

Shared reading

SECTION

3

Extract 1

- Read through the extract (from chapter I) then read the chapter up to this extract.
- Split the class in two and ask one half to concentrate on Mum and the other half on Dad.
- Re-read the extract and at the close ask each side to give Mum's view that Dad is wrong and vice versa. Let the 'teams' take turns to give their views then allow the other side to come back at them.
- Having gone through this reconstructed argument, ask the whole class to take Andy's side as you read the extract again. How does Andy feel after this incident?
- Look through the passage and highlight points in the text where the children could indicate what Andy is feeling. Encourage them to use their imaginations to step beyond what the text tells us; so, she could feel happy when Dad bursts in or angry at Un-Uncle Bill.
- Why did Mum insist that Andy stay in bed? Do the children think she was thinking of Andy or trying to upset Dad?
- Finally, ask the children what they think. Do they think Dad was being reasonable? Couldn't Andy have just slipped home with him in the car? Wasn't it wrong of Dad to barge in, or did he have a right to do so?

Extract 2

- Cover the last paragraph of the extract and then read up to that point.
- Look at the things Mr Peters says and does. What does he think of the boat? Why does he turn it backwards and forwards? Do the children think he really doesn't mind either way about Graham being invited?
- Re-read the exchange Mr Peters has with Andy about Graham. Do the children think she would have moaned about her siblings? Can they act out a complaint she might have made?
- Now look at the excuses Andy makes. What do the children think of her answer about Graham and homework – is that true? Why do they think she is making these excuses?
- Reveal the final paragraph and focus on the line, *I wanted to keep Mr and Mrs Peters all to myself*. Why is that? Why doesn't Andy want Graham to visit?
- Re-read the last page of chapter O and ask what this could tell us about Andy's attitude to Mr and Mrs Peters.

Extract 3

- Tell the children that this reading session involves a quotations trail. Enlarge and cut out the quotations, sticking them around the room, with sheets of A3 paper underneath.
- Ask the children to work in groups of three or four, walking around the room and homing in on one of the quotations.
- Without looking in the book, can they think where in the story, such a quotation could appear?
- Tell them to note their ideas on the A3 sheet. Explain that you want them to suggest who would say such a thing and what incident prompted these words. This is not a memory test; it's about fitting the words with the events and characters in the story. Ask the groups to move from one quotation to another.
- Once completed, gather the A3 sheets together and look through some of the suggestions, with children explaining their choices.
- As follow-up work, ask the children to use copies of the book to find what will now be well-sought-after answers.
- (The quotations are from: Introduction, D, G, J, N, R, S, W, Z.)

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