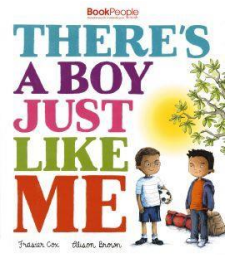


Text Talk – activities and resources to use with There's a boy just like me by Frasier Cox



Read the story in a group or as a class – find the key vocabulary as you read...

wonder	To think about something because it interests you or you want to know more about it.
dream	To think about something that you hope will happen but it might not.
peaceful	When there is no war and life is calm.
refugee	People who have been forced to leave their homes or their country
destroyed	Broken, ruined, no longer there
strife	Strong disagreement or fighting
misunderstood	When someone does not understand but makes a judgement as though they do.
judge	To have an opinion about other people and form an opinion of them based on it.
blame	To say something is someone's fault.
share	To have something with another person.

Talk

Discuss the main things that happened:



At the beginning

In the middle

At the end

Add notes if you like!



The best bit of the book was when....



Does it remind you of any other books or anything else?

Group Talk Teacher Prompts



These prompts can be used to aid conversation about the book. They are just ideas to get you started with Text Talk. You will probably need to adapt them and re-phrase them to fit the text and your learners. The idea is to initiate conversation and then encourage developing comprehension and inference through structured conversation and discussion.

Stage 1 – (initiate talk)

Tell me about....

Do you think.....

How did.....

Why did _____ do _____? (adapt to fit the book)

Stage 2 – (develop talk further)

Tell me more about _____

Can you extend your answer?

Can anyone else add anything more?

What made you think that?

Yes, good point....what about....

Stage 3 – (encourage critique/discussion)

Do you agree with what _____ said?

Did anyone think anything different?

Could there be another reason for _____

Can you explain why you disagree/agree?

Illustration Investigation

This section gets children to consider the important role that illustrations play in books. The section is based around conversation, promoting deeper inference skills and empathy discussions. Teachers can dip in and out of sections, using whatever prompts they feel are suitable. There are no answers provided because the answers will differ depending on a child's interpretation of an illustration.

The cover

Photocopy the cover of the book, or use post it notes, and ask the children to create thought bubbles to consider what the two boys are thinking or feeling at this moment. Discuss why they think this.

Does this moment actually happen in the book?

After reading the book, ask the children to design a new cover.

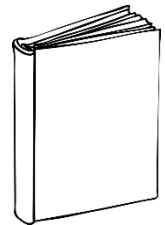


Illustration prompts

Did the illustrations add more to the story than just the words? Find examples in the story to show if they did. (Eg, showing a refugee camp helps those that have never seen one)

Can the children find an example of an illustration that shows happiness?

Can they find one that makes them feel sad or worried?

Did any of the pictures show how the characters felt? If so, which ones?

Describe what the pictures looked like and how the characters were feeling.



Page Detective

Get the children to look at the pages 9 and 10. Ask them to find differences and similarities between the two pages.



Word Activities

These can be used with any text

Choose activities to complete for the book

Base word hunt

Look for words in the story where you can identify the base word, for example:

Jumping – jump

Sunshine – sun / shine

Bravely – brave

Darkness - dark

Word builder

Look for words in the story from which you can build more words, for example:

Smile – smiling - smiled

Hot – hotter – hottest

Silent – silently - silenced

Word spot

Find words in the story with the following number of letters – do you know what they all mean?

2 letters	3 letters	4 letters	6+ letters

Writing Activities

These can be used with any text

This is how it went ... write a brief overview of the story:

Beginning

Middle

End

Use the key vocabulary on page one if you need to!

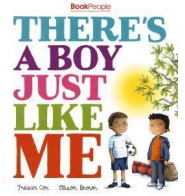
Character Interview

Choose a character from the story and write down three questions that you would like to ask them.



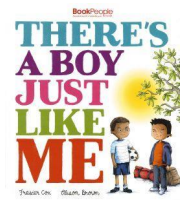
Now write what answers you think the character might give!

Comprehension Questions



1	What does the boy like to do?	Swim in the sea	Climb trees	Go to the park
2	What do the boys dream of?	Being rich	What they will be when they grow up	Playing football
3	Name two of the jobs he said they might be.			
4	Who drives the boys crazy?			
5	Name two things the boys have in common?			
6	What are two things that make the boys different?			
7	What three things did the boy say we shouldn't do?			
8	What does the boy wish?			
9	Why do you think he says that the boy's family and people are misunderstood?			
10	How do you think we could help people that have been affected by wars and are refugees?			

Answers



1	What does the boy like to do?	Climb trees
2	What do the boys dream of?	What they will be when they grow up
3	Name two of the jobs he said they might be.	Explorers, work in a zoo, scientists, doctors or famous chefs
4	Who drives the boys crazy?	Their siblings
5	Name two things the boys have in common?	Watching tv and being lazy, bot have brown hair and gaps in their teeth and both have 10 fingernails with dirt underneath
6	What are two things that make the boys different?	A different language, he is a refugee, he has no home, he is not safe, he faces worry, sadness and strife
7	What three things did the boy say we shouldn't do?	Judge, be nasty or blame
8	What does the boy wish?	That the boy could be his best friend
9	Why do you think he says that the boy's family and people are misunderstood?	
10	How do you think we could help people that have been affected by wars and are refugees?	