



Contents

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1. *Synopsis*

Blurb

Jack can't wait for the school trip to the D-Day landing beaches. It's his chance to learn more about the war heroes he has always admired – brave men like his dad, who is a reserve soldier. But when his dad is called up to action and things at home spiral out of control, everything Jack believes about war is thrown into question. Finding comfort only in the presence of his loyal dog, Finn, Jack is drawn to the heart wrenching true story of one particular D-Day paratrooper. On 6 June 1944, Emile Corteil parachuted into France with his dog, Glen – and Jack is determined to discover their fate...

Context

Pupils need to understand the outline of D-Day – when, where, why and who. The book is set in the context of a class, one member of which is a Syrian refugee. Some understanding of what is happening in Syria would be beneficial .

Themes

- War and the impact on people
- Conflict and Resolution
- Sensitivity and growing up
- Friendships
- Perspectives

2. 'Prepare – Read – Review'

Prepare – *This initial step should warm up the text and facilitate comprehension. All activities are completed orally and high value should be placed on listening, speaking and engagement*

- Identify new vocabulary and contextualize with learners (decoding and understanding)
- Identify and introduce essential contextual information and promote discussion of this
- *Ask questions to connect prior learning*
- *Encourage learners to make predictions, to activate prior learning*
- Motivate and enthuse learners so that they build relationships with the characters
- Prepare for emotional content
- Oral rehearsal - trying it out, pronunciation

Read – *This step focuses active engagement with the text to construct meaning.*

Comprehension, is not a passive process, but an active one.

- Build fluency – rhythm, tone, intonation, understanding
- Encourage learners to self-question as they read
- Provide a purpose for the reading
- Identify the reading behaviours learners will need to employ
- Encourage annotation or sensory images to secure comprehension
- Provide pit stops to pause, summarise and paraphrase
- Opportunity for learners to skim (*get the gist of text*) and scan (*locate specific details*)
- Immerse in the text: read on the run – enjoy the text
- Infer and deduce citing evidence from a text in support

Review – *This step focuses on using comprehension to evaluate aspects of the text*

- Explore themes and big ideas
- Explore conventions of genre
- Think about how the text will develop and ask questions
- Explore author's intent and the effects
- Compare and contrast
- Evaluate word choice
- Examine literal and inferential meanings – support with evidence and its location
- Form and express opinions

| Ch | <p style="text-align: center;"><i>Prepare</i></p>  | <p style="text-align: center;"><i>Read</i></p>  | <p style="text-align: center;"><i>Review</i></p>  |
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| 1 | <p>Prior Knowledge – What do you know about D-Day? Brain dump activity</p> <p>Contextual Knowledge - D-Day. https://www.bbc.co.uk/teach/teach/dday-collection/zrhxkmn</p> | <p>Reading Purpose- actively note (as learners read) details about the relationship between Jack and Finn (<i>key words on paper</i>)</p> | <p>Analysis- <i>How does the author show that the relationship between Jack and Finn is close?</i></p> |
| 2 | <p>Vocabulary Warm Up - Nazi, conceded, Spitfire</p> <p>Prior Learning - What did you notice about Jack and Dad's relationship?</p> | <p>Build fluency- "<i>Dad faced Jack..... Nazi Germany?</i>" Read with a partner for fluency and expression. Read 2-3 times until coherent.</p> | <p>Evaluate- <i>How does the relationship between Jack and his Dad echo Dad and Grandad's?</i></p> |
| 3 | <p>Contextual Knowledge -Explain the term 'Collateral Damage'</p> | <p>Reading Purpose – As you read, note the military/war language used.</p> | <p>Form and Express Opinion- "Collateral damage" is a phrase used to describe people who are killed when they accidentally get caught up in a war.</p> <p><i>Do you think that collateral damage is ever an acceptable cost of war?</i></p> |
| 4 | <p>Vocabulary – warm up words identified</p> <p>Prior Knowledge- Describe Jack and Dad's relationship in 3 words</p> | <p>Reading Purpose – Close read looking at relationship between Dad and Mum</p> | <p>Analysis -Dad is keeping a secret from Mum. <i>Identify the words /details that are used to show the secrecy.</i></p> |
| 5 | <p>Contextual Knowledge - What is a refugee? See contextual extension tasks.</p> | <p>Summarise - Sum up the key events in this chapter into 3 bullet points.</p> <p>Look at the relationships between the children and how</p> | <p>Evaluate - <i>Why is Mr Salah being sensitive about Kasandra?</i></p> |

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| | | they are making one another feel | |
| 6 | Contextual Knowledge: <i>What do you know about Afghanistan and the recent war?</i> | Reading Purpose: <i>How is mum feeling? How is Dad feeling? Consider as you read. Make notes as learners read.</i> | Analysis: <i>pg35-36 .How does the writer create tension in this moment?</i> |
| 7 | Contextual Knowledge: Look at Ranville Cemetery. It's where the class is going on their trip. See Contextual Extension Activities | Infer and Deduce: Write down words to describe Jack and his behaviour in this chapter | Evaluate: <i>Why is Mr Salah annoyed with Jack?</i> |
| 8 | Vocabulary : Consolidate vocabulary learned so far using retrieval grid or a similar technique (See PP) | Summarise: As we read this chapter, there is a line which sums up Jack's behaviour. Try to find it as we read | Form and Express Opinions: Is Jack genuinely sorry or does he say the right thing only because he wants to go on the trip? Find the evidence to support your opinion. |
| 9 | Vocabulary – Warm up impressive words. They all describe somebody who is unhappy. Can you add to this list? | Active Reading: Pg 50 and 51. Note down all the words/ details which suggest Jack is troubled | Make Predictions: How do you think the story will develop and why? (See additional resources pp slide 2) |
| 11 | Contextual Knowledge: Research/provide info on 'Dogs on D-Day'/ <i>Animals in War</i> . Could introduce a non-fiction text to develop understanding Show image of the animal war memorial in London | Reading Purpose | Evaluate: Who is really insensitive in this chapter and why? |
| 12 | Contextual Knowledge: Look at Omaha Beach. Link: https://www.ducksters.com/history/world_war_ii/d-day_invasion_of_normandy.php | Paired Reading: Read the article 'Man's Best Friend' paired or individual for fluency and expression and to understand the story of Glen and Emile Corteil. | Summarise: Reduce the story of Emile Corteil and Glen into the form of a flowchart containing 5 key points or using the 25 word summary grid. (See additional resources pp slide 3) |

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| | | | <p>Form and Express Opinions: Animals in War Memorial in London there is a sentence carved into the stone. It says "They had no choice".</p> <p>Because they have no choice, do you think it is ever acceptable for animals to be used in war?</p> |
| 13 -14 | Vocabulary – Look back at all the key vocabulary for this section using retrieval grid (See pp) | Reading Purpose: As we read, focus on Jack. Write details/ words to describe him or draw images to represent his mood | Evaluate: What have we learned about Jack and how has he changed as a character? (See additional resources pp slide 4) |
| 15 | Prior Knowledge: Re-cap character of Jack | Summarise: Focus on the first part of the chapter. <i>What has happened here and how has this affected Jack?</i> | Analysis: <i>Pages 96-97 How does the writer create a sad mood here?</i> |
| 16 - 18 | Vocabulary- warm up key words | Active reading: Look at the rhetorical questions ch.16. They do not always get answers. <i>What effect do they have? What do they reveal about the character? Is there any other unusual/ambitious punctuation used and why?</i> | Explore Themes : One of the themes of this book is 'conflict and resolution'. <i>What is resolution?</i> Talk about examples of this so far and what the writer might be trying to say. |
| 19 | Vocabulary: Look back at all the key vocabulary for this section using retrieval grid (See PP) | Paired Reading: Read the beginning of the <i>chapter pg 109 &110</i> . Learners could do this in pairs –followed by teacher modelling. Focus on rhythm/intonation. <i>How does the writer use sentence structure and repetition for impact?</i> | <p>Explore Themes and author's intent: <i>"They gave their tomorrow so we could have our today."</i></p> <ul style="list-style-type: none"> • What does this mean? • What attitudes to war does this promote? • Do you share the view? • How does this contrast with Kasandra's experience of war? |

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| 20 & 21 | Prediction: Another turning point comes in this chapter. Things seem to be fine and then things go wrong. | Active Reading: Ch 21 -As you read, make a list of all the words that make this moment seem dramatic | Evaluate: Jack is in trouble. If he tells Mr Salah why he pushed Lucas, he will be breaking a confidence. If he doesn't, he will be in more trouble. <i>What would you do?</i> |
| 22 & 23 | Vocabulary - warm up key vocabulary | Provide Purpose: Provide learners with question/answer grid. As they read they have to work out what the questions are to answers provided (See additional resources pp slide 5) | Evaluate: Ch 22: Useful video by the author: https://youtu.be/2pRjjY4bsWQ <i>How is Jack's relationship developing with the driver? How are there views different? How do you think the driver knows about war?</i> |
| 24 | | | Evaluate: <i>How have Jack's views about war changed- focus on the final paragraphs</i> |
| 25 | Contextual Knowledge Provide some images which represent the Falkland Island War and provide overview or direct to website for research Falkland Islands War - Kids Britannica Kids Homework Help | Infer and Deduce: Read with these questions in mind: <i>How are Jack's feelings about the driver changing? How do you know?</i> | Author's Intent: <i>Why do you think that a lot of people chose to become soldiers? What do you think the writer is trying to highlight to us about war?</i> |
| 26 | | | Evaluate Themes: In this chapter we are revisiting the theme of conflict and resolution. Notice some of the language which shows that Jack and Lucas are making up their row. <i>How is Jack changing as a person?</i> |
| 28 | Context: In this chapter Jack is reminded of Emile Corteil and Glen – recap story | | Question: Jack changes his mind here. <i>What made everything clear for him?</i> |

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| 29 | <p>Context- Secure understanding of term '<i>Friendly fire</i>'? <i>Why does it seem like a very odd phrase?</i></p> | <p>Reading Purpose: In this chapter we hear the detailed story of Emile and Glen. Sum the key steps in this story using 25 word summary grid / flowchart or another method</p> | <p>Explore Theme: Begin to sum up the different messages the writer conveys about the theme of war</p> |
| 30 | <p>Context: Show images of Ranville Cemetery so that learners can visualise</p> <p>Vocabulary- Look back at all the key vocabulary for this section using retrieval grid (See pp)</p> | <p>Reading fluency: Teacher models reading, ask learners to comment on what was effective about the reading.</p> | <p>Author's Intent: https://youtu.be/w8lUrLmm4cM <i>How successfully does the writer highlight his message about war?</i></p> <p>Write one sentence to sum up the author's message about war/ soldiers who fight in it.</p> |
| 31 | <p>Prediction: <i>How will the book end? How will those events highlight the key themes?</i></p> | <p>Enjoy</p> | <p>Author's Intent: Look at the final lines "<i>Jack took control.....</i>" <i>What is the significance of these lines? Why might the author have chosen to end the book like this?</i></p> |

3. Vocabulary to prepare and appreciate

| Vocabulary | | | Quizlet Link |
|------------|---|--|---|
| | Tricky words to prepare | Effective words | |
| 1 | encouraged | scampering crouching quivering | Chapters 1-6 https://quizlet.com/_9jha9j?x=1jqt&i=38kk5o |
| 2 | Nazi conceded Spitfire | invaded delighted massive | |
| 3 | paratroopers parachute liberation commentary sabotaging | silhouette tense earsplittingly | |
| 4 | manoeuvres quizzically mobilised Shtum | glancing | |
| 5 | refugee seaborne Holocaust | insisted overlooked silenced | |
| 6 | Afghanistan shockwaves defensively | emerging chattering seething meek worships | |
| 7 | cemetery survived | buzz meaningful stormed | Chapters 7-14 https://quizlet.com/_9lz7gp?x=1jqt&i=38kk5o |
| 8 | Reconsider | tolerate | |
| 9 | dismantling | shrugged hesitated confused protested | |
| 10 | Complicated | mournful | |
| 11 | civilian battalion superior clamour | reassured squat fleeting recoiled | |

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| 12 | photomontage poaching paradog canine flak premonition | drifting cowered | |
| 13 | Pursuit | sprinted hammering | |
| 14 | betrayal turnaround | wildly | |
| Part 2 15 | unfamiliar announcement museums | animated scanning wrestled quivering | Part 2 Chapters 15 -19 https://quizlet.com/_9lze9v?x=1jqt&i=38kk5o |
| 16 | Headlights | excitedly torturing | |
| 17 | ghostly | stuttered | |
| 18 | weird rabies roundabouts | boxy | |
| 19 | narrator twined fragrance | dangling | |
| 20 | haze intense accommodation | sparkled shimmering | Chapters 20-32 https://quizlet.com/_9m017b?x=1qqt&i=38kk5o |
| 21 | wolfhound repercussions | jogged veering squinting shrugged lunged grabbed | |
| 22 | Dwight Eisenhower muscular | flash snapped 'dark laugh' | |
| 23 | pacifist | gritted cowering | |
| 24 | buried assault | imagining | |
| 25 | Exhausted | clatter dispersed | |
| 26 | Sighed | sparkled shimmering | |
| 27 | overheard frightening bayonet | intervened thrilling wobble | |
| 28 | Illuminate | dwarfed gathered fiery | |

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| 29 | suffocated nationalities | duty squatted | |
| 30 | Remembrance | cursing | |
| 31 | Graveyard | murmur crumble | |
| 32 | Background | wringing thrashing | |

4. Assessment Opportunities (optional)

Writing Task

Step 1

1. Mind map the character of the coach driver
2. What do we know about him?
3. What is his role in the book?
4. What is his relationship like with Jack?

Step 2

1. How do you think he feels at the end of the book as he drives away from Jack? Make a list of key words
2. What does he see?
3. What does he think?

Step 3

“Jack took control of Finn and remembered to turn to the driver.

“Thanks” Jack said.”

Imagine you are the coach driver. Write a paragraph to continue the story. You need to write your account in the first person as if the experience happened to you.

End of Novel Quiz

(This could be transferred to a Google Form)

1. What was the name of the Syrian refugee in the class? **Kasandra**
2. What is the name of Jack's class in school? **6a**
3. Why did the pupils in the class have to be sensitive with their words while discussing issues in class? **They needed to be sensitive because of Kasandra's feelings. At the beginning of the book, nobody knows what she has been through.**
4. Why was there tension between Jack's Mum and his Dad? **The tension came from the fact that Jack's Dad is looking forward to going to a conflict zone. Mum feels angry that he knew but he didn't tell her and frightened for his safety and wellbeing.**
5. What was the teacher's aim, in taking the class to the cemetery? Choose the most appropriate answer.
(Multiple choice) a. To learn about D-day from the point of view of personal stories, b. To understand the geography of D-day, c. To know more about WWII d. For a school trip – a break for a few days.
6. For the author, writing a Syrian refugee in the class was a smart move. Why? **Writing a Syrian refugee character in the class gave the author the opportunity to show the reader that conflicts still happen today, and that different people in a group have a different viewpoint. The author can also show the reader through Kasandra, that wars and conflicts have a human aspect rather than just tactics.**
7. In parts of the book, Jack feels lonely and alone. Why?
Jack feels lonely and alone because (multiple choice) a. no one likes him, b. he always prefers to be alone c. He tries to get attention by pretending to be lonely – this way someone will feel sorry for him, d. he disagrees with other's views and the teacher thinks he needs to be away from the class to think through his feelings.
8. How will Jack change as a character when he gets home after the trip?
9. What do you think is the *main* theme of the book?
10. What did you *learn* from reading this book?

5. Contextual Extension Links

| Topic | Resource |
|----------|---|
| D-Day | <p>D-day: https://www.bbc.co.uk/teach/teach/dday-collection/zrhxkmn</p> <p>Omaha Beach: https://www.ducksters.com/history/world_war_ii/d-day_invasion_of_normandy.php</p> <p>Pegasus Bridge: www.historylearningsite.co.uk/world-war-two/world-war-two-in-western-europe/d-day-index/pegasus-bridge/</p> |
| Refugees | <p>What's happening in Syria? - CBBC Newsround https://www.bbc.co.uk/newsround/43766607</p> <p>Refugee Poetry : https://www.bbc.co.uk/newsround/43766607</p> <p>Brian Bilston : Interesting approach https://brianbilston.com/2016/03/23/refugees/</p> <p>British Red Cross: https://youtu.be/sH_1haveiKk</p> <p>Use the film to analyse the language used to describe the refugee crisis and support young people to recognize the negative and dehumanising terms such as 'plague', 'swarm', 'leeches' etc. Then ask learners to try and empathise with the position of the people in the film and their personal situation.</p> <ul style="list-style-type: none"> • Can they think of more positive language that could be used to describe the refugee crisis from a humanitarian perspective? What words might they use? • How can they ensure that the language respects the human dignity of the people at the centre of the refugee crisis? |

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| <i>Ranville Cementary</i> | Ranville Cemetery: D-Day - British Cemetery Ranville |
| <i>Link to Tom Palmer website. Lots of activities including 'Blackout Poetry Challenge'</i> | https://tompalmer.co.uk/dday-dog/ |
| <i>Animals at War</i> | www.animalsinwar.org.uk https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zndqf4j https://www.history.co.uk/history-of-animals-in-war/pdsa-dickin-award |