). Note how the phrase gives us more information about the noun in each case. Ask: *Can you suggest other adjectives that could expand the phrases further?* (For example, the nervous, swaying horses; the dark, narrow street; the tempting meat pudding shop.)
- Arrange the children into pairs and hand out photocopiable page 22 'Not just nouns'. Allow them time to fill it in then bring the class back together to review their work.

Differentiation

Support: Provide a list of adjectives to help children compose phrases.

Extension: Challenge the children to write more noun phrases and sentences for other nouns taken from the novel.

2. Verb switch

Objective

To use passive verbs to affect the presentation of information in a sentence.

What you need

Copies of *Street Child*, photocopiable page 23 'Verb switch'.

What to do

- Write these two sentences on the board: 'Rosie rocked Jim to sleep.' and 'Jim was rocked to sleep by Rosie.'
- Underline the passive and active verbs. Ask: *What difference does the verb form make to the sense or meaning of the sentence?* (The passive puts the emphasis on Jim; the active on Rosie.) Challenge volunteers to suggest follow-on sentences, retaining the same subject but using a pronoun to avoid repetition, for example: 'Jim was rescued by Barnie. He was living on the streets.'; 'Barnie rescued Jim. He gave him a home.'
- Hand out photocopiable page 23 'Verb switch'. Allow the children time to read through and fill in the sheet, working individually or in pairs.
- When they have finished, ask volunteers to read aloud all the sentences on the sheet which use a passive verb. Reflect how this puts all the emphasis on the character of Jim and what happened to him in the story. Repeat the exercise asking volunteers to read aloud all the sentences which use the active form. Reflect how the emphasis has now switched to the other characters and how they treated Jim.

Differentiation

Support: Before they begin, model several short sentences on the board in both forms.

Extension: Ask pairs to rewrite all the sentences using the passive form in the first person as if Jim is speaking to them. (For example, 'I was sold by Rosie's grandfather.')



Not just nouns

- Write an expanded noun phrase for each noun taken from the novel. Then use it in a complete sentence.

1. River



Noun phrase: _____

Sentence: _____

2. Coal



Noun phrase: _____

Sentence: _____

3. Boat



Noun phrase: _____

Sentence: _____

4. Dog



Noun phrase: _____

Sentence: _____

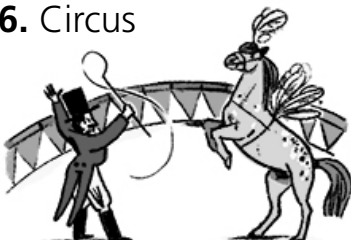
5. Caravan



Noun phrase: _____

Sentence: _____

6. Circus



Noun phrase: _____

Sentence: _____
