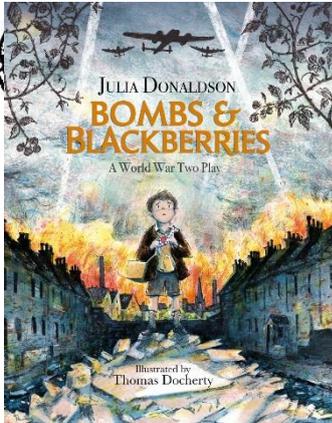




Bomb and Blackberries

by Julia Donaldson, illustrated by Thomas Docherty



World War Two has been declared and the Chivers children are sent to the safety of the countryside. They are delighted to be brought back home when it looks like the Germans aren't going to invade after all. But the air-raid siren goes off and this time it's frighteningly real.

This dramatic and touching play brings Manchester during the Second World War and its people to life, and provides a variety of opportunities for school classes to explore both historical and literacy topics in an involving and creative setting. It also includes helpful tips on staging and costume.

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Resources produced by Reading Rocks



Key Stage 2 Lesson Plan

Objectives: (from National Curriculum)

Comprehension-

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Composition-

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (y3/4)
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5/6)
- draft and write by:
 - organising paragraphs around a theme(y3/4)

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- indicate grammatical and other features by:
 - using and punctuating direct speech (y3/4)
 - showing control in the formality of the text.

Key vocabulary:

Parish clerk, bustling, billiard, blackout, housekeeper, poisonous

Lesson Ideas

Lesson focussed on scenes 2 and 3.

Before you start:

- Look closely and carefully at the dust cover illustration and the cover illustration:
 - What similarities and differences do children notice?
 - What might this suggest about the feelings characters may have of the two settings in the play?
 - (re visit these ideas after reading and see if children's predictions and expectations were correct.)
 - Look at the shapes reflected in each image and how links are made – e.g. bomber planes and birds, rubble mound and mud mound.
- Discuss children's prior knowledge of evacuation in WW2. Get children to begin to think about how they would feel if they were packed off without their parents/carers.

Setting the scene:

Questions to discuss –

- Can you think of a time when you didn't tell the whole truth to protect someone or yourself? (You may need to share a story from your own childhood – the time you said you'd been happily playing with your friends, when really you knew you'd been pulling up daffodils from the neighbours garden; the time you said you loved that lesson at school because you didn't want to upset your mum who was so keen for you to enjoy it)
- Why might we do this? (You could jot key ideas and **motives** on a flipchart/board)

Into the text –

Read Scene 3 page 20 - 21

Look at the expression on their parent's faces. How might they be feeling as they read letters from their children? What are they hoping to read? What are they hoping not to read?



Look closely at the snippets of the letter that are shared. Highlight the positive comments, things that would make their parents smile, in one colour; and highlight anything negative, that may worry their parents, in another colour.

Dear Mum and Dad,

I am having a nice time in the country. I have only seen Lady Ingleby twice. Mostly we just see the housekeeper, Miss Skelton. Yesterday, me and Sally picked lots of field mushrooms and her mother cooked them.

. . . Jack got in a fruit fight with some boys from the village. Miss Skelton was cross with him. Joey is still a bit sad. I think he is homesick.
With love, from Elsie.

Discuss who the positives relate to and who the negatives relate to. Children may notice she shows a positive image of her time and feelings, yet sneaks in a bit of information that may get her middle brother in trouble! She also shares a little negative about her younger brother, but in a different way, that shows her care and concern for him.

Being part of the text:

Read or act out Scene 2. Pupils may wish to focus on 'The Village Hall' or 'The Playground of the Village School' section. Use this to lead into talking about how Elsie, Jack and Joey feel in the situations. Draw out:

Village Hall – the feelings of being left out, worry and being unsure as they are last to be chosen

Playground – the feelings of being different and being picked on

Pupil Talk –

How would Elsie, Jack and Joey feel in these situations? Encourage children to look for each child's perspective. Who would you rather be in this scene? Why?



Talk Prompts:

I understand how this character feels because.....

If I were ...(character)..., at this point, I would...

Reading into Writing:

Now, let's think about how we might write about these scenes in a letter back to Mum and Dad, remembering how we would want to focus on the positives so they wouldn't worry too much. Children should decide which character they will write as – Elsie, Jack or Joey.

Gathering Ideas:

Year 3/4:

Re read the chosen section and jot ideas in the thought bubbles below:





What I really thought:

What I will tell Mum and Dad:

Year 5/6:

Re read the chosen section and jot notes in the table below:

Event – what happened?	How you really felt:	Saying it in a positive way:

Model this to children first:

Event – what happened?	How you really felt:	Saying it in a positive way:
The village children played Farmer, Farmer.	Like we wanted to join in	It is exciting learning new games.
Vera asked if we could play, but they said, “No vackies allowed.”	I didn’t like being called that. We were upset when they said nasty things about us.	They have a nickname for us from Manchester. They call us ‘vackies’.

Supporting children – provide children with a part-filled in table to scaffold their ideas.

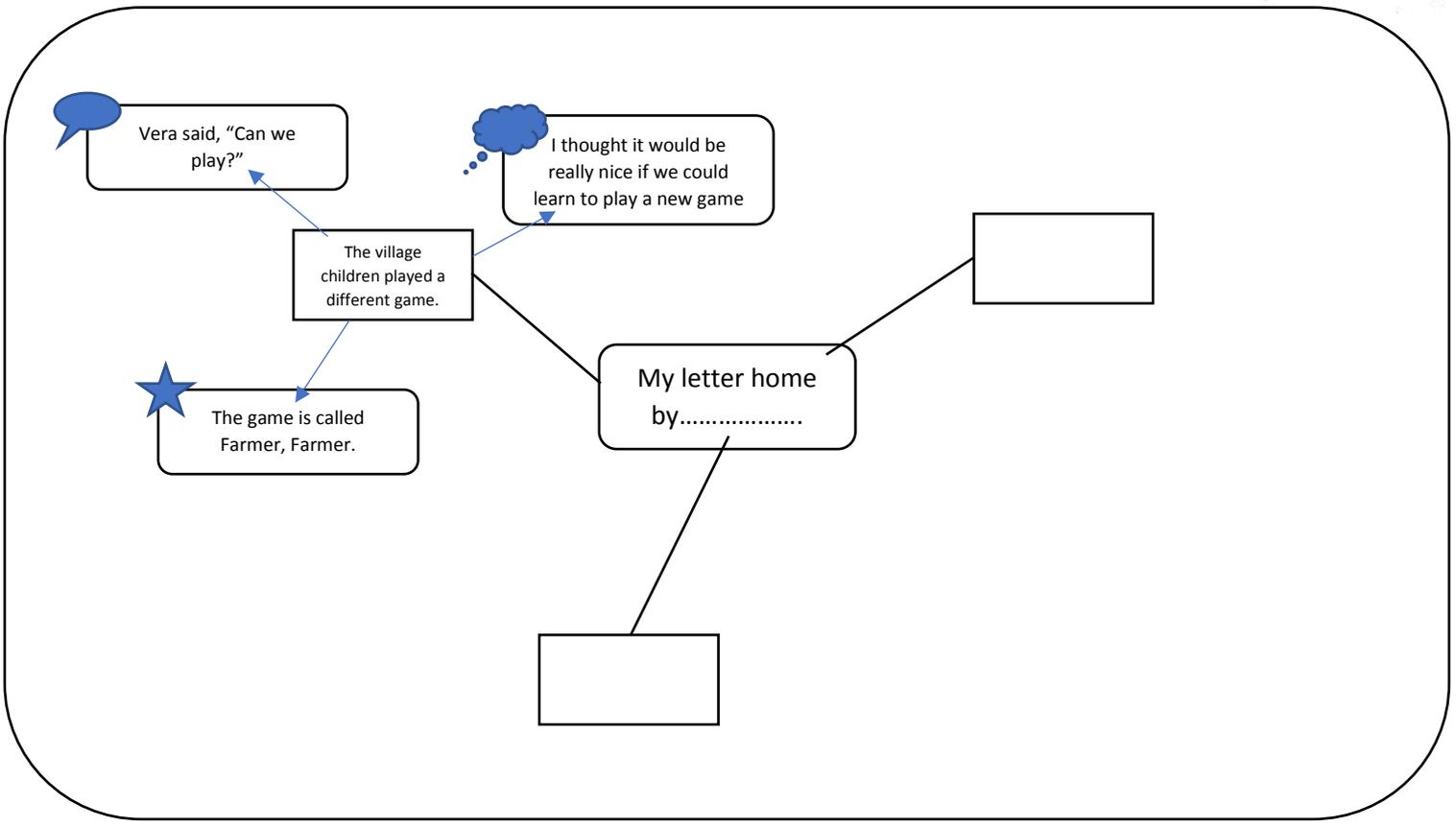


Into Writing:

Planning

Focus on what will go in each paragraph at this stage. Here, you will need to encourage children to add more details than are in the original text. The main idea of the paragraph is central and the details go around. You could use these three prompts to support children in generating detail ideas:

Extra Interest , I Thought  and I/they Said 



If you are focussing on text cohesion, you could ask children to add on any devices at this point, such as a fronted adverbial to begin each paragraph.



Composing:

Year 3/4:

Model the greeting beginning of the letter, noting it is informal as it is to loved ones, so we don't need the address as in formal letters. Move into turning ideas from the plan into the first paragraph.

This margin checker will help pupils to include each detail, ensuring sentences are all around the same theme. You may wish to focus explicitly here on the punctuation of direct speech.

Main	<input type="checkbox"/>
Extra Int	<input type="checkbox"/>
I thought	<input type="checkbox"/>
Said	<input type="checkbox"/>

Year 5/6:

Remind children of the audience and purpose of this piece of writing. Discuss the level of formality required when writing to a loved one. Model turning ideas from the plan into the first paragraph.

This margin checker will help pupils to include each detail, ensuring are all around the same theme. You may wish to focus explicitly here on text cohesion.

Main	<input type="checkbox"/>
detail	<input type="checkbox"/>
detail	<input type="checkbox"/>
detail	<input type="checkbox"/>

Evaluating and Improving:

Ask children to read each other's letters as if in the role of the parents. Does it give enough details to bring comfort? Pupils can work together to edit and improve their writing.

It may be nice to create their best draft on letter paper and pop them into an envelope as a finished piece.