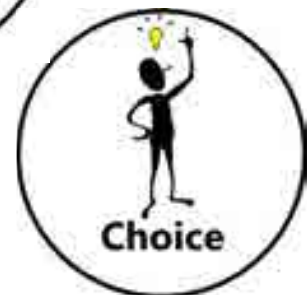
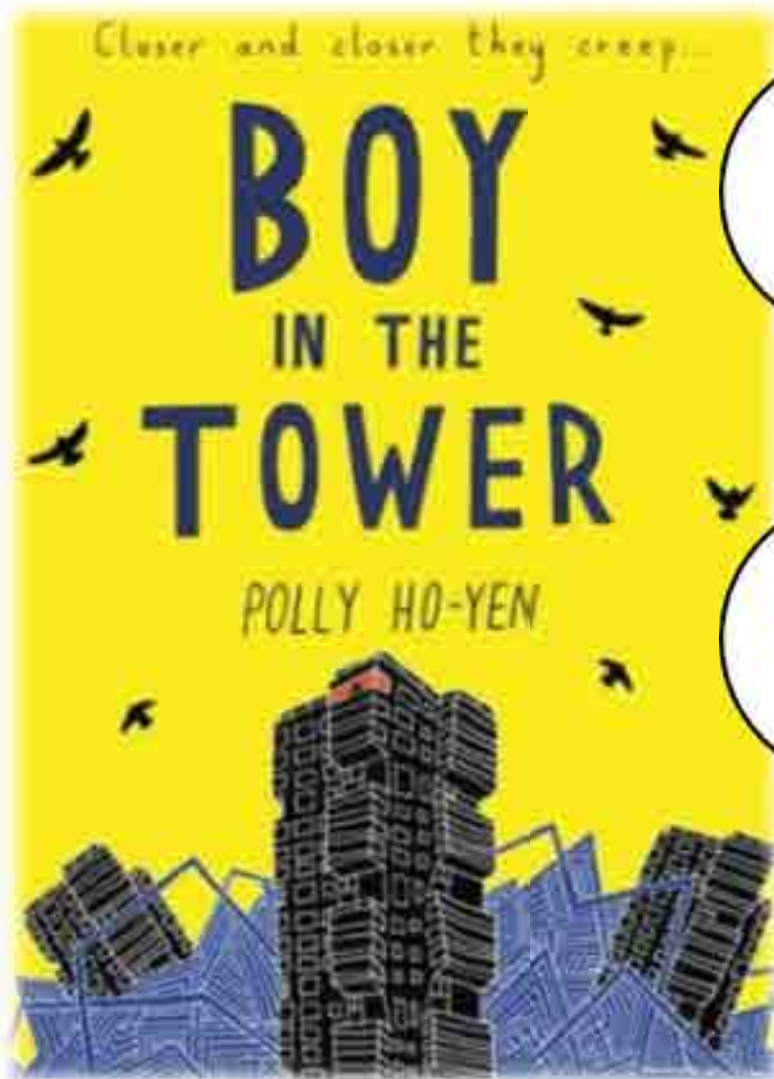


Whole-Class Reading Unit

Upper Key Stage 2

By Rhoda Wilson
@TemplarWilson



Based on **Boy in the Tower**
by **Polly Ho-Yen**

Lesson One

Based on Chapter One



PART ONE

Read with ERIC Activity based on the front cover of Boy in the Tower

Close and clear they were.

**BOY
IN THE
TOWER**

POLLY HO-YEN

- What does the word vibrant mean?
- How many birds are on the front cover?
- Using evidence from the front cover, why are the birds flying away?
- How has the designer of this front cover made you want to read the book?

PART TWO

After reading Chapter 1, discuss the definitions of unknown vocabulary.

Suggested words:

swaying
wispy
stealthily
daze

Speed Retrieval Challenge

The stain on the ceiling looked like:

- A) A wiggly line B) A wobbly circle C) A wobbly mark

The roads are described as:

- A) tiny-looking B) minute-looking C) miniature-looking

What colour were the bricks of the school?

- A) Red B) Grey C) Brown



PART THREE

Children can complete the speedy retrieval multiple-choice activity to become familiar with the chapter. This could be done as paired work, independently or as a whole class discussion.

PART FOUR

In Chapter One, the author leaves the reader with lots of unanswered questions as she withholds some crucial information. In the table (Appendix A) children can record the quotes from the text which leave them wanting to know more. They are also to record what questions it leaves them with.

Quote from the text...	The question it raises...
"I wish I could wake up to another Monday like that."	What's happened to make him wish it was a cold, grey Monday?
"Those days are gone now that the Bluchers are here."	What are the Bluchers and how did they change day to day life?
"...when mum wasn't well."	What's wrong with mum? Is she unwell a lot?

Lesson Two

Based on Chapter Two



PART ONE

After reading Chapter 2, discuss the definitions of unknown vocabulary. Suggested words:

shepherding

slick

drizzle

bickering

PART TWO

After reading Chapter 2, consider the questions below which recap on the main events of the chapter.

Questions to consider after reading Chapter 2.



What is the name of the narrator's best friend?



Something unusual has been happening in their town. What is it?



How does the author convey to the reader that something isn't quite right?

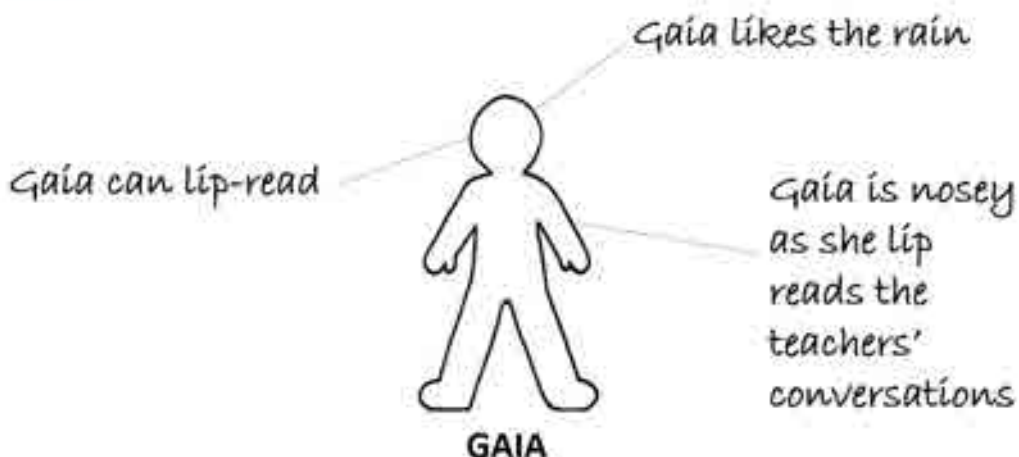
PART THREE

In Chapter 2, we begin to learn more information about the narrator, his friend, and the strange events that have been happening in their town. This lesson involves creating a mind-map of information about the narrator and Gaia.

This information can be retrieved straight from the text as facts (e.g. Gaia likes the rain) or they can interpret a quote to gather more information (e.g. the fact that Gaia smiled when she was pushed into the puddle may show the reader that Gaia is easy-going).

The children can use information in Chapter 2 to begin to make a mind-map about each character. If interpreting the information, encourage children to also record the quote or event that gave them this information. (Character outlines available in Appendix B)

EXAMPLE



Lesson Three

Based on Non-Fiction Texts and Extracts from Chapters 4,5 and 6



NB: This lesson involves looking at mental health issues and how these might affect people in different ways. Teachers should be mindful of both the nature of their class and the experiences they have had.


PART ONE

Begin by having a general discussion about Ade's mum and why she may be behaving the way she is. The questions below may help to guide discussions:

We have now read up to Chapter 7. What have we learnt about Ade's mum so far?

What do you think is the matter with Ade's mum? Why do you think this?

Why do you think her condition started?



PART TWO

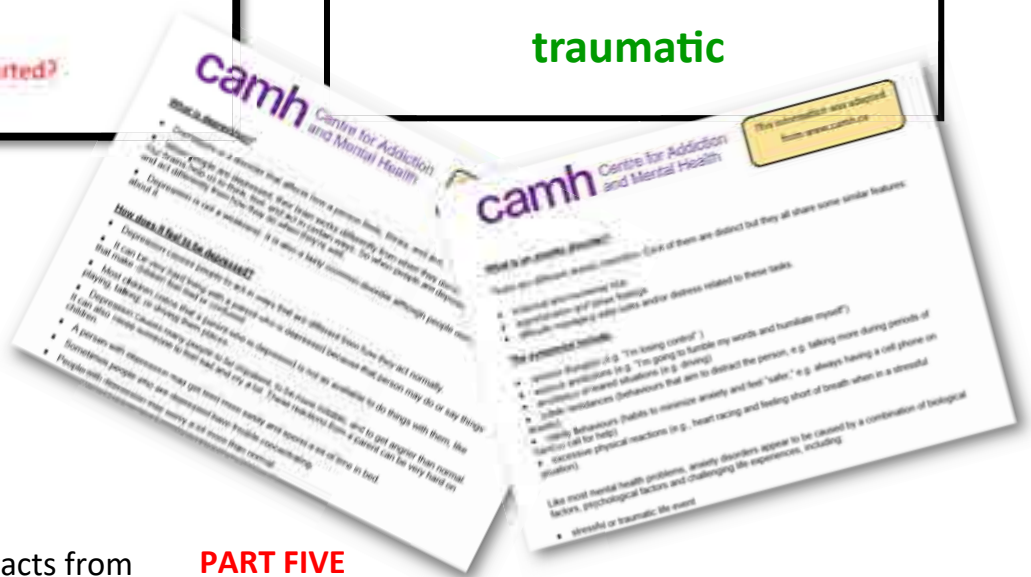
Spend time discussing some of the vocabulary that will appear in the non-fiction texts they will be using this lesson.

Suggested words are:

irritable
anxiety
apprehensive
traumatic

PART THREE

Read and discuss the non-fiction information sheets on anxiety and depression (Appendix C)



PART FOUR

Children to read some key extracts from Boy in the Tower to see if they can find evidence of Ade's mum having either, both or neither of these conditions.

Good pages are to use are:

Pgs 25-27

Pgs 30-32

Pgs 35-37

PART FIVE

Answer these three questions using a range of evidence to support answers:

Your Task



Answer these three questions:

- What do you think is the matter with Ade's mum?
- What is your evidence for thinking this?
- What would you advise Ade's mum to do?

Lesson Four

Based on Chapter 9



PART ONE

Children begin the lesson by completing a speedy retrieval activity based on Chapter 9. The children have to decide whether the statements are true or false.

PART TWO

They then use their retrieval skills to order key events which happen in Chapter 9, pages 48—52. (Appendix D)

Speedy Retrieval (from pg 48-51)

Are these statements true or false?

Ade's teacher was called Miss Farraway.

The thing Ade liked most about school was playtime.

Everyone at school was talking about the pub that had fallen down.

Ade picked out an orange flower pot.

Gaia spoke to Ade to ask him if he was OK.

Ade liked touching the soil.

Can you put these events in Chapter 9 in order? (pg 48-52)

Ade chose his sunflower seed.

Ade mouths "thank you" to Gaia.

Ade put his hand up.

He tried to scratch his name on it with pencil.

Ade filled his pot with soil.

Ade picked out an orange flower pot.

He saw that the others were writing their names on labels.

Gaia caught his eye and raised her eyebrows at him.

PART THREE

They then use their knowledge of the whole chapter to answer two interpret questions. Encourage children to draw evidence from a range of places within the text and explain what the evidence shows.

How do Gaia's emotions change through Chapter 9? Use a range of evidence to support your viewpoint.



What do the actions of Ade at the end of Chapter 9 tell us about his character? Use a range of evidence to support your viewpoint.

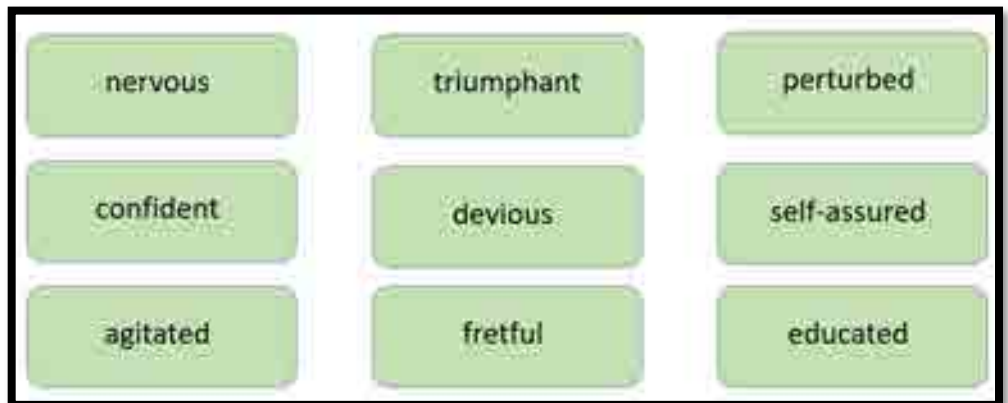
Lesson Five

Based on Chapter 14



PART ONE

The predominant emotion in Chapter 14 is a feeling of anxiousness. The children begin the lesson by sorting these words into three groups—synonyms of anxious, antonyms of anxious and words which fit neither category.



PART TWO

For this lesson, the children are going to find evidence from the text for given character traits. Before they begin, it's important for them to understand that we can get evidence through looking at action, dialogue and narration.

Dialogue = what the character says
Action = what the character does
Narration = what the narrator tells us

PART THREE

The children read Chapter 14, looking for evidence of Gaia and/or Ade being protective, feeling scared, feeling curious and showing daring. They can then complete the table (Appendix E) recording evidence from the text which supports this. They need to look for a range of evidence in the form of action, dialogue and narration. However, they will not be able to find all of these for all of the character traits and for each character.

Character Trait	Narration	Dialogue	Action
Protective			
Scared			
Daring			
Curious			

Lesson Six

Based on Chapter 19



PART ONE

The children begin the lesson by completing a speedy retrieval activity based on Chapter Nine. These are multiple choice questions but some have more than one correct answer.

Speedy Retrieval



When Ade heard a shout he...

- A) Stopped B) Carried on running C) Turned back in surprise

When the policemen fell down, it looked like:

- A) Toys falling B) Dominoes C) they'd fainted

When Ade started to run again, he:

- A) Ran away as fast as he could B) Dropped the milk

The news reported that the deaths were being treated as:

- A) Concerning B) A tragedy C) Suspicious

PART TWO

In Chapter 19, Polly Ho-Yen uses different techniques to build tension. Spend time allowing the children to explore this chapter, thinking about what these techniques may be. Then, move onto a focused discussion on specific techniques. Allow children time to find examples. Discuss the impact these have on the reader.

Tension Techniques



rhetorical questions

short paragraphs

short sentences

repetition

Read through Chapter 19 to find examples of these.
Extension: Can you explain why these techniques make the writing tense?

PART THREE

Children write an extended response answering this question. They should use the evidence they have collated in the lesson.

How does Polly Ho-Yen create a sense of tension in Chapter 19?

Use evidence from the text to support your answer, making sure you explain your evidence.

Lesson Seven

Based on Non-Fiction Texts and Chapter 25



PART ONE

The children begin the lesson by discussing the Read with ERIC activity. The picture for this activity is taken from *The Mysteries of Harris Burdick* by Chris Van Allsburg.

PART TWO

In Chapter 25, understanding what a spore is is important to understanding one of the key story plots. Allow children time to read through the Germination and Reproduction Information available at <http://easyscienceforkids.com/all-about-germination/> then answer the questions.

Taken from *The Mysteries of Harris Burdick* by Chris Van Allsburg

- What does the word *erie* mean?
- What is growing out of the book?
- What sort of story do you think the girl is reading and what is your evidence?
- Why do you think this illustrator has used black and white for this illustration?

Read the text about germination and reproduction in plants to answer these questions:



What are spores?
What types of plants have spores?



Why are spores important to plants?

CHALLENGE:

Make up three of your own retrieval questions and one interpret.

PART THREE

Discuss the appearance of the Bluchers and what retrieval evidence we have for thinking this. Use the pictures on the lesson PowerPoint to prompt discussion.

PART FOUR

Using pages 121-124, retrieve facts about The Bluchers. This may be about their appearance, the dangers they pose and their feeding habits. After discussing the facts retrieved, provide children with subheadings from a imaginary information leaflet about The Bluchers. Get children to sort the facts they have retrieved under the subheadings.

Your Task

Imagine the government produced an information leaflet informing people about the Bluchers. The leaflet has the subheadings which are listed below. Sort your facts under these subheadings in your books:



Appearance
Dangers to the public
Feeding

Do any of your facts fit into two sections?

Lesson Eight

Based on Chapter 29 and 30



PART ONE

The children begin the lesson by reading Chapter 29. They can then complete the Speedy Retrieval activity.

Speedy Retrieval

Chapter 29

The table that Ade is sitting at has a table cloth. It is:

- A) Blue B) red and white checked C) Yellow spotted

What colour is Dory's hair?

- A) Black B) Brown C) Grey

The first piece of speech in the chapter is:

- A) "Thank you for the water" B) "Is your mum OK, Ade?"

What colour does Ade think the books look?

- A) Brown C) Beige C) Golden

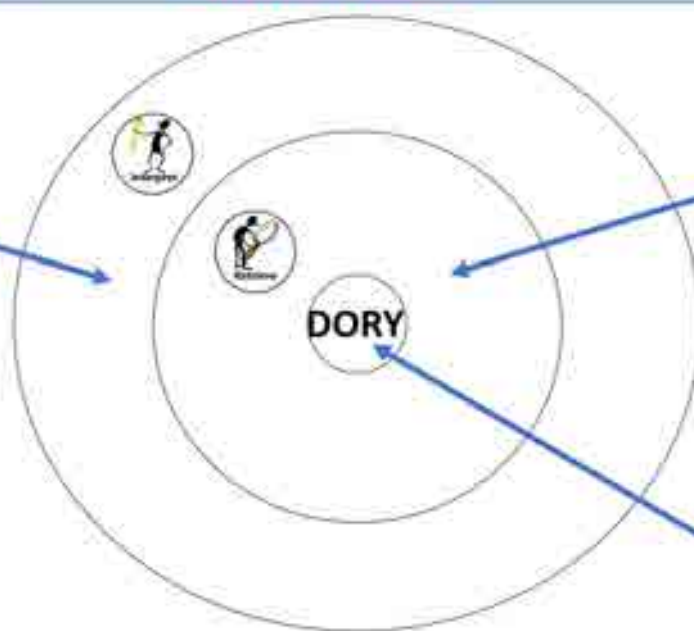
PART TWO

Allow children time to read Chapter 29 and 30 and find information about the characters, Dory and Obi. This

information may be facts that they have retrieved from the text (e.g. Dory has grey hair. Obi worked as a caretaker in the block of flats). It may also be information that they have interpreted (e.g. Dory misses her children because in the text it says, "She shakes her head and doesn't say anything for a while"). The children to record this using the character targets (Appendix G).

In Chapter 30, we meet two new characters: Obi and Dory. Today, we are going to create **character targets** about Obi and Dory.

In this section, we write things we have inferred.



In this section, we write facts that we have retrieved.

In this section, we write their name

Lesson Nine

Based on Chapter 32



PART ONE

The children begin the lesson by completing the speedy retrieval activity for Chapter 32.

PART TWO

At the beginning of Chapter 32, Obi and Ade have a

conversation. As the reader, we get the

impression that both of these characters find this conversation uncomfortable and are withholding their true feelings from the other. Ade doesn't want to divulge too much about his mother's

condition and we also find out

that Obi's previous

partner/wife left him. This

chapter provides an excellent

opportunity to discuss the

difference between what the

characters say and what they may

be thinking on the inside.

Speedy Retrieval
Are these statements about chapter 32 true or false?

Obi has a key to every apartment. ✓

When Obi asks how Ade's mum is, he does so "quickly and softly" ✗

Obi has a beard. ✓

The woman in the photo frame is Cecilia. ✗

In one of the flats, Obi picks up three silver bottles ✗

This lesson you are going to be thinking about what the characters say compared to what they may be feeling inside.

EXAMPLE:

What Ade says:
"Have you ever had to do that?" I ask Obi, looking at him out of the corner of my eye.

What Ade thinks:
If he's gone into our flat, he'll have seen how ill mum is and that we're not coping.

PART THREE

Children are given key quotations from this chapter (Appendix H).

These quotations are things that are said by either Ade or Obi in Chapter 32. The children need to consider

what the characters are truly feeling on the inside and then record these imagined responses.

For example, although Obi told Ade that his wife left him, on the inside he might be thinking, "Look Ade, I don't want to talk about that now

as it's private and I find it upsetting."

as it's private and I find it

upsetting."

Handwritten student work for the Interpret activity. The page is titled "Boy in the Tower by Polly Ho-Yen Chapter 32 A discussion between Ade and Obi". The student has written several paragraphs of text, including: "What if he seen mum in this flat?", "I don't want to make Ade upset so I'll stay quiet for now", "He wants me to tell him something but I don't want to.", "Why did I say that when I shouldn't have?", "Look Ade, I don't want to talk about that that right now", and "I know but I've".

Lesson Ten

Based on Chapter 36




PART ONE

After reading Chapter 36, get the children to create a summary of the chapter. This summary should be no more than five sentences and should cover the main points that happen in the chapter.

PART TWO

After increasing their familiarity with Chapter 36, the children are then given some summary sentences. Here, the chapter has been summarised into seven sentences. By looking back through the chapter, the children need to organise these into the correct order.



Chapter 36 has been summarised below but it is muddled up. Can you organise these points so they are in the correct order?



- Ade goes around the tower collecting food.
- Dory and Ade rest to eat lunch.
- Obi and Dory tell Ade that he can help collecting food.
- Ade overhears Obi and Dory talking about the new guest.
- Ade is glad to be busy as it stops him thinking about Gaia.
- Ade reminisces about his friendship with Gaia.
- Ade explains about the systems they have in the tower.

PART THREE

The final task for this lesson is completing the retrieval and interpret comprehension questions based on Chapter 36 (Appendix I).

	<p>Why hasn't Ade felt like doing much recently?</p> <p>Why doesn't Ade ask Obi lots of questions?</p> <p>What was Gaia's plan for getting her mum to agree to Ade staying for dinner?</p> <p>What two things does Obi give to Ade before Ade goes off collecting food?</p> <p>Why does Ade decide to keep a list?</p> <p>What colour is Ade's rucksack?</p>
	<p>Why do Dory and Obi smile and nod at Ade when asking him to go and collect food?</p> <p>Why are memories like the one Ade describes more painful than the happy ones?</p> <p>Why do they have to start using everyone else's toilets?</p>

Lesson Eleven

Based on Chapter 39




PART ONE


Have a class discussion about the Read with ERIC activity which is taken from The Arrival by Shaun Tan.

PART TWO

Ensure children are familiar with the tricky vocabulary that appears in the chapter.



Taken from The Arrival by Shaun Tan



What does the word "terrorise" mean?



What are the similarities and differences between this and Boy in the Tower?



How has the illustrator, Shaun Tan, made this picture eerie?

haul

awkwardly

cluster

deserted

PART THREE

After reading the chapter, the children can complete the speedy retrieval multiple choice activity.

Speedy Retrieval

Chapter 39

Every time Ade sees Ben, he is reminded of:


A) Gaia B) His mum C) Ben's wife

Sometimes Ben..

A) Cries B) Ignores Ade C) Helps Ade collect food

Ben's bag is:

A) Large and grey B) Huge and bright blue C) Brown with wheels



PART FOUR


This lesson involves focussing on Ade in Chapter 39. We will be considering what we can tell about him through his actions, his dialogue and his narration of the story. The children are to choose quotes from the text which are something Ade says (dialogue), something he does (his actions) and his internal thoughts (narration) and explain what this tells us about Ade. They can record these in a table (Appendix J)

PART FIVE

This crux of this lesson is getting the children to think about why there is a difference between what Ade says aloud and his internal narration of the story. There are many reasons for this which would be interesting to explore—Ade's private nature; his awareness that everyone else is putting a brave face on; his unwillingness to be a burden to others.

Final thought...

How does Ade's dialogue and his narration of the text differ and why is this so?



Lesson Twelve

Based on Chapter 42



PART ONE

Ensure children are familiar with the tricky vocabulary that appears in the chapter.



PART TWO

Provide children with synonyms of these words. Get them to put them into four groups of synonyms. NB: "Urge" has two differing definitions so the children's groupings should reflect this.

Can you sort these words into groups of synonyms?

lure	urge	bloated
impulse	encourage	ballooning
persuade	tempt	entice
ensnare	swollen	desire

PART THREE

Pages 233-235 provides a great description of how the natural world is flourishing now that the Bluchers have taken over. The remainder of the lesson considers whether The Bluchers are good for the planet. On one side of the argument, the Bluchers and mankind can not live side by side— the Bluchers are poisonous to mankind and destroy his creations. On the other hand, the natural world seems to be flourishing in their presence. The children can answer the following question into their Reading books, using evidence from the text to support their viewpoint.

Your Task

"The Bluchers are good for the planet."
Do you agree or disagree, or can you see both points of view?
Use evidence to support your answer.

Think about:

- The effect the Bluchers are having on their environment (both positive and negative)
- The ways in which humans affect their environment
- The good things humans do for the planet
- What the planet might be like if the Bluchers took over

Lesson Thirteen

Based on Chapter 41, 42 and 43



PART ONE

Allow children time to read chapters 41, 42 and 43. These chapters describe Ade's decision to leave the tower block to go and rescue someone he thinks he has seen outside. The children begin the lesson by considering whether this was a responsible decision, using evidence from the text to support their viewpoint.

This lesson is based on the events in Chapters 41, 42 and 43.

In these chapters, Ade goes outside the tower block to rescue a cat. Do you think Ade did the right thing?

Yes No Yes and No

Use evidence to support your viewpoint.

When studying Chapter 19, we looked at ways in which Polly Ho-Yen built up tension. We learnt that authors use specific techniques to create tension.

What are these techniques? Can you find any of them in Chapter 42?



short sentences
short paragraphs
rhetorical questions
repetition

PART TWO

When studying Chapter 19 in Lesson 6, the children were introduced to tension devices. The children are to identify these same devices in Chapter 42, discussing the impact these have on the reader. In Chapter 42, Polly Ho-Yen also begins sentences with co-ordinating conjunctions. This technique has the effect of making Ade sound like he is quickly thinking on his feet therefore adding to the tension of the piece.

PART THREE

Using Chapter 19 (pages 87-89) and Chapter 41 (pages 227-229) the children complete the table (Appendix K) using quotations from the text. They need to skim and scan through the text to find examples of short sentences, short paragraphs, repetition, rhetorical questions and sentences beginning with co-ordinating conjunctions.

	Chapter 19 Example	Chapter 41 Example
Short sentences		
Short paragraphs		
Repetition		

Lesson Fourteen

Based on Chapter 46



PART ONE

Children begin the lesson by discussing the Read with ERIC Activity based on a picture from June 29, 1999 by David Wiesner.

Taken from June 29, 1999 by David Wiesner

- What does the word "abnormal" mean?
- What do you think the boy in the picture is thinking/saying?
- How many people are in the picture?
- How has David Wiesner shown the reader that this is an unusual occurrence?

PART TWO

After reading Chapter 46, children can complete the speedy retrieval activity. Here they are given events from Chapter 46. They need to decide whether these statements are true or false.

Speedy Retrieval

Are these statements true or false?

- They had chicken for dinner.
- They didn't like the meal.
- Dory was excitable.
- Dory found the meat in a freezer.
- Obi knows Dory's secret.

PART THREE

The children are then given a selection of quotes from Chapter 46. Using their retrieval skills, they need to work out which character said what. Then, they need to put the quotes in the order they appeared in the text. There is a table to record this in, if needed (Appendix L).

Quote	Who said it?	Order it appears in the chapter (e.g. 1,2,3 etc)
"Can you guess where the meat's from, Ade?"		
"No, Dory."		
"Ta-da!"		
"Ade's cat?"		
"Chicken?"		

Lesson Fifteen

Based on Chapter 49 and 50



PART ONE

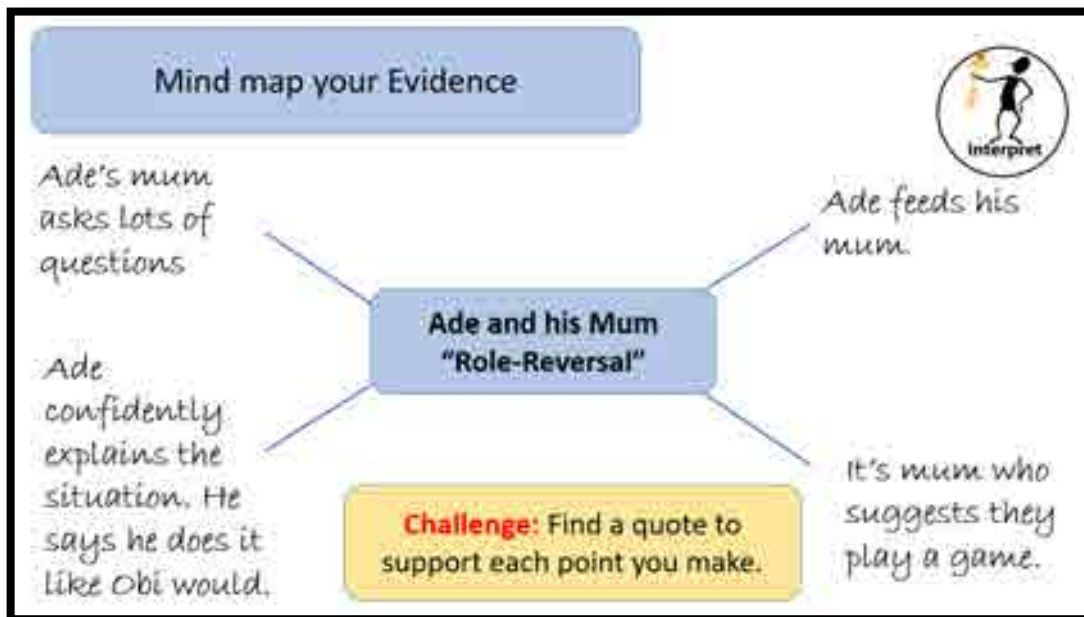
The children are to read Chapter 49, then scan through the text to find and copy words which have a similar meaning to drawings, hoarse, obstruct, strange and explode.

PART TWO

Chapter 49 and 50 make clear the role reversal happening between Ade and his mum. Due to his mum's condition, Ade often takes on the role of the caring adult in the relationship. The children need to gather evidence across the two chapters of Ade being in this role and then use it to create a mind map. Suitable evidence includes things like providing his mum with food; explaining things to her clearly "like Obi".

After reading Chapter 49, find and copy the word that has a similar meaning to...

drawings	<u>illustrations</u>
hoarse	<u>raspy</u>
obstruct	<u>barricade</u>
strange	<u>weird</u>
explode	<u>burst</u>



PART THREE

Finally, there is a brilliant quote on page 258 which clearly shows how Dory treats Ade's mum differently to Ade. This would provide an excellent discussion point and could make a good longer written response. Is Dory shielding Ade's mum from the truth or does she believe what she is saying? Does she wink at Ade to show him she is joking or is it just a reassuring, friendly gesture?

Mum asks Dory if she thinks we'll be rescued soon.
"There's no doubt about it, dear," Dory says.
"No doubt. Who knows, they might be right on their way this minute." And she winks at me.

Boy in the Tower Page 258

Lesson Sixteen

Based on Chapter 52



PART ONE

After reading Chapter 52, the children can then use their retrieval skills to put these key events in the correct order. A copy of this table is available (Appendix M) if you would like your pupils to have a physical copy.

Use pages 287-291 to put these events in the correct order



Ade tries to go back to sleep.
Ade sees Obi but Obi doesn't notice him.
Ade is half-sleeping, half-dreaming when the sound of rain awakes him.
Ade notices that the Bluchers have grown taller.
Ade walks slowly to Dory's flat.
Ade pulls back the curtains.
Ade finds his mum and Dory in the basement.
Pigeon wakes up.

PART TWO

The children then need to use pages 287-291 to answer these inference questions (Appendix N)



Use Page 287-293 to answer these questions:

- Why does Ade go back to sleep when he hears the rain?
- Why does Ade walk slowly to Dory's flat instead of racing to help?
- Why doesn't Obi notice Ade?
- Why do Dory and Ade's mum hug Ade tightly?
- Why doesn't Obi tell Dory off when she opens a tin of tuna for Pigeon?
- Why haven't they admitted they are low on salt until now?

Lesson Seventeen

Based on Chapter 53



PART ONE

Chapter 53 makes reference to the poem Stopping by Woods on a Snowy Evening by Robert Frost. The children complete a Read with ERIC activity based on this poem.

PART TWO

In Chapter 53, we discover that the Bluchers are now in the building. The characters chose to react to this news in different ways which could fit into the categories of being a realist, an optimist or a pessimist. Discuss these terms with pupils and see if they can decide which character would fit which category.

Stopping by Woods on a Snowy Evening
Robert Frost

Whose woods these are I think I know:
 (His house is in the village though)
 He will not see me stopping here
 To watch his woods fill up with snow.

My little horse must think it queer
 To stop without a farmhouse near
 Between the woods and frozen lake
 The darkest evening of the year:

He gives his harness bells a shake
 To ask if there is some mistake.
 The only other sound's the sweep
 Of easy wind and downy flocks.

The woods are lovely, dark and deep,
 But I have promises to keep,
 And miles to go before I sleep,
 And miles to go before I sleep.

Explain What do the words "queer" and "harness" mean?

Retrieve What does the horse do when the man stops?

Interpret Why does the man stop and why can't he stay?

Choice What rhyming pattern has the poet chosen to use?

Realist – a person who accepts a situation and deals with it accordingly.

Optimist – a person who tends to be hopeful or confident.

Pessimist – a person who always believes the worst will happen.

Character	Optimistic, Pessimistic, or Realistic?	Evidence
Dory		
Obi		
Ben		
Adn's Mum		

PART THREE

Discuss with the children which category they think each character fits into. Allow them time to find evidence in the text to support their viewpoint. Their evidence could be recorded in this table if you wish (Appendix O).

PART FOUR

After finding suitable evidence, the children can use this evidence to write an extended response to this question:

Describe the different ways the characters react to the news that the Bluchers are in the building. Use evidence to support your viewpoint.

Lesson Eighteen


Based on Chapter 53



PART ONE

Children to read Chapter 60 then scan through the text to find and copy words which have a similar meaning to shimmers, noticed, infection, happy and shrieks.

After reading Chapter 60, find and copy the word that has a similar meaning to:



shimmers	sparkles
noticed	recognized
infection	contamination
happy	cheerful
shrieks	screeches

PART TWO

From the beginning to the end of the book, Ade's mum changes as she starts to overcome her condition. During this lesson, the children will be considering how Ade's mum changes through the story and they need to gather evidence to support their viewpoint. The children need to re-read Chapters 6, 51, 54 and 60 and make a quick summary of Ade's mum's behaviour in each one.

PART THREE

The children then create a timeline to show how Ade's mum changes across the whole text. They need to include explanations with key quotes to support their viewpoints.

In Chapter 6, Ade's mum is suffering anxiety attacks at the thought of going outside. In this Chapter it says, "She started taking little gasps of air and tried not to look at me."

In Chapter 6, Ade's mum also struggles to leave the flat. She does attempt to in this chapter but then says, "I can't do it, Ade. I'm sorry, I can't."

Lesson Nineteen

The Whole Text



PART ONE

Now that the children have read Boy in the Tower, get them to think about what the main themes are in the story. They may come up with their own ideas but friendship, fear, isolation, abandonment and hope are good starting points if they are struggling.



PART TWO

Thinking about the main themes in the book, see if the children can match these key events to one of the themes.

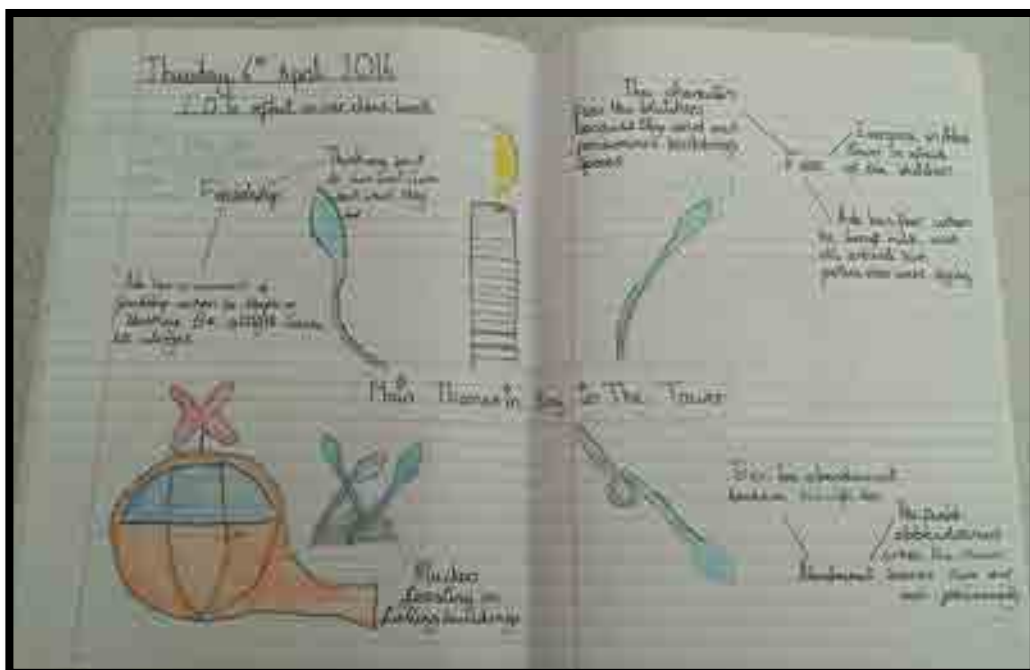
Get them to justify their thinking.

Can you match the key events to the theme?

friendship	Ade misses Gaia.
fear	Ade witnesses the death of the policeman
isolation	Ade meets Dory and Obi
abandonment	Dory is adamant they'll be rescued.
hope	They find out the spores are dangerous.
	Ade's mum refuses to leave the flat.

PART THREE

Children can then to create a mind map. This mind map needs to shows the main themes of the book which have been linked to key events in the story. E.g. Ade missing Gaia would link to friendship. It may also link to isolation.



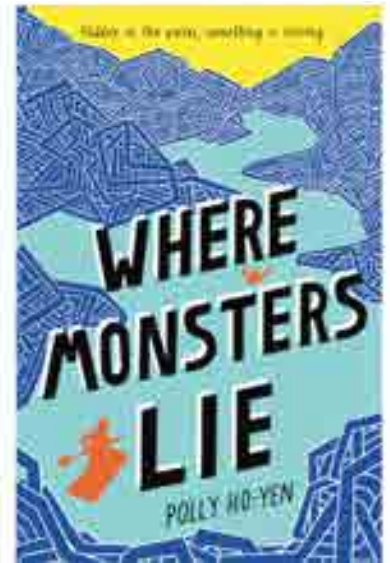
Lesson Twenty

Comparison with *Where Monsters Lie* by Polly Ho-Yen



PART ONE

Where Monsters Lie is the second book written by the Boy in the Tower author, Polly Ho-Yen. Look at the two front covers and discuss the similarities and differences between them.



PART TWO

Now spend some time reading the blurbs of the two books and again, discuss the similarities and differences.

Boy in the Tower	Where Monsters Lie
<p><i>When they first arrived, they come quietly and stealthily, as if they tip-toed into the world when we were all looking the other way.</i></p> <p>Ade loves living at the top of a tower block. From his window, he feels like he can see the whole world stretching out beneath him.</p> <p>But one day, other tower blocks start falling down around him. Strange, menacing plants begin to appear and no one knows where they came from.</p> <p>Now their tower isn't safe any more. Ade and his mum are trapped and there's no way out.</p>	<p>The children of Mivtown have grown up hearing the legend of the monsters of the loch. But it's only a story – a warning to stay away from the water.</p> <p>Then strange things start happening. Effie's rabbit Buster escapes from a locked hutch, her mum disappears and slugs start to infect her home.</p> <p>Along with her best friend, Finn, Effie begins to hunt for clues to solve the mysteries of Mivtown. Could this all be connected to the legend? Is it really just a story or is there something lurking in those deep-dark waters?</p>

PART THREE AND FOUR

If you wish, there is a table for the children to record the similarities and differences (Appendix P). They can then use the evidence they have found to answer the question below:

After reading *Boy in the Tower*, and after reading the blurb of *Where Monsters Lie*, do you think Polly Ho-Yen writes a certain style of book?

Quote from the text...	Questions it raises...



GAIA



NARRATOR



GAIA



NARRATOR

What is depression?

- Depression is a disorder that affects how a person feels, thinks, and acts.
- When people are depressed, their brain works differently from when they don't have a depression. Our brains help us to think, feel, and act in certain ways. So when people are depressed, they think, feel, and act differently from how they do when they're well.
- Depression is not a weakness. It is also a fairly common disorder although people don't usually talk about it.

How does it feel to be depressed?

- Depression causes people to act in ways that are different from how they act normally.
- It can be very hard living with a parent who is depressed because that person may do or say things that make children feel bad or confused.
- Most children notice that a parent who is depressed is not as available to do things with them, like playing, talking, or driving them places.
- Depression causes many people to be impatient, to be more irritable, and to get angrier than normal. It can also cause someone to feel sad and cry a lot. These reactions from a parent can be very hard on children.
- A person with depression may get tired more easily and spend a lot of time in bed.
- Sometimes people who are depressed have trouble concentrating.
- People with depression may worry a lot more than normal.
- Sometimes people who are depressed have a negative attitude about life, or have low self-confidence.

What causes depression? How does it start?

- Depression is a disorder, much like diabetes or high blood pressure.
- There are many possible causes of depression. Sometimes the causes are not always known. What causes depression in one person can be different from what causes it in another. In some cases, symptoms can appear suddenly for no known reason. In some cases, the symptoms seem to come after a life crisis, stress, or other illness.
- It is unclear why, but some people become depressed more easily than others.
- The child is not the cause of the parent's depression.

Will the depression ever be fixed?

- The good news is that depression is very treatable. 75 to 85 per cent of adults treated for depression get better.
- Sometimes the depression comes back, and it can be treated again.

How can my people get better?

- Many different treatments are available, including medicine and talk therapy.
- Medicine helps to make the chemicals in the brain work better, and that can help the person who is depressed think, feel, and behave more normally.

What is an anxiety disorder?

There are different anxiety disorders. Each of them are distinct but they all share some similar features:

- irrational and excessive fear
- apprehensive and tense feelings
- difficulty managing daily tasks and/or distress related to these tasks.

The symptoms include:

- anxious thoughts (e.g. “I’m losing control”)
- anxious predictions (e.g. “I’m going to fumble my words and humiliate myself”)
- avoidance of feared situations (e.g. driving)
- subtle avoidances (behaviours that aim to distract the person, e.g. talking more during periods of anxiety)
- safety behaviours (habits to minimize anxiety and feel “safer,” e.g. always having a cell phone on hand to call for help)
- excessive physical reactions (e.g., heart racing and feeling short of breath when in a stressful situation).

Like most mental health problems, anxiety disorders appear to be caused by a combination of biological factors, psychological factors and challenging life experiences, including:

- stressful or traumatic life event
- family history of anxiety disorders
- childhood development issues
- alcohol, medications or illegal substances
- other medical or psychiatric problems.

What is the treatment for Anxiety Disorders?

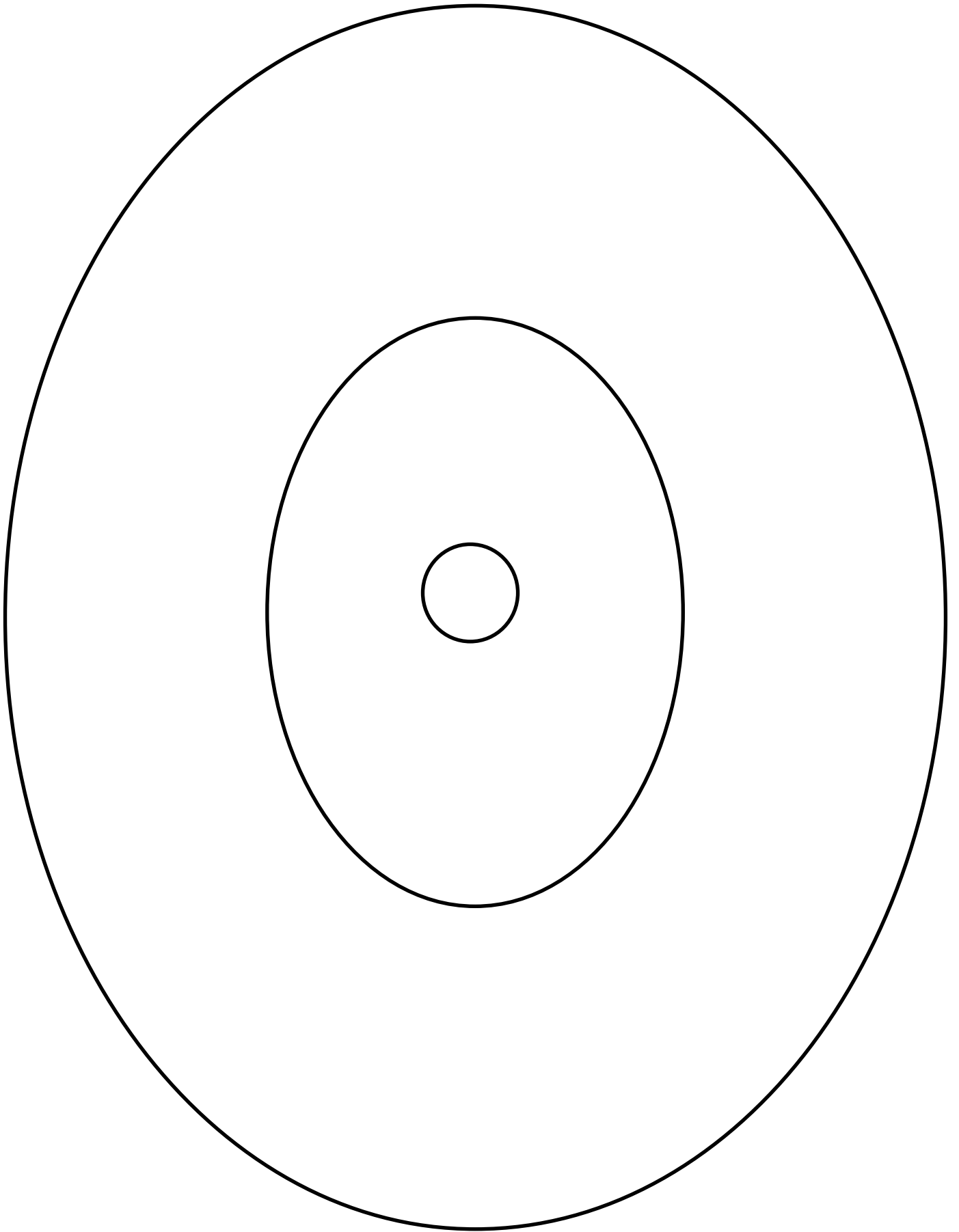
If you are suffering from anxiety, it is important to see your doctor so they can decide on the best cause of action. There are lots of different treatments available including:

- Relaxation training
- Meditation
- Stress Management training
- Counselling
- Cognitive Behavioural Therapy
- Anti-Anxiety Medication



Ade chose his sunflower seed.
Ade mouths “thank you” to Gaia.
Ade put his hand up.
He tried to scratch his name on it with pencil.
Ade filled his pot with soil.
Ade picked out an orange flower pot.
He saw that the others were writing their names on labels.
Gaia caught his eye and raised her eyebrows at him.



Ade chose his sunflower seed.
Ade mouths “thank you” to Gaia.
Ade put his hand up.
He tried to scratch his name on it with pencil.
Ade filled his pot with soil.
Ade picked out an orange flower pot.
He saw that the others were writing their names on labels.
Gaia caught his eye and raised her eyebrows at him.

Character Trait	Narration	Dialogue	Action
Protective			
Scared			
Daring			
Curious			



<p>“Have you ever had to do that?” I ask, looking at Obi out of the corner of my eye.</p>	<p>“Have you ever had to do that?” I ask, looking at Obi out of the corner of my eye.</p>
<p>“How’s your mum doing?” Obi says quickly and quietly.</p>	<p>“How’s your mum doing?” Obi says quickly and quietly.</p>
<p>“She’s alright” I say. “She... she...”</p>	<p>“She’s alright” I say. “She... she...”</p>
<p>“It’s OK, Ade. As long as she’s alright.”</p>	<p>“It’s OK, Ade. As long as she’s alright.”</p>
<p>“She left,” he says simply.</p>	<p>“She left,” he says simply.</p>
<p>“It’s hard not to talk things through with someone you love.”</p>	<p>“It’s hard not to talk things through with someone you love.”</p>
<p>“Well, things change, don’t they?”</p>	<p>“Well, things change, don’t they?”</p>
<p>“Now, let’s go and help your Gaia before the Bluchers come any closer.”</p>	<p>“Now, let’s go and help your Gaia before the Bluchers come any closer.”</p>

 <p>Retrieve</p>	<p>Why hasn't Ade felt like doing much recently?</p> <p>Why doesn't Ade ask Obi lots of questions?</p> <p>What was Gaia's plan for getting her mum to agree to Ade staying for dinner?</p> <p>What two things does Obi give to Ade before Ade goes off collecting food?</p> <p>Why does Ade decide to keep a list?</p> <p>What colour is Ade's rucksack?</p>
 <p>Interpret</p>	<p>Why do Dory and Obi smile and nod at Ade when asking him to go and collect food?</p> <p>Why are memories like the one Ade describes more painful than the happy ones?</p> <p>Why do they have to start using everyone else's toilets?</p>

 <p>Retrieve</p>	<p>Why hasn't Ade felt like doing much recently?</p> <p>Why doesn't Ade ask Obi lots of questions?</p> <p>What was Gaia's plan for getting her mum to agree to Ade staying for dinner?</p> <p>What two things does Obi give to Ade before Ade goes off collecting food?</p> <p>Why does Ade decide to keep a list?</p> <p>What colour is Ade's rucksack?</p>
 <p>Interpret</p>	<p>Why do Dory and Obi smile and nod at Ade when asking him to go and collect food?</p> <p>Why are memories like the one Ade describes more painful than the happy ones?</p> <p>Why do they have to start using everyone else's toilets?</p>

<p>Dialogue (Something Ade says which is in inverted commas)</p> <p>Quotation:</p>	<p>Action (Something Ade does)</p> <p>Quotation:</p>	<p>Narration (Something the narrator says. These are the thoughts in Ade's head.)</p> <p>Quotation:</p>
<p><i>What does this tell us about Ade?</i></p>	<p><i>What does this tell us about Ade?</i></p>	<p><i>What does this tell us about Ade?</i></p>

	Chapter 19 Example	Chapter 41 Example
Short sentences		
Short paragraphs		
Repetition		
Rhetorical Questions		
Sentences beginning with co-ordinating conjunctions		

Quote	Who said it?	Order it appears in the chapter (e.g. 1,2,3 etc)
"Can you guess where the meat's from, Ade?"		
"No, Dory."		
"Ta-da!"		
"Ade's cat?"		
"Chicken?"		
"Do you like dinner to-night, everyone?"		
"Yes, Dory. Yes, thank you."		
"But where did you get it from?"		
"So we did!"		
"No, but we had it the first time I met you."		
"Maybe I could show you tomorrow."		

Ade tries to go back to sleep.
Ade sees Obi but Obi doesn't notice him.
Ade is half-sleeping, half-dreaming when the sound of rain awakes him.
Ade notices that the Bluchers have grown taller.
Ade walks slowly to Dory's flat.
Ade pulls back the curtains.
Ade finds his mum and Dory in the basement.
Pigeon wakes up.

Ade tries to go back to sleep.
Ade sees Obi but Obi doesn't notice him.
Ade is half-sleeping, half-dreaming when the sound of rain awakes him.
Ade notices that the Bluchers have grown taller.
Ade walks slowly to Dory's flat.
Ade pulls back the curtains.
Ade finds his mum and Dory in the basement.
Pigeon wakes up.

Ade tries to go back to sleep.
Ade sees Obi but Obi doesn't notice him.
Ade is half-sleeping, half-dreaming when the sound of rain awakes him.
Ade notices that the Bluchers have grown taller.
Ade walks slowly to Dory's flat.
Ade pulls back the curtains.
Ade finds his mum and Dory in the basement.
Pigeon wakes up.



Use Page 287-293 to answer these questions:

Why does Ade go back to sleep when he hears the rain?
Why does Ade walk slowly to Dory's flat instead of racing to help?
Why doesn't Obi notice Ade?
Why do Dory and Ade's mum hug Ade tightly?
Why doesn't Obi tell Dory off when she opens a tin of tuna for Pigeon?
Why haven't they admitted they are low on salt until now?



Use Page 287-293 to answer these questions:

Why does Ade go back to sleep when he hears the rain?
Why does Ade walk slowly to Dory's flat instead of racing to help?
Why doesn't Obi notice Ade?
Why do Dory and Ade's mum hug Ade tightly?
Why doesn't Obi tell Dory off when she opens a tin of tuna for Pigeon?
Why haven't they admitted they are low on salt until now?



Use Page 287-293 to answer these questions:

Why does Ade go back to sleep when he hears the rain?
Why does Ade walk slowly to Dory's flat instead of racing to help?
Why doesn't Obi notice Ade?
Why do Dory and Ade's mum hug Ade tightly?
Why doesn't Obi tell Dory off when she opens a tin of tuna for Pigeon?
Why haven't they admitted they are low on salt until now?



Use Page 287-293 to answer these questions:

Why does Ade go back to sleep when he hears the rain?
Why does Ade walk slowly to Dory's flat instead of racing to help?
Why doesn't Obi notice Ade?
Why do Dory and Ade's mum hug Ade tightly?
Why doesn't Obi tell Dory off when she opens a tin of tuna for Pigeon?
Why haven't they admitted they are low on salt until now?

Character	Optimistic, Pessimistic, or Realistic?	Evidence
Dory		
Obi		
Ben		
Ade's Mum		

Front Cover	Similarities	Differences
Blurb		