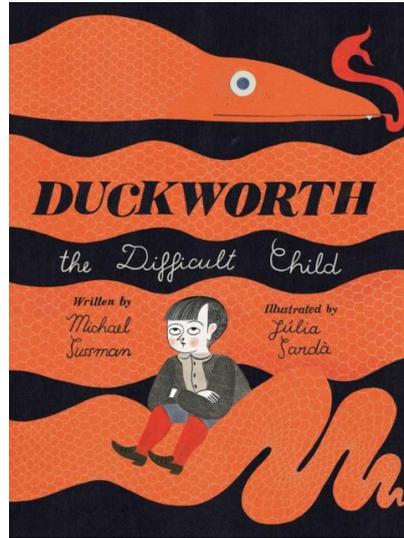


hooks into
books

KS1 33

Autumn 2019



Duckworth, the
Difficult Child

Michael Sussman and
Julia Sarda

Simon & Schuster

Why We Chose This Book

This dark but funny story will appeal to any child who feels their parents don't listen to them. The stylised illustrations work with the tone of the story to create a thoroughly entertaining book.

Sharing the Story

Story Signal

A regular signal that you could use to establish the story time
What routine have you established in your setting?

You: What time is it?
Class: It's STORY TIME!

Way In – The Hook

How will you engage them before you start to read?

A way to engage audience before you start to read

Come into the class, ask a student a question then completely ignore their answer. Ask another student a question and do the same! Keep going until the class realise you're ignoring them. Come out of character and talk about how it felt to be ignored. What did the children notice? Did it make them feel sad or angry?
Explain you are going to share a story about a boy who feels ignored and ask the children to think about how they would feel if they were him.

seven stories

The National Centre for Children's Books

<p>Getting ready to listen / contract in What will you do to remind them it's time to look and listen?</p>	<p>This story is about listening so we really need to get our listening ears ready. Firstly, wiggle them at the top, then at the bottom, clean them out (YUKKKK!!!) Turn to a friend and whisper something in their ear, could you hear them? If not, turn up your ears by finding your volume button on your head.</p>
<p>The Reading/Telling How will you make the telling lively and interesting? Character voices, volume, pace, tone, style.</p> <p>Participation Which parts of the story will the audience join in with? Questions, talking points, actions, noises etc.</p>	<p>Take the time to examine the illustrations. What do you notice?</p> <p>How might Duckworth feel when his parents are ignoring him?</p> <p>Do you have to do any chores at home?</p> <p>How might Duckworth sound when he's inside the snake? Can you make your voice sound muffled or far away?</p> <p>What else can you spot inside the snake's belly?</p> <p>What do you notice about the picture on the wall when Duckworth manages to crawl out of the snake?</p> <p>Where do you think the snake might go to now?</p>
<p>Ending – Way Out /Book Talk How will you close the story?</p>	<p>Who enjoyed that story?</p> <p>What was your favourite part?</p> <p>Which was your favourite picture?</p> <p>Do you ever feel like you're being ignored?</p> <p>Do your parents / carers ever tell you that they feel ignored?</p> <p>How can we show others that we are listening to them?</p> <p>Why is it important to show others they are being heard?</p>

Suggested Activities

Writing The Book for Dealing with Difficult Parents

Write a chapter on how to deal with difficult parents. Subjects could include:

- What to do when your parents (or carers) make you eat vegetables
- How to train your parents to let you watch TV all evening
- Chores and how to get out of them
- Chocolate for Breakfast? Here's how to get it!

Snake Stories

Where did the snake come from and where did it go? Use drama to map out a back story for the snake. Why did it end up in Duckworth's wardrobe? Where did it go next? Has it become a reformed character, never to eat another person again?

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