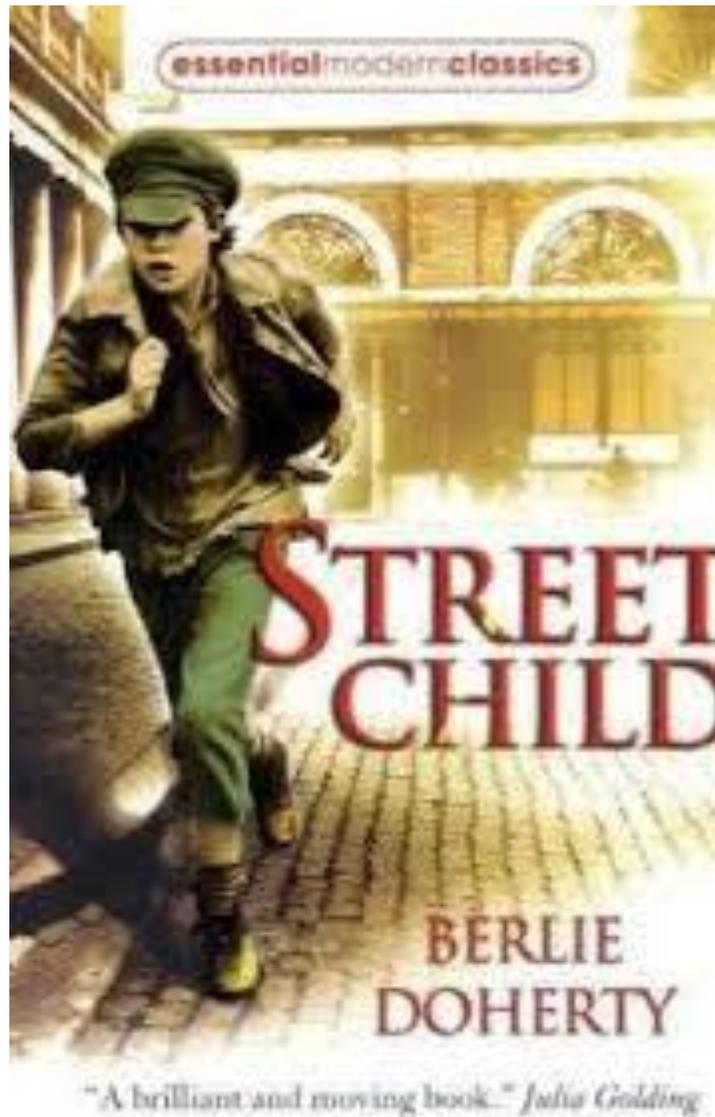


Y5/6

Spring 1 Revolution

Stories with Historical Settings

Word Count: 34,569



Week 1

Can we remember anything about Berlie Doherty?



- Is she a living author?
- What is the name of the book we read earlier in the year that Berlie wrote?
- What did we enjoy about that book?
- What might we expect in this new book, *Street Child*?

Wednesday 5th January 2022

Learning to participate in discussions about books,
building on own and others' ideas.



Stick all of the following sheets in your book.

Don't let any of the sheets hang outside your book.

Don't leave any blank pages by mistake.

Use the lines printed on your pages to help you keep everything stuck in straight.

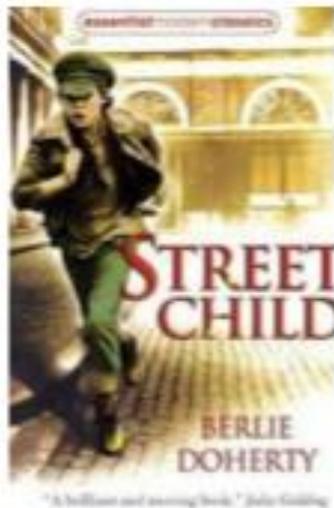
Spring 1 Y5/6 Revolution

Class Text:
Street Child by Berlie Doherty

Word Count: 34,569

Y5/6 Ongoing objectives:

- ★ Read and discuss novels which we may not choose ourselves.
- ★ Demonstrate active reading strategies.
- ★ Predict what might happen from details stated and implied.
- ★ Participate in discussions about books, challenging views courteously.
- ★ Read aloud with effective intonation, volume and expression so that the meaning is clear.



Read through our objectives –
do we understand what they
all mean?

BEFORE we read each chapter, we will briefly **predict** what might happen in the chapter **based on the chapter title.**

REVOLUTION THEME Street Child by Berlie Doherty

CHAPTER PREDICTIONS



Learning to predict what might happen from details stated and implied.

Read the title of each chapter. Make a quick prediction of what could happen in this chapter based on the title it is given.

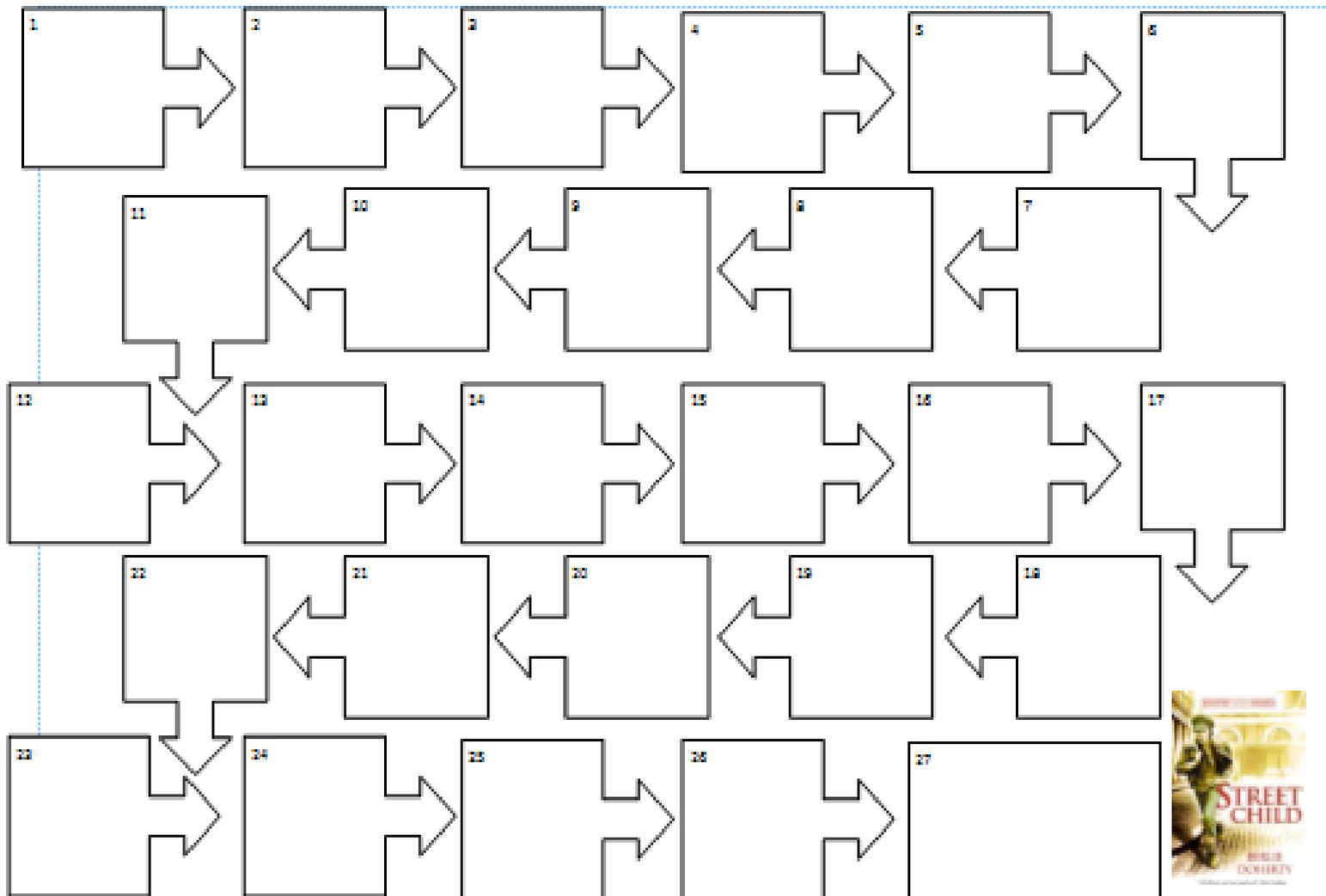
1. The Shilling Pie	2. The Stick Man	3. Rosie and Judd	4. The Workhouse	5. Behind Bars	6. Tip	7. The Wild Thing	8. The Carpet-beaters	9. The Jaw of the Iron Dog
10. Lame Betsey	11. The Spitting Crow	12. Shrimps	13. The Lily	14. The Waterman's Arms	15. Josh	16. Boy in Pain	17. The Monster-Weeps	18. You Can Do It, Bruvver
19. Away	20. The Green Caravan	21. Circus Boy	22. On the Run Again	23. Shrimps Again	24. Looking for a Doctor	25. The Ragged School	26. Goodbye, Bruvver	27. Barnie

AFTER reading a chapter, we will say where the chapter was set.

Street Child by Berlie Doherty

Setting FlowChart

Learning to make simple comments on the overall effect on the reader.



Tom Tommo moves from place to place during the book. After you've read each chapter, write where he was. At the end we will think how this makes the reader feel - and Tom too!

Wednesday 5th January 2022

Learning to participate in discussions about books building on own and others' ideas.

Teachers: Use your trackers grid to tell children which colour activity they need to complete each day.



Children: Make sure you always do your own colour activity first. If you finish, do the activity printed before yours.

Read 'Tell Me Your Story Jim.' p 13

Viper Activity

- What is the main character called?
What is the name of the man who wants to know his story?
What does the boy want to tell the man about?
- List the things that Jim has that make him feel lucky.
- "It is, Jim," he says. "It's a very special story. It changed my life, child, meeting you." Funny that, ain't it? Because he changed my life, Barnie did. Explain what you think this means.

Friday 7th January 2022 am

Learning to demonstrate active reading strategies.

(This means that while we are reading, you are involved in discussions about the text, you are noting down answers and thoughts. In whole class reading sessions, you are not just sitting being read to. You are active – not passive!)

Before you read, make your prediction about what might happen based on the chapter title. Use your knowledge of the book and of the Victorian era to make a logical prediction. You will do this before each chapter – it will get easier as you progress through the book.

Read Chapter 1 p15 Read as Mrs Hodder, Jim, Emily, Lizzie.

Viper Activity (Complete the colour activity that your teacher told you to on Wednesday.)

- What is a shilling?
What does Jim buy with it?
What did he ask for lots of?
What are the names of Jim's sisters?
What has happened to Jim's father?
- Using details from the text, describe where they live.
Give as much detail as possible.
- What is happening to Ma? I think this because it says...



After you read, write down where the action took place (the setting).

Friday 7th January 2022 pm

Learning to read and re-read to locate clues to support understanding.

Before you read, make your prediction about what might happen based on the chapter title.

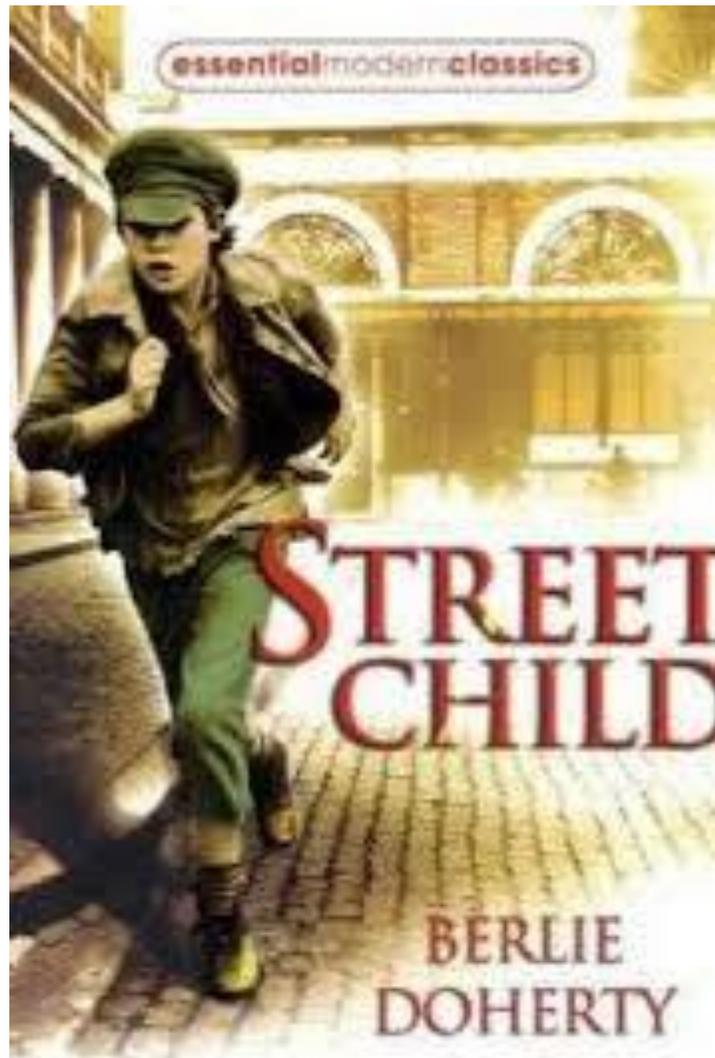
Read Chapter 2 p20 Read as Emily, Mr Spink, Jim, Ma.

Viper Activity

- What was the Stick Man wearing on his feet?
What was the weather like?
What colour was his hair?
- Collect together all the things we are told about Mr Spink.
- Using your inference skills, what impression do you get of Mr Spink?

After you read, write down where the action took place (the setting).





"A brilliant and moving book." *Julia Golding*

Week 2

Tuesday 11th January 2022

Learning to infer character's feelings, thoughts and motives from their actions and justify them with evidence.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 3 p27 Long! Read as Ma, Emily, Jim, Lizzie, Woman (Rosie), Judd

Viper Activity

- There was an iron boot scraper in the shape of...
I like Rosie because...
I like Judd because...
- Collect information about Rosie as we read the chapter.
Think about what she says and what she does that tell us more about what she's like.
- Collect information about Rosie and Judd as we read the chapter.
Think about what they say and what they does that tell us more about their characters.



After you read, write down where the action took place (the setting).

Wednesday 12th January 2022

Learning to infer character's feelings, thoughts and motives from their actions and justify them with evidence.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 4 p37 Read as Ma, Jim (other voices will be read by the teacher – it's confusing),
Matron, Joseph.

Viper Activity

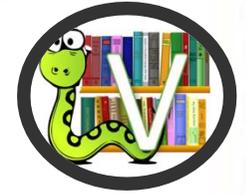
- At the start of the chapter, Jim felt ... because...
When he got to the workhouse, he felt...because...
At the end of the chapter, Jim felt ... because...
- Track as many of Jim's feelings as you can throughout this chapter. Say how he feels and why.
- Track as many of Jim's feelings as you can throughout this chapter. Say how he feels and why. Can you compare how Jim feels with any other character(s) that we have read about in Y5/6.



After you read, write down where the action took place (the setting).

Friday 14th January 2022 am

Learning to evaluate the impact of the author's use of language.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 5 p45 Read as Jim, Joseph, Mad People, Woolly-Headed Boy, Mr Sissons

Viper Activity

- What word described the yard?
At the windows there were iron
- Describe the workhouse in as much detail as you can gain from the text. How does this make the reader feel?
- Describe the workhouse in as much detail as you can gain from the text. How does this make the reader feel? How does this help us have better understanding of the text?

After you read, write down where the action took place (the setting).

Friday 14th January 2022 pm

Learning to explain the effect on the reader of the author's choice of language.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 6 p51 Read as Mr Barrack, Tip, Jim,
Viper Activity

- Write down anything that Jim would **see** in the workhouse from today's chapter, Eg. Boys in the same clothes. Use commas in your list.
- Collect any ideas from today's chapter that link to **sights and sounds** in the workhouse.
- Collect **any sensory language** from today's chapter. How does this help the reader understand the book?

After you read, write down where the action took place (the setting).

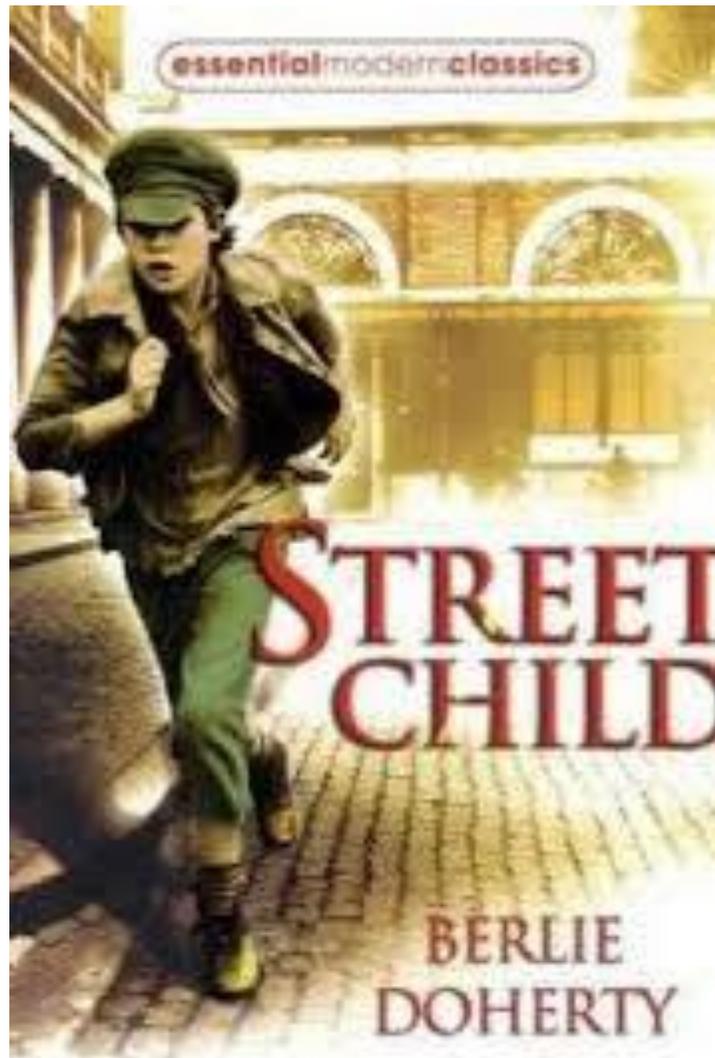


Sensory Language



Words or phrases that connect to the five senses and describe how something looks, smells, tastes, feels or sounds

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"A brilliant and moving book." *Julia Golding*

Week 3

Tuesday 18th January 2022

Learning to infer characters feelings, thoughts and motives from their actions and justify them with evidence.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 7 p59 Read as Jim, Joseph, Tip, Mr Barrack.

Viper Activity

- How long had Joseph been in the workhouse?
How long had Jim been in the workhouse?
- List the things that Jim told Joseph about that are outside of the workhouse? Why do you think he said these things?
- What made Jim decide that he was going to run away from the workhouse? Explain as fully as you can with reference to the text.

After you read, write down where the action took place (the setting).

Wednesday 19th January 2022

Learning to summarise the main ideas from more than one paragraph.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 8 p64 Read as Mr Sissons, Jim, Tip, Woman Carpet Beater.



Viper Activity

- What did Jim put in his pocket?
Who did Jim go and help?
What was half in and half out of the gate?
- In your own words, explain how Jim escaped.
- In your own words, explain how Jim escaped.
How would you explain Jim's 'wild thing'?

After you read, write down where the action took place (the setting).

Friday 21st January 2022 am
Learning to demonstrate active reading strategies.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 9 p71 Read as Jim, Boy.

Viper Activity for all ■ ■ ■

Draw a route from the workhouse to where Rosie is at the big house. Draw the landmarks that Jim passes on the way, How much detail can you add from the text. Make sure you draw things in the order that he passes them.



Workhouse



Rosie's

After you read, write down where the action took place (the setting).

Friday 21st January 2022 pm

Learning to check that the book makes sense and demonstrate understanding.



Before you read, make your prediction about what might happen based on the chapter title.

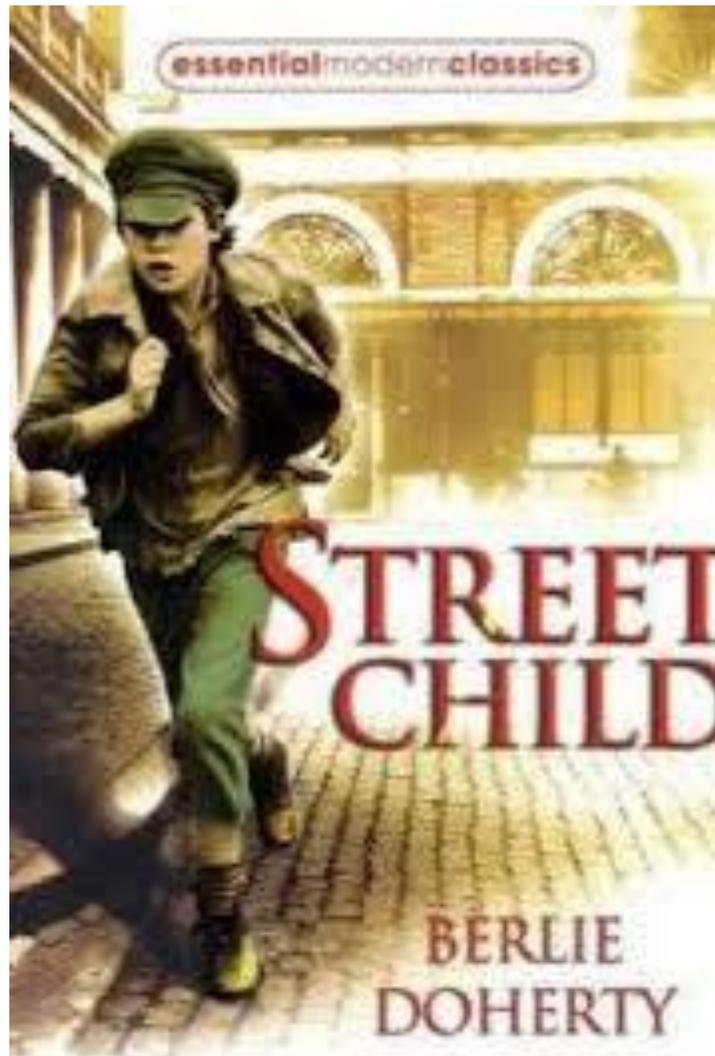
Read Chapter 10 p77 (Long)

Read as Girl, Jim, Woman/Cook, Knocker-Upper, Lame Betsy, Rosie

Viper Activity

- Why weren't Rosie and Judd at the house?
What did the cook give Jim to eat?
What time were they woken?
- Explain what a knocker-upper is.
Explain what a dairywoman is.
What is the name of the dairywoman and how might she help?
- Explain what has happened to Emily and Lizzie since Jim last saw them.
Why do you think Jim cried when he saw Rosie?

After you read, write down where the action took place (the setting).



"A brilliant and moving book." *Julia Golding*

Week 4

Tuesday 25th January 2022

Learning to infer character's feelings, thoughts and motives from their actions.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 11 p 88 Read as Rosie, Jim.

Viper Activity

- The old grandmother **kicked Jim awake,** **let Jim sleep,**
(Write the sentence with the correct options) **had teeth** **had no teeth** and
gave him bread. **ate his bread.**

Do you like the grandmother?

- Does the reader like the grandmother? Give evidence from this chapter to support your answer.
- Does the reader like Rosie? Give evidence from the book so far to support your answer.

After you read, write down where the action took place (the setting).

Wednesday 26th January 2022

Learning to distinguish between statements of fact or opinion.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 12 p95 (Long) Read as Rosie, Jim, Lame Betsy, Doctor, Boys, Boy (Shrimps), Raggedy Woman, Man (Nick), Rosie's Grandfather.

Viper Activity ■ ■ ■ Have a go at all of the following
Write **F** for **FACT** or **O** for **OPINION** after each statement.

1. Rosie tied a sack over Jim's shoulders.
2. Jim would skip/dance for the customers.
3. Betsy thought that school was a 'fine chance' for Jim.
4. People said that the teacher/doctor was a 'queer soul'.
5. He was a thin man with spectacles and fluffy side-whiskers.
6. A boy flung mud at him.
7. Grimy Nick gave grandfather a coin in exchange for Jim.
8. 'You've nothing more to want in life.'

After you read, write down where the action took place (the setting).

Friday 28th January 2022 am

Learning to scan for key words to locate information.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 13 p110 Read as Man, Nick, Jim, White-Face.

Viper Activity: Scan for words/phrases relating to the dog to find key information

- What colour were the dog's eyes?
Where did the dog bite Jim?
What is the dog's name?
Was Nick nice to his dog? Why do you think so?
- Collect information about the dog on board The Lily.
How does Nick treat his dog?
- Collect information about the dog on board The Lily.
How does Nick treat his dog?
Do you think Nick will treat Jim well?

After you read, write down where the action took place (the setting).

Friday 28th January 2022 pm

Learning to predict what might happen from details stated and implied.

Learning to read and discuss a range of fiction.

No additional reading – catch up from long chapters

Viper Activity ■ ■ ■

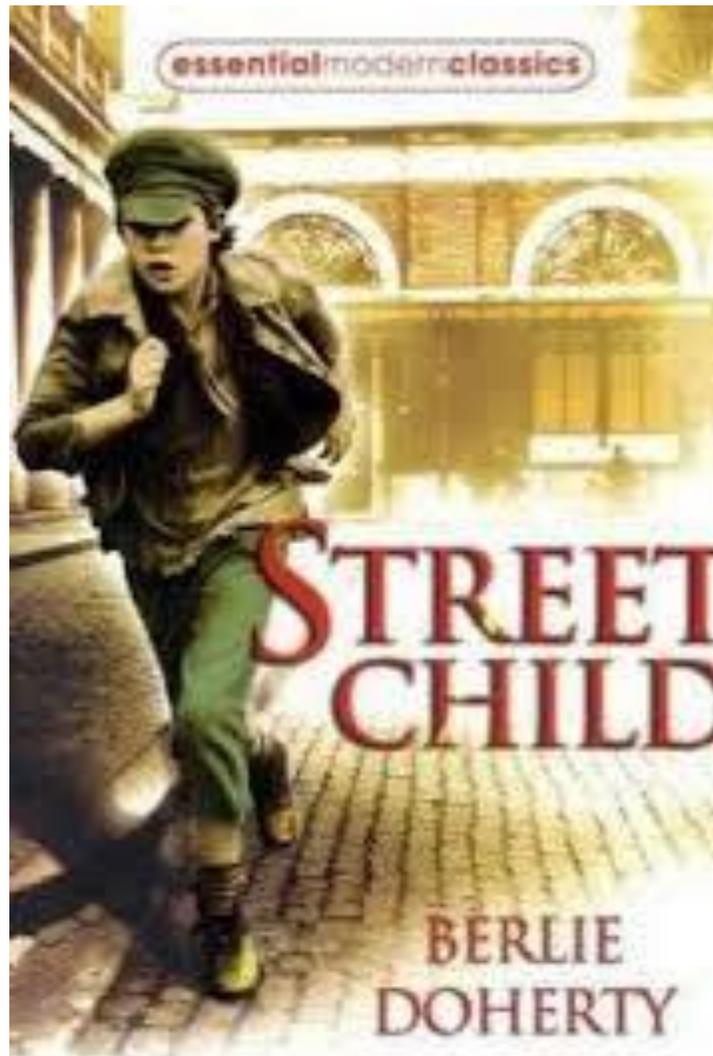
If you have completed all the reading, discuss these questions as a class and make your own notes in the space you have:

I like the character because...

I don't like the character ... because...

In the second half of the book I think that...





"A brilliant and moving book." *Julia Golding*

Week 5

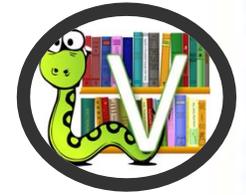
Tuesday 1st February 2022

Learning to explain the meaning of words within the context.

Learning to explore and use the words metaphor, simile and personification.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 14 p119 Read as Nick, Boy, Jim.



Viper Activity

■ Grimy (Grimy Nick) means
'Grimy Nick shinned up the rope...' Shinned means...
Ospickal means

■ ■ Say whether each of these is a metaphor, a simile or personification:

1. 'The river... seemed to be breathing with secrets...'
2. 'dark looming shapes...bloomed into life, like a city...'
3. 'past all the floating castles of tall sailing ships...'
4. 'his body a grunting shadow...'
5. 'sweat poured down him like rain...'
6. 'snored like a fog-horn'

After you read, write down where the action took place (the setting).

Wednesday 2nd February 2022

Learning to find and copy answers with greater accuracy.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 15 p125 Read as Nick, Jim, Man (Josh).

Viper Activity Find and copy means copy exactly, with the correct spelling and correct use of capitals or lower case. Find and copy the following answers:

ANSWERS ON THE NEXT SLIDE

- ■ ■ A word representing the sound of the water against the sides of The Lily.
A word representing the sound of Nick's long oar.
The name of the huge coal-carrying boat.
- ■ A word meaning full to the top.
A word meaning coughing from the black dust.
- A simile that describes Nick's teeth.

Discuss: Do you think Nick has been nice to Jim in this chapter? Why?

After you read, write down where the action took place (the setting).

■ ■ ■ A word representing the sound of the water against the sides of The Lily.
sheesh!

A word representing the sound of Nick's long oar.
plash!

The name of the huge coal-carrying boat.

Queen of the North

■ ■ A word meaning full to the top.
brimming

A word meaning coughing from the black dust.

spluttered

■ A simile that describes Nick's teeth.

(his few teeth were) as bright as polished gems

The part in brackets would be allowed but is not needed.

Friday 4th February 2022 am

Learning to find and copy answers with greater accuracy.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 16 p133 Read as Jim, Nick, Man.

Viper Activity **ANSWERS ON THE NEXT SLIDE**

- Find and copy a word that tells us how Jim was feeling at the start of the chapter.
Find and copy a word that tells us his voice was shaking.
Find and copy a word that describes the colour of the sky.
Find and copy the word that tells us what gave Jim courage.
- Find and copy a simile that describes how the fleet of rivercraft was moving.
- Find and copy three pairs of words that describe what Jim and Nick did day after day.
Find and copy a group of words that tell the reader how Jim was treated by Nick.

Discuss: Why do you think Jim had a voice in his head in this chapter? Whose voice was it?

After you read, write down where the action took place (the setting).

Read Chapter 16 p133

Viper Activity **ANSWERS**

Find and copy a word that tells us how Jim was feeling at the start of the chapter.

lonely

Find and copy a word that tells us his voice was shaking. quavering

Find and copy a word that describes the colour of the sky. milk

Find and copy the word that tells us what gave Jim courage. Hunger

Find and copy a simile that describes how the fleet of rivercraft was moving.

(at the same time) like flies swarming

The part in brackets would be allowed but is not needed.

Find and copy three pairs of words that describe what Jim and Nick did day after day.

Backwards and forwards, filling and emptying, shovelling and piling.

Find and copy a group of words that tell the reader how Jim was treated by Nick.

worse than an animal

Friday 4th February 2022pm

Learning to infer character's feelings thoughts and motives from their actions.

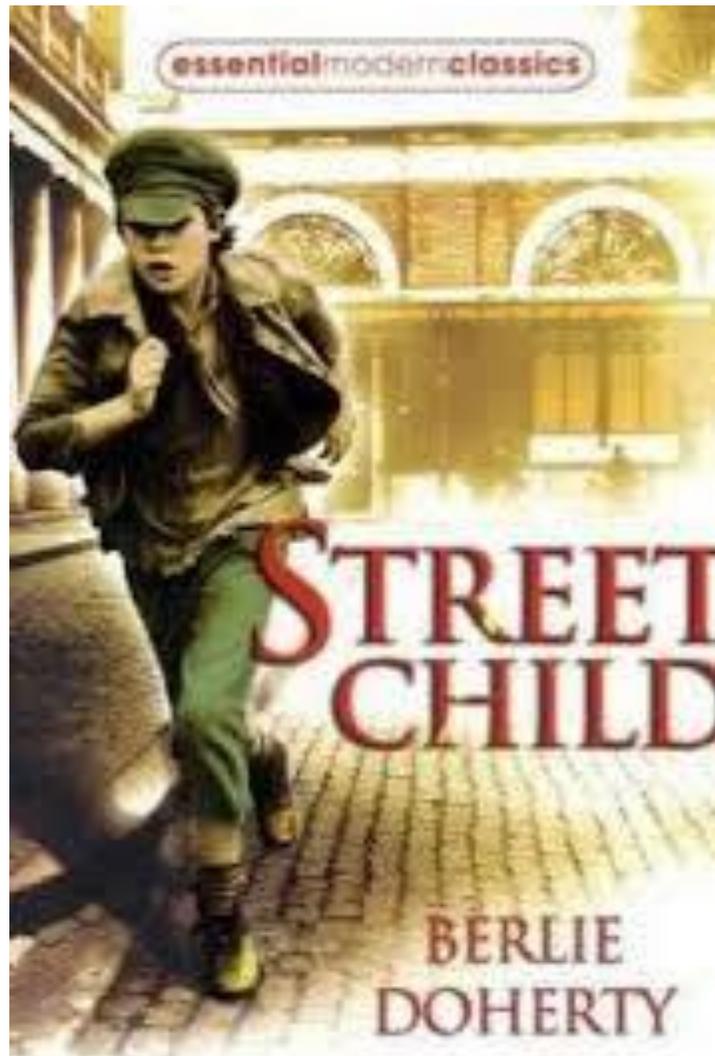
Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 17 p141 Read as Nick, Jim, White-Face.

Viper Activity

- What did Nick do to Jim?
Why did he do this?
What Jim make every day for breakfast?
Why did the coal fall?
- How has Nick acted towards Jim? Explain clearly with reference to the text.
- How has Nick acted towards Jim? Refer to any chapter of the book.
How did Jim act towards Nick? Refer to today's chapter.

After you read, write down where the action took place (the setting).



"A brilliant and moving book." *Julia Golding*

Week 6

Tuesday 8th February 2022

Learning to explain the meaning of words within the context of the text.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 18 p146 Read as Nick, Jim, Circus Boy, Voice in Head

Viper Activity ■ ■ ■ Write the word beside its definition.

banner barge barrel bugle miner pageant procession wagon

	A number of people or vehicles moving forward in an orderly fashion, especially as part of a ceremony.
	A long flat-bottomed boat for carrying freight on canals and rivers, either under its own power or towed by another.
	A cylindrical container bulging out in the middle, traditionally made of wooden staves with metal hoops round them.
	A person who works in a mine.
	A procession of people in elaborate, colourful costumes, or an outdoor performance of a historical scene.
	A brass instrument like a small trumpet, typically without valves or keys and used for military signals.
	A vehicle used for transporting goods or another specified purpose.
	A long strip of cloth bearing a slogan or design, carried in a demonstration or procession or hung in a public place.

ANSWERS



Viper Activity ■ ■ ■ .

procession	A number of people or vehicles moving forward in an orderly fashion, especially as part of a ceremony.
barge	A long flat-bottomed boat for carrying freight on canals and rivers, either under its own power or towed by another.
barrel	A cylindrical container bulging out in the middle, traditionally made of wooden staves with metal hoops round them.
miner	A person who works in a mine.
pageant	A procession of people in elaborate, colourful costumes, or an outdoor performance of a historical scene.
bugle	A brass instrument like a small trumpet, typically without valves or keys and used for military signals.
wagon	A vehicle used for transporting goods or another specified purpose.
banner	A long strip of cloth bearing a slogan or design, carried in a demonstration or procession or hung in a public place.

Wednesday 9th February 2022

Learning to infer characters' feelings, thoughts and motives from their actions.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 19 p152 & 20 p155

19. Read as Voice.

20. Read as Jim Madame Juglini, Mr Juglini.



Viper Activity

- What had Jim used to cut through the rope?
What had he tied the rope to instead of himself?
What had he used to weigh down the hatch?
- Explain in your own words how Jim escaped. Give as much detail from the text as you can.
- Explain in your own words how Jim escaped.
How did he feel after he escaped? Why?

After you read, write down where the action took place (the setting).

Friday 11th February 2022 am

Learning to scan for key words and text mark to locate key information.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 21 p160 & 22 p163

Read as 21. Circus Children, Madame Juglini, Mr Juglini, Jim.

22. (Shrimps), Jim



Viper Activity ■ ■ ■ Put these events from the chapter in the order in which they happened.

	The horses ran into the ring.
	The circus tent was put up.
	Mr Juglini cracked his whip for silence.
	The entrance flap of the tent lifted up.
	A familiar face was paying Madame Juglini.
	Jim and Antonio were beating drums.
	Madame Juglini came back at dusk

Discuss/Predict: Who do you think is about to enter the circus?

After you read, write down where the action took place (the setting).

Read Chapter 21 p160 & 22 p163

Viper Activity ■ ■ ■ Put these events from the chapter in the order in which they happened.

5	The horses ran into the ring.
1	The circus tent was put up.
4	Mr Juglini cracked his whip for silence.
6	The entrance flap of the tent lifted up.
7	A familiar face was paying Madame Juglini.
3	Jim and Antonio were beating drums.
2	Madame Juglini came back at dusk

Friday 11th February 2022 pm

Learning to explain the effect on the reader of the author's choice of language.



Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 23 p 167 & 24 p173

23. Read as Jim, Woman, Voice, Woman Selling Seafood, Street Boy.

24. Read as Jim, Shrimps, Woman, Coffee-Cart Woman.

Viper Activity

■ As we read this afternoon, **draw faces to show how the reader might be feeling** at different points in the chapters. ■ Write a word beside the face to explain the feeling. ■ Explain what in the text makes the reader feel this way.

Eg.

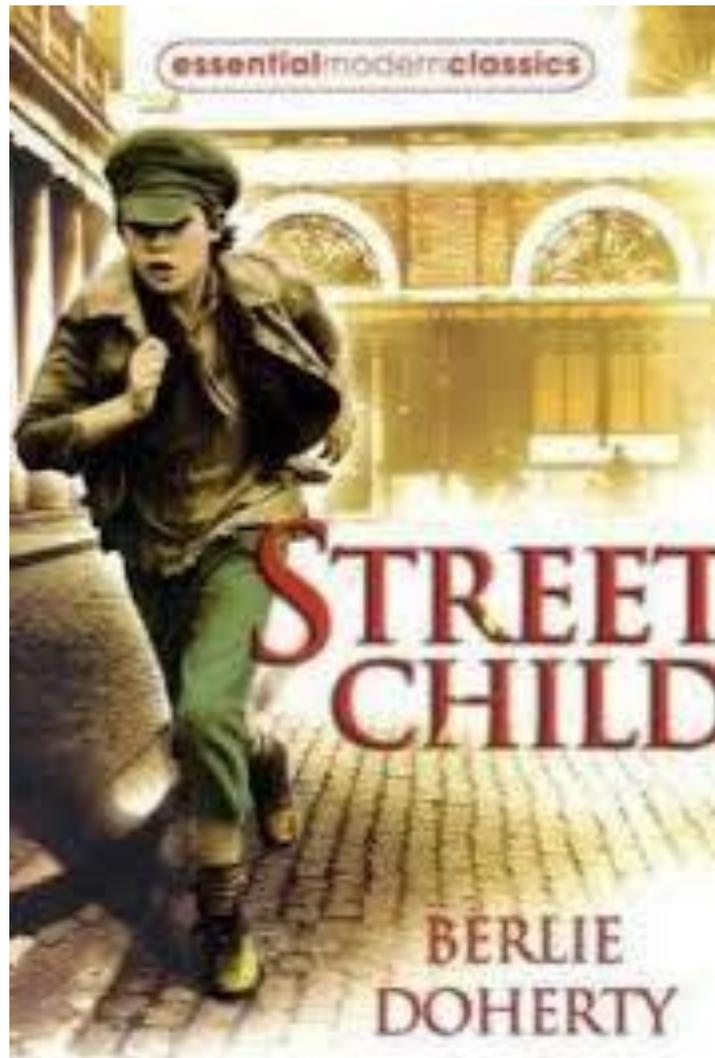
☹ Confused 'Everything was growing familiar yet everything was wrong.'

☺ Hopeful A boy remembered Skippin' Jim and knew Shrimps

Discuss your thoughts as a class. Do all readers feel the same? Similar? Is it likely that readers think totally differently?

Remember authors choose their words carefully to tell the story and to make their readers **empathise** with the characters and their situation.

After you read, write down where the action took place (the setting).



"A brilliant and moving book." *Julia Golding*

Week 7

Tuesday 15th February 2022

Learning to scan for key words and text mark to locate key information.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 25 p180 & 26 p184

25 Read as Jim, Coffee-Cart Woman, Street Boy, Davey, Shrimps, Child 1 in Group , Child 2 in Group.

26 Read as Samuel, Jim, Street Boy.

Viper Activity

■ ■ ■ Write the numbers 1-7 to order the events in Chapter 25.



	Boys called Jim and asked how Shrimps was.
	A group of children showed Jim The Ragged School.
	Jim waited for the coffee woman to bring her cart.
	Doctor Barnie didn't hear Jim calling and left in a carriage.
	When Jim reached out, Shrimps hand was cold.
	Jim got milk from a dairy woman and took it to Shrimps.
	When Jim got back, someone had left a candle by Shrimps.

After you read, write down where the action took place (the setting).

Viper Activity



2	Boys called Jim and asked how Shrimps was.
4	A group of children showed Jim The Ragged School.
1	Jim waited for the coffee woman to bring her cart.
5	Doctor Barnie didn't hear Jim calling and left in a carriage.
7	When Jim reached out, Shrimps hand was cold.
3	Jim got milk from a dairy woman and took it to Shrimps.
6	When Jim got back, someone had left a candle by Shrimps.

Wednesday 16th February 2022

Learning to retrieve, record, make notes from non-fiction.

Before you read, make your prediction about what might happen based on the chapter title.

Read Chapter 27 p187, The End of the Story p194, Authors Note

27 Read as Jim, Barnie.

The End of the Story Read as Barnie, Jim,

Viper Activity

■ Circle the following statements T for True or F for False

Jim Jarvis was a real boy. T F

Jim met Doctor Barnado in 1966. T F

Doctor Barnado was a qualified doctor. T F

Doctor Barnado gave up his career to help poor children in London. T F

The charity Barnado's still exists today. T F

■ ■ Circle T or F above.

Make any additional notes from Author's Note to ensure your understanding of how the story links to the real events in history.

After you read, write down where the action took place (the setting).

Friday 18th February 2022 am



Complete the quiz for Street Child.

**Answer questions carefully to make sure you pass.
This will add 34,569 words to your current word total.**

I liked this book because...

VIPERS images