

Introduction	4
Using the CD-ROM	5
Curriculum links	6
About the book and author	8
Guided reading	9
Shared reading	13
Grammar, punctuation & spelling	19
Plot, character & setting	25
Talk about it	32
Get writing	38
Assessment	44

3. Super similes

Objectives

To discuss words and phrases that capture the reader's interest and imagination. To identify how language contributes to meaning.

What you need

Copies of *Danny the Champion of the World*, interactive activity 'Which simile?', photocopiable page 29 'Like what?'

What to do

- Tell the children that they are going to explore the author's use of similes to help describe characters and places or things. Remind them that similes and comparison can help the reader form a picture of something unfamiliar or just help us visualise something being described.
- Display interactive activity 'Which simile?' on an interactive whiteboard and work through it either as a class or with the children in small groups.
- When they have finished, encourage the children to compose complete sentences as a spoken activity, using the matched similes. Model examples on the board if necessary, for example: 'Victor Hazell's eyes bulged out of his head like two toadstools.' 'The pheasants flew over the garage roof like a swarm of locusts.'
- Hand out copies of photocopiable page 29 'Like what'. Let children work in pairs to complete it. When they have finished, ask some children to read their similes aloud. Encourage constructive criticism and feedback. Discuss which similes are most effective and why.

Differentiation

Support: Create more similes as a class, using the ideas on the photocopiable sheet as prompts.

Extension: Challenge the children to compose more similes of their own to describe a character from the novel.

4. Timelines

Objectives

To identify how structure contributes to meaning. To summarise the main ideas drawn from more than one paragraph.

What you need

Copies of *Danny the Champion of the World*, photocopiable page 30 'Timelines'.

Cross-curricular link

History

What to do

- Look together at the chapter headings on the contents page. Ask the children to consider how much time passes during the whole of the novel and to cite evidence. (Danny begins with his birth and takes us through his early childhood and through the events of the main plot about poaching.)
- Next, ask them to focus on the timespan of the main plot of the story (the poaching). Encourage them to cite evidence. For example, in Chapter 4 Danny tells us that the events that follow happened when he was nine years old, and that it began in early September. Tell them that this, in the countryside, is just a month before the start of the pheasant-shooting season.
- Discuss the pace of the story. Contrast the slower passages of description, when Danny is remembering regular events in his childhood such as walking to school with his father, with the faster paced events of the main plot.
- Hand out copies of photocopiable page 30 'Timelines' for the children to complete, working in pairs. When they have finished, bring the class back together and review their findings.

Differentiation

Support: Model some examples on the photocopiable sheet before they begin.

Extension: Let pairs construct a timeline showing key events in the narrative.

Like what?

- Complete the sentences below by composing a simile for each one.



1. The moon was shining over Hazell's Wood like _____

2. William's footsteps clinked along the road like _____

3. The pheasants dropped from the trees like _____

4. Rabbits' teeth looked like _____

5. The mattress in the pram started bouncing like _____
