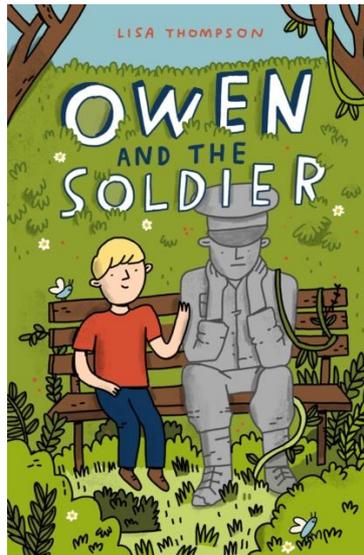


## hooks into books

KS2 Pack 32

Autumn 2019



## Owen and the Soldier

Lisa Thompson and Mike Lowery

Barrington Stoke

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| <p><b>Why We Chose This Book</b></p> | <p><i>Owen and the Soldier</i> turns familiar themes of war and remembrance into a contemporary tale of a boy dealing with a lot, who finds his own way to be brave. It packs a lot of heart in a small word count and it's a great antidote to the misconception that older readers need longer reads. The publisher is the brilliant Barrington Stoke who commission excellent authors to write great stories, adapted for reluctant, under-confident and dyslexic children/teens.</p> |
| <p><b>Props and Resources</b></p>    | <ul style="list-style-type: none"> <li>-Container to hide and then reveal the book</li> <li>-2 or 3 objects relating to the story, e.g. soldier's hat, medal, boy's trainer, scrap of poem (Peace by Rupert Brooke)</li> <li>-Chairs pushed together to make a bench</li> <li>-Post-its and pens/pencils</li> </ul>  |

## Sharing the Story

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| <p><b>Story Signal</b><br/>A regular signal that you could use to establish the story time<br/>What routine have you established in your setting?</p> | <p>Create a bit of theatrical expectation for your story-time by putting each new book in an intriguing-looking bag, box, suitcase or parcel, along with 2 or 3 objects relevant to the story. Ask the class to tidy up and get ready for a special story-time – you will choose a person from the table who is ready first to open container and reveal items. The class can then guess how objects might relate to the book.</p> |
| <p><b>Way In – The Hook</b><br/>How will you engage them</p>  | <p>Get everyone to make a rumbling sound on desks or knees, going from quiet to loud, and then at your signal, all clap once</p>   |

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| <p>before you start to ready?</p> <p>A way to engage audience before you start to read</p>  | <p>and fall silent as the volunteer takes out the book and announces the title of the story. Explain that this book is from Seven Stories' Hooks into Books experts and one of their top seven new children's stories for this term. Seven Stories are keen to hear what class think of the story and have challenged schools to re-create the book cover. We're going to read the story together and bring it to life with fun activities and imagination and conversations. First, let's re-create the cover using costume objects and looking closely at book cover so as to mimic positions and expressions. Ask class to suggest what these characters might be thinking/saying/doing and what story will be. Data protection allowing, you can take a photo of the re-created cover and send it to Seven Stories along with feedback!</p>   |
| <p><b>Getting ready to listen / contract in</b></p> <p>What will you do to remind them it's time to look and listen?</p>  | <p>Ask everyone to check that they are ready. Firstly, is everyone comfy? If suitable, perhaps class can be allowed special seating arrangements during story-time, e.g. class cushions to sit on, turning chairs away from desks, etc. Second, is everyone focused? Check children are ready to look – looking up, down, side to side, quick-fire "look at X, look at Y, etc." ending with "look at me." Check children are ready to listen - make a sound that they repeat, e.g. click fingers, pop cheek, etc. finishing with a "ssshhhh" sound. Let the class be silent for a moment, then begin. [If needed, explain "ssh" is the last sound of the game, so no more copying needed!]</p>  |
| <p><b>The Reading/Telling</b></p> <p>How will you make the telling lively and interesting? Character voices, volume, pace, tone, style.</p> <p><b>Participation</b></p> <p>Which parts of the story will the audience join in with? Questions, talking points, actions, noises etc.</p> | <p>Have a go at different voices to help differentiate the characters; if accents aren't your thing, try playing with tempo and pitch, e.g. fast and high for Mrs Bachman, fast and low for Mr Jennings. Alternatively, ask the class to decide what kind of voice the character should have, and copy their suggestions – even if it's way off the mark, they'll get a kick out of it!</p> <p>As you may not read all in one go, here are some suggestions for the first section (P1-43):-</p> <p><b>Chapter One</b> – Have volunteers act out the scene as you read.</p> <p><b>Chapter Two</b> – Read the scrap of poem if it was one of your hook objects. Ask children what they know about conscription and/or explain. If space is suitable, have a volunteer demonstrate a 'stuntman' forward roll.</p> <p><b>Chapter Three</b> – Ask what children would choose to write a poem about.</p> <p><b>Chapter Four</b> – At the end, review the story so far. What have we found out about Owen and his family? What questions do we have?</p> <p><b>Chapter Five</b> – Try creating a tableau (group freeze frame) of Owen, Megan and the Soldier with volunteers at the start of the scene, asking them to choose a pose that reflects what they are</p> |

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|   | <p>feeling inside. Ask class to listen carefully and when they notice an emotion change (e.g. when characters react to new information), ask them to put up their hand. Each time, chosen volunteer should re-position the person in the tableau, as if re-moulding a clay statue.</p> <p><b>Chapter Six</b> – Owen texts Kate to say everything is fine. Is it? Discuss the ways Owen copes with his Mum's illness: what is he doing well, how might he be feeling? Why doesn't Owen tell Kate? Ask class to imagine they are Owen's friends – working together, what advice would they give him? Have volunteers read the newspaper articles &amp; emails.</p> |
| <p><b>Ending – Way Out /Book Talk</b><br/>How will you close the story?</p> | <p>Ask children what they think of the story. Hand out post-its, and ask them to vote on whether they have enjoyed it so far by drawing a thumb up/down/sideways, as well as a prediction for how the story will end. Ask class to fold notes, put their name on the outside, and collect them in the story bag. Children can find theirs at the end of the story and see if they were right.</p>  |

## Suggested Activities

### Poetry Activities

**P23** - If Mr Jennings asked you to write about your favourite thing to do, what would you choose? Choose one word (or three, or a phrase) to describe that thing – encourage diverse and interesting words. (If wanted, say that you will choose a winner whoever comes up with the best word/s.) Explain that we are going to use our fab words to make a class performance poem. Ask all to imagine that they are a statue dedicated to their favourite thing. Have them choose a pose and position in the room that conveys their thing. When all are in place, walk through this garden of statues. As you pass each statue, they should say their word(s) aloud. Encourage experimenting with vocal intonation to help convey their word's meaning, e.g. in a quiet, proud, concentrated, joyful, voice.

**P65** - We only hear the beginning of the poems by Sean and Megan. Have a go finishing them off. Perhaps begin writing one at the board, then offer choice to complete the other or write your own. Remind children of the different rhythms available and choice to rhyme or not.

### PE Stunts

In PE, see if class can take a lesson from Owen and practice a safe forward roll (getting straight back up to feet) then try out other stunt moves – side roll, backwards roll, vault, etc. Look to Youtube for age appropriate examples.

### One-Sided Conversation Drama

Throughout the story, Owen talks to a statue. Why? In what other situations might a character be talking to someone/something that doesn't answer back? (e.g. too busy, not listening, dead,

animal, inanimate, etc.) Collect ideas, then challenge pairs to write a 10-12 line scene where one character doesn't say anything – encourage inventive, unique ideas. Ask children to give their scene title and perform it back to class.

## Statues

Look at photographs of famous or local statues. Does anybody recognise any of them? Celebrate children's knowledge. Cast children in the role of Council Inspectors assessing whether statues should be kept or not. Working in groups, ask children to fill out a 'Condition Report' for one of the statues. This should have sections entitled:- Statue Name: / Location: / Material: / Year Statue Built: / Condition: / What did this person/group do to deserve a statue? / What could this space be used for instead? / Recommendation to Council Leader: leave / repair / remove. Encourage children to look closely for clues and whenever needed, guess or use wild imagination! Share answers as a class.

Review reasons why someone might deserve a statue (e.g. famous, kind, brave, first person to..., etc.) Ask children to think of someone that fits one of those categories, either famous or someone they know personally. Ask children to write a letter to their local Council Leader like Owen does, setting out their arguments for why their choice deserves to have a statue – this could include an artist's impression, too (suggesting design, location, materials, etc.).

## Remembrance Day

Read story as part of reflections and activities for Remembrance Day (11<sup>th</sup> November). There are lots of useful resources online, such as this concise presentation from TES:-

<https://www.tes.com/teaching-resource/remembrance-day-presentation-6062883>

As an activity, explore with class what things we want to remember, big and small? What do they have in common? (e.g. importance, otherwise busy and would forget, etc.) What things do we do to help ourselves remember, big and small? (e.g. writing down, visual aids, songs, stories, symbols, etc.)

Share photos of war memorials of different styles, e.g. Tower of London Remembers, Korean War Veterans Memorial in Washington, Peace Bench in Hastings, Chilwell Memorial, Monument to the Women of World War II, Commonwealth Memorial Gates. Which do individuals think are most effective? Invite children to design their own memorial on paper and/or create a 3-D model in cardboard or clay.

## Seven Stories Bookshop

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FREE School accounts offer 10% discount on orders under £100 and 15% discount on all orders over £100. Contact [learning@sevenstories.org.uk](mailto:learning@sevenstories.org.uk) to set up your free account.