

hooks into
books

KS2 Pack 32

Autumn 2019



Small in the City

Sydney Smith

Walker

<p>Why We Chose This Book</p>	<p>Small in the City is an atmospheric picture book exploring place, perspective and home. It's a gorgeous, gentle story with a surprising end, great for a cosy self-read or winter class share. Full of opportunities for conversation and imaginative thinking, it's particularly perfect for younger KS2.</p>
<p>Props and Resources</p>	<ul style="list-style-type: none"> - Pieces of red paper, each cut into the shape of the child on the hard-back front cover, either a handful or one per child - Audio of bus and/or city soundscape:- https://www.youtube.com/watch?v=8QtTw9lCO7U (bus) https://www.youtube.com/watch?v=cDWZkXjDYsc (city) - Pen and post-its or paper cut into thought bubble shapes - Blutak - Woollen hat with red bobble (d.i.y. with wool & safety pin to attach:- https://www.wikihow.com/Make-a-Pom-Pom), - Chalk/charcoal (or pens/pencils), black/white paper & glue.

Sharing the Story

<p>Story Signal A regular signal that you could use to establish the story time What routine have you established in your setting?</p>	<p>Create a story chant based on a song or football chant, like this one made up by one of our Reader-in-Residence classes:- Caller: Weeeee love reading / Class: (clapping each beat) Oh, yes, we do / Caller: Weeee love reading / Class: Oh, yes, we do / All: (double-time with clapping) Books, books, books, books, books, books, books, books / Caller: Weeee love reading / Class: Oh, yes, we do!! (all cheer)</p>
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<p>Way In – The Hook How will you engage them before you start to read?</p> <p>A way to engage audience before you start to read</p>	<p>Before class arrives, hide red paper cut-outs around the classroom. Announce to class that we are going to have a story, but first, does anyone notice anything unusual in the room? You'll have to look closely. When first cut-out found, ask finder to describe what it looks like and set class the task of finding the remaining number of cut-outs. When found, gather children for story-time (close enough so that children can see the details in the pictures).</p> <p>Praise children's noticing skills – it can be easy to miss things that are small. Especially when we're in a familiar place, we can forget to really look around us. Hold up the hardcover book jacket for class to see. Ask children what they can see. Then ask children what they predict the story will be about. Turn to the book cover itself – what else can we see? It's the cut-out character. This is their story. Let's find out more...</p>
<p>Getting ready to listen / contract in What will you do to remind them it's time to look and listen?</p>	<p>Check that we are all comfy – everyone have a wriggle in their seats. We've already checked our looking skills so we'll be ready to look closely at the story. Check our listening skills, by listening to audio clip of a city soundscape and asking children to remember what they hear, or instead just by giving ears a rub! Let's begin...</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>Note: In general, with books where pictures are the focus, I recommend a mixture of asking questions about what's happening, reacting to the page myself non-verbally (i.e. shivering if it looks cold or gasping if there's a surprise, or just reading the words (if any)), and being still, holding the pages open, so that children have time to really take in what's there. Here are some suggestions for each page:-</p> <p>1st, 2nd page – what do you notice? No words. Just a person on a bus, maybe listening, watching. Hands up if you do that sometimes. Ask children where they might be going or who they might be.</p> <p>3rd page - what sounds might the character hear when they get off the bus? Create a sound orchestra, with groups assigned to each noise. Agree hand signals for louder/quieter/stop, then you or volunteer conduct class.</p> <p>4th page – ask why the child is walking, what might they know/not know, what might be scary if you're small?</p> <p>5th page – get class to make sound effects, play with volume.</p> <p>6th page – who do you think is talking? Who do you think is listening? Emphasise no right or wrong since we don't know.</p> <p>8th page – how might these dogs sound? How might character feel/react? Get 4 volunteers and act out character walking past the 3 dogs – use bobble hat for the child.</p> <p>9th page – note that it has started to snow. Collect sensory</p>

	<p>words and phrases to describe the environment drawn.</p> <p>10th page – rub hands together quickly and/or blow into cupped hands to generate warmth. Ask if anyone has other examples of cosy warm places they have discovered. Would you like to nap here?</p> <p>11th page – likewise, would you like a fish and a rest here? Is this good advice? Do we still think the same about who is talking and who is listening?</p> <p>12th - 14th page – act like you've been drawn into the mystery, turning pages as if you don't know what's next, e.g. curious, excited. Using smiles, eye contact, and non-verbal sounds, e.g. humming to yourself, communicating emotions in your breathing, tired sigh, cold "brrrr," confused "huh?!", eye-raising breath-in, gasp, "a-ha!" At the end, ask what the meaning of the lost poster is.</p> <p>15th page – make storm sound effects. Where do you think the cat is during this storm?</p> <p>16th page – how do you think the character is feeling? If you could add a thought bubble to this page, what would you write? Collect suggestions and get volunteers to write on thought bubble templates (or post-its) and add to the page.</p> <p>17th page – who is the tall figure? What makes you think that?</p> <p>18th page – recap ideas about who is talking and listening. What do we think now? What is the ending of the story?</p> <p>19th page – final reveal! Does this change what we think?</p>
<p>Ending – Way Out /Book Talk How will you close the story?</p>	<p>Ask children what they liked/didn't like about the story. Look back at favourite pages. Notice all times that red is used and the way it stands out against the wintry cityscape. Invite children to draw their own wintry landscape for their red paper cut-out to walk in, perhaps based somewhere they walk, e.g. local street, park. Create similar colour palette to book using chalk or charcoal and stick cut-out into picture with glue.</p>

Suggested Activities

LOST!

Ask children to create their own posters appealing for the cat's return. Before they start, collect ideas about what would need to be included on the poster – e.g. descriptive words for the cat's appearance, likes/dislikes, examples of persuasive language for why they want people to help, etc. You could also widen this to a conversation about losing things, with children sharing own experiences – objects, pets, etc. - and whether/how they were searched for/found. Posters could be for any imagined thing – lost toy, lost owner from cat's perspective, etc.

Small in Our Surroundings

Take a winter walk outside, either in the local streets or around school grounds. Embrace cold/wet weather and wrap up like the character in the story. Before setting out, cast children in role of

investigators, looking for places where a cat (or small child) might 1. explore 2. hide 3. play 4. rest, referring back to the book to show the places mentioned. Be clear that everyone knows boundaries re: behaviour, keeping together, etc. If possible, use a camera or paper/pencil/clipboard to record findings. Take time to reflect on how it feels to be outside – how you feel inside and what's happening in your body/toes/breath, etc. as well as the surrounding sounds/sights/smells. Back in the classroom, share how it felt to be outside and what you found. In groups, create your own version of the story, giving advice in short sentences with accompanying photos or drawings of the places found. Use writing prompts if needed e.g. We know our surroundings, we can give you some advice. / There are good places to hide, like... / We would avoid..... if we were you / This looks like a good place to rest / If you go to, you could...

A Cat's Tale

Where did the cat go? Discuss what the cat might have gotten up to while the child was out walking. Why did the cat and child get separated in the first place? Did it have a grand adventure? Was the child ever close by? Where is it at the end of the story? Collect ideas, then ask everyone to find a space and imagine that they are the cat curled up asleep - It is one week before the day of the book and this is the day that the child and cat are separated. Ask children to consider what they think their cat would be doing that morning and then move into a freeze-frame representing that activity (e.g. eating, licking, etc.) as you count from 5 to zero. Once all are frozen, you can ask volunteers for a word to describe how the cat is feeling or one thing they can see/hear/smell, etc. as a clue to where/what they are up to. Repeat the activity, each time counting down while children move into a new freeze-frame, representing what the cat does that afternoon, night, following day, 3 days later, 7 days later, and at the end of their story. Return to seats and ask children to record the story they just imagined, either in words, pictures or both. Divide an A4 sheet into 4 squares (same on the back) so they have 8 squares, one for each time-frame (title page, morning, afternoon, night-time, following day, 3 days later, 7 days later, end of story).

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