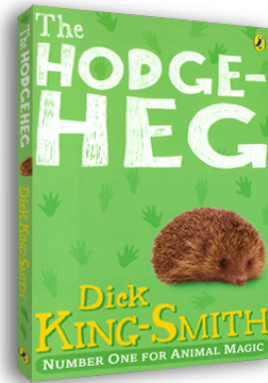


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ENGAGE

About the Author and Book

Quick facts**Author:** Dick King Smith**Originally published:** 1987**Publisher:** Puffin Books**Genre:** Animal stories**Setting:** A busy town**Main character:** Max (Victor Maximilian St George)**Other important characters:** Ma, Pa, Peony, Pansey and Petunia, Uncle B**Early life**

Dick King-Smith was born in Bitton, Gloucestershire on 27 March 1922. He wanted to be a farmer from an early age and worked on a farm when he left school. Dick King-Smith was called up to fight during the Second World War but a serious injury meant he had to return home after three years. After his recovery, he ran his own farm for 20 years before teaching for a few years, then becoming a writer. His favourite books were *Mr Johnson* by Joyce Carey, *Under The Greenwood Tree* by Thomas Hardy and *The Jungle Book* by Rudyard Kipling. He died on 4 January 2011, aged 88.

Writing

Dick King-Smith published his first book, *The Fox Busters*, in 1978. Since then he has written over 100 books. His books have sold over 5 million copies in the UK alone and have been translated into twelve languages. Before his death, he wrote his books in his small study in his 17th-century cottage. He used to handwrite his ideas in the morning and then type them on a typewriter in the afternoon. Then, in the evening, he would read his ideas to his wife for her feedback and comment. He would not revise his work over and over, instead he trusted the input of his editors on his manuscripts. Dick King-Smith has always been interested in animals and many of his books are about animal characters.

Interesting facts

- Dick loved animals and only stopped being a farmer as he wasn't very good at making enough money.
- He has three children, thirteen grandchildren and four great-grandchildren.

Awards

- The Guardian Fiction Award, 1984 (*The Sheep-Pig*)
- The Children's Book Award, 1995 (*Harriet the Hare*)
- Children's Author of The Year, 1992
- Hon. M.Litt. (Bristol)
- Hon. MA (Bath)
- OBE, 2010

Adaptations

- Film: *Babe* (Directed by Chris Noonan, 1995, based on *The Sheep-Pig*)
- *The Water Horse* (Directed by Jay Russell, 2007)
- Television: *Harry's Mad* (BBC, 1993–6)
- *The Queen's Nose* (BBC, 1995–2003)
- *The Foxbusters* (1999–2000)

About the Author and Book (Continued)

Book synopsis

After Max's Auntie Betty is killed, he decides to find a safe way for hedgehogs to cross the busy road. Max's first idea is to use a zebra crossing but he nearly gets squashed by a lorry and he does get hit by a bicycle. It leaves him with an awful headache – and he is unable to get his words in the right order! Next Max tries to use a pedestrian crossing but he is nearly squashed by all the people walking towards him. He makes it to the other side – but he hasn't thought about how to get home. A friendly hedgehog tells him exactly where to cross – but when Max reaches the big red box he describes, he gets another big bang on the head! When Max wakes up he finds his words are no longer muddled. In his excitement he dashes across the road – into the path of a milk van! Max's family hear the noise and fear the worst, but Max emerges unhurt. The friendly hedgehog next door tells Max about a man in blue who stops traffic for small humans. Max thinks about this and decides to follow some small humans to see how they cross. When Max finds a kind lady helping the small humans safely across the road, he rushes back to tell his family. They all set off the next morning and the lollipop lady is shocked to see seven hedgehogs patiently waiting to cross the road. They all cross safely and Max goes down in history as a hero.

Themes and topics

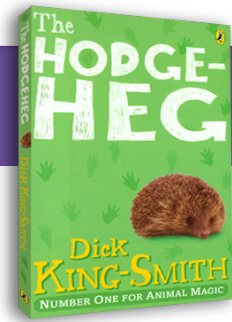
- Adventure
- Road safety
- Animals
- Families
- Bravery
- Survival

Did you know?

The Hedgehog was Dick King-Smith's 21st book.



About the Author and Book - Lesson 1



The Hodgeheg

by Dick King-Smith

About the author

Objective

- To introduce the author and themes.

Required

- Engage: The Hodgeheg, screen 1 - 'About the book and author', URL: www.resource-bank.scholastic.co.uk/resources/431323
- Individual whiteboards or paper and pens
- Copies of *The Hodgeheg*
- Photocopiable pages 'About the author and book'
- Photocopiable page 'My hero'

This lesson does not rely on the children having read any of *The Hodgeheg*.

Initial engagement

- Display and read the information on the 'About the book and author' screen (screen 1).
- Give each child/group of children a copy of the book.
- Ask the children to predict the link between information on the screen and the book. (Dick King-Smith is the author of *The Hodgeheg*.)

Purpose: What? Why? How?

- What?** We are going to think about who we consider to be heroes and the qualities they have.
- Why?** We are going to do this so that, when we read *The Hodgeheg*, we can consider whether or not Max is a hero.
- How?** We will know we can do this when we can identify the qualities that a hero has.

Shared learning

- Play talk tennis for one minute – in pairs, children should take turns to tell each other things they know about hedgehogs. (They eat slugs, they hibernate, and so on.)
- Take brief feedback.
- Ask the children to look at the book cover.
- What do the children notice about the title of the book? (The 'o' and 'e' have been swapped to form hodgeheg not hedgehog.)
- Read the blurb and discuss what sort of book this is. (A story with the main character solving a problem – how to cross the road safely.)
- Do the children know the author's name? (Dick King-Smith.) Have they read any of his other books? Show examples if you have them. You might want to reference the film *Babe* as an adaptation of *The Sheep-Pig*.
- Discuss what we know about Dick King-Smith. (He wrote books about animals.) Why did he write about animals? (He spent most of his life living and/or working with animals – he knew about them and enjoyed putting words into their mouths.)
- Ask: Is there anything else you would like to find out? Encourage the children to compile a list of questions on individual whiteboards or paper. Help them to think of both closed and open questions about Dick King-Smith and/or the story of *The Hodgeheg*. You could take some questions from the children and use the 'About the author and book' photocopiable pages (pages 2 and 3 of this pack) to answer them. Any questions you can't answer can be carried over into the rest of lessons on this book to see if the answers are revealed.

 About the Author and Book - Lesson 1 (Continued)

Independent/group learning

- Tell the children that at the end of the story, the main character, Max, is called a 'hero'.
- Ask: What is a hero? Encourage the children to discuss with their talk partners and then write their definition on an individual whiteboard. Alternatively, children could use dictionaries to look up the term.
- Agree on a class definition such as 'someone with courage who fights for a cause'.
- What do they think makes a hero? Challenge the children to list the attributes of a hero on whiteboards in mixed-ability pairs. Encourage them to choose vocabulary and phrases carefully.

Shared reflection

- Ask who the children consider to be their hero and invite them to explain why. Are they all famous people? Can 'everyday' people be heroes?

Extension

- **Homework:** Who is your hero? Ask the children to write about their hero using 'My hero' photocopiable page. They may need to research some additional facts. Encourage them to explain why they have chosen that person as their hero. This work would create an interesting display.
- **Extension:** Carry out a survey of 'Who is your hero?' throughout the school and analyse the data collected.

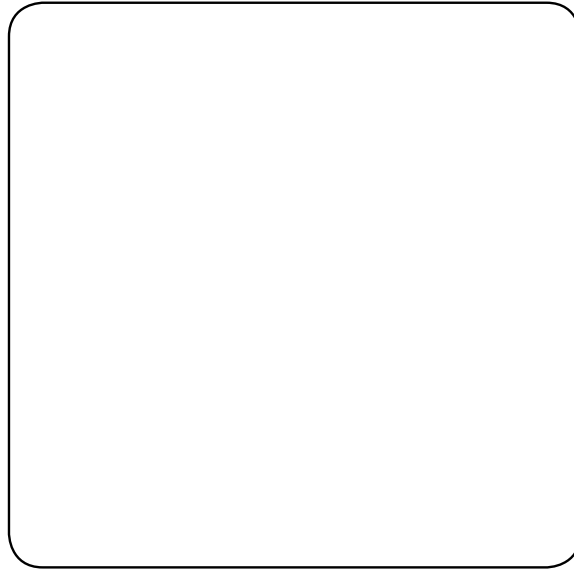
Assessment opportunities

- Assess the children's ability to give reasons for their views while they are talking about what makes a hero a hero.
 - o **Independent/group learning:** During and after the task, assess children's ability to choose appropriate and effective vocabulary.

My hero

- Who is your hero and why? Draw a picture of your hero in the first box and write about who they are and what they do. Explain why they are a hero to you.

My hero is: _____

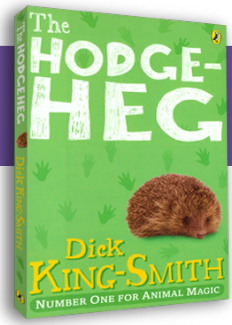


Information about my hero:

Why they are my hero:



Shared Reading - Lesson 2



The Hodgeheg by Dick Smith-King

Aunt Betty

Objective

- To identify characters, setting and problem.

Required

- Engage: The Hodgeheg, screen 2 - 'Cross the river'. URL: www.resource-bank.scholastic.co.uk/resources/431323
- Copies of *The Hodgeheg*
- Photocopiable page 'Setting the scene 1-2' (Differentiated)

This lesson does not rely on the children having read any of *The Hodgeheg*.

Initial engagement

- Show screen 2 of the Engage interactive ('Cross the river') and ask the children to use talk partners to discuss how they would get across the river.
- Take brief feedback.

Purpose: What? Why? How?

- What?** We will be reading Chapter 1 of the book and identifying the main characters, the setting and the problem in *The Hodgeheg*.
- Why?** When we write our own stories, we need to remember to include a suitable setting and a problem to be solved.
- How?** We will know we can do this when we can write and talk about these elements of *The Hodgeheg* in our own words.

Shared learning

- Read Chapter 1 of *The Hodgeheg* to '...poor old Auntie Betty...' (page 2).
- Ask the children who the main characters are (Ma and Pa hedgehog) and what they are discussing (the death of Auntie Betty and other family members while crossing the road).
- Read on until '...they had to cross the busy road.' (Page 4).
- Ask the children where the hedgehogs live (in the flowerbed in the garden of 5A) and why they crossed the road (to get to the park to eat food they liked).
- Read to the end of the chapter.
- Ask the children who the new main character is (Max) and what they think the 'problem' to be solved in the story will be (finding a way for hedgehogs to cross the road safely).
- Read the text from page 2 of the book, starting 'They were sitting in a flowerbed' to 'to cross the busy road'. Point out the animals the hedgehogs eat (worms, slugs, snails, mice, frogs and grass snakes).
- Now read from 'Sssshhh' said Ma' on page 4 to 'were all as sharp as his spines' and ask what the children learned about hedgehogs from this part of the story. (Females are called sows; males are called boars; spines are soft, rubbery and grey when young.)
- Note: Exploring the text to identify hedgehog food and features could be completed by a small group during the independent learning time with adult support. Feedback could then be given during reflection time.



Shared Reading- Lesson 2 (Continued)

Independent learning

- Give the children access to the photocopiable page 'Setting the scene 1-2'. Explain that you want to find out how much of the story they have understood so far. They will demonstrate this through the information they present.
- The photocopiable page can be used as appropriate:
 - o 'Setting the scene 1' - children need to record their understanding in the three text boxes.
 - o 'Setting the scene 2a and b' - children need to record their understanding in the three text boxes and then make references to the book.
- More confident learners will write in detail under each heading making references to the text. Less confident learners will write in less detail or bullet point main ideas with fewer references to the text.

Shared reflection

- Show screen 2 again and discuss where a safe crossing point might be. Draw out similarities with the hedgehogs' need to find a safe place to cross the road.

Extended learning

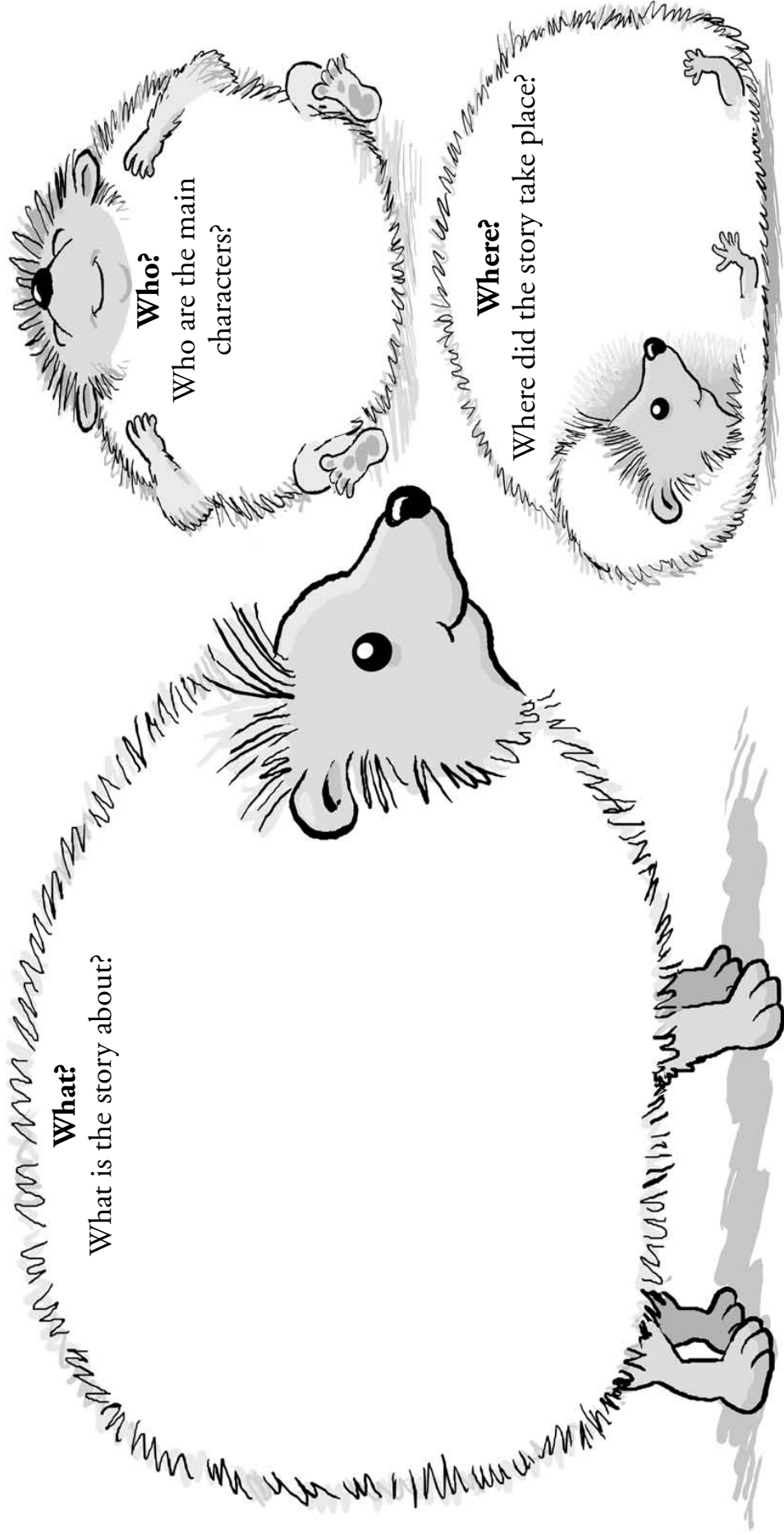
- **Homework:** Ask the children to research some information about hedgehogs from different sources of information including books, the internet and television.
- **Extension:** Refer to Max's full name (Victor Maximilian St George) and that Pa said boys should have noble-sounding names. Do the children agree with this? Do the names Victor and St George imply anything about the character of Max? Can the children create a 'noble-sounding' name for themselves?

Assessment opportunities

- Assessment for learning:
 - o **Independent learning:** use the children's completed photocopiable pages to assess their ability to select and retrieve information.
 - o **Shared reflection:** Use the children's contributions during these sessions to assess their ability to infer information.

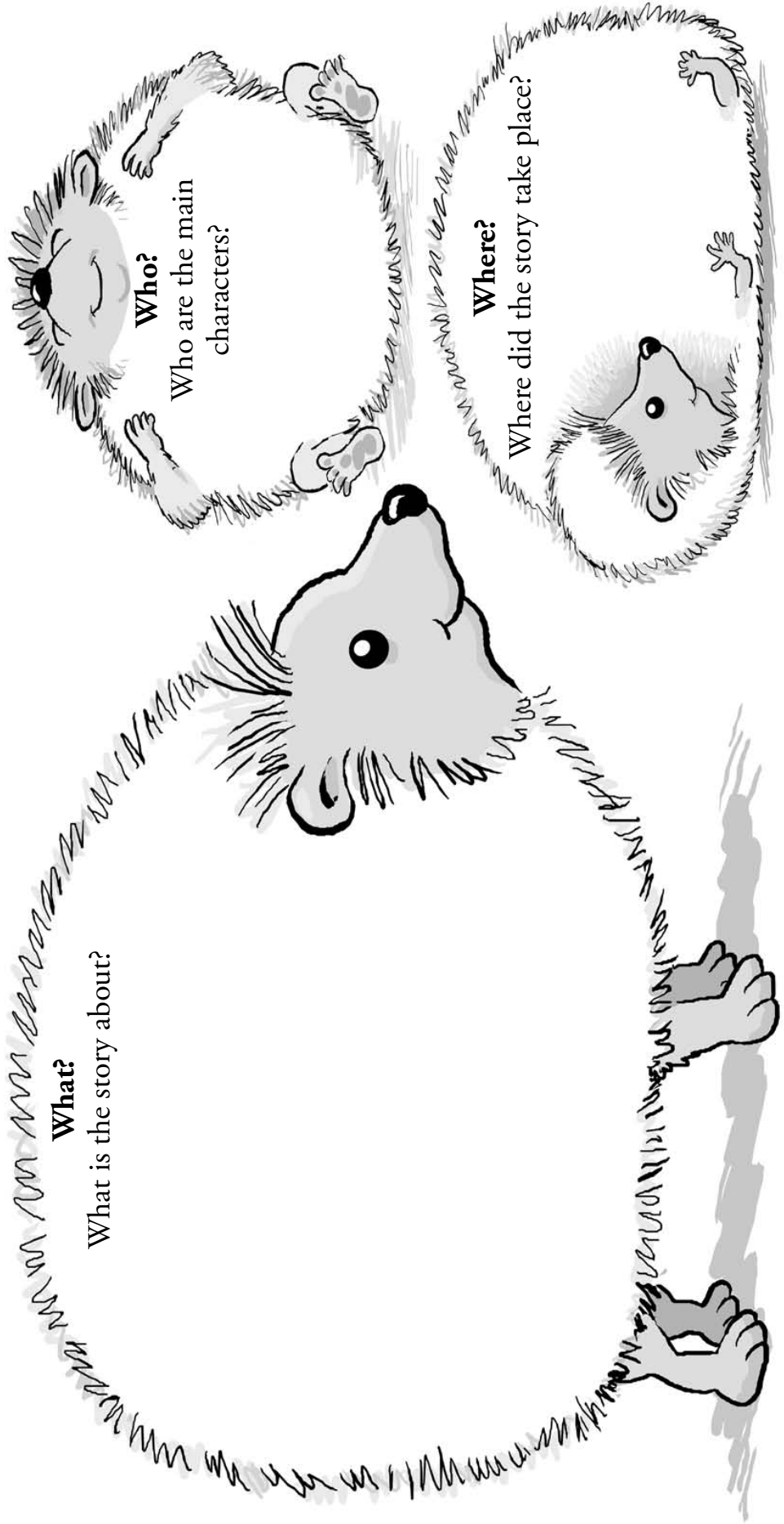
Setting the scene 1

Use what you have learned from reading Chapter 1 of *The Hedgehog* to add information inside these hedgehogs.



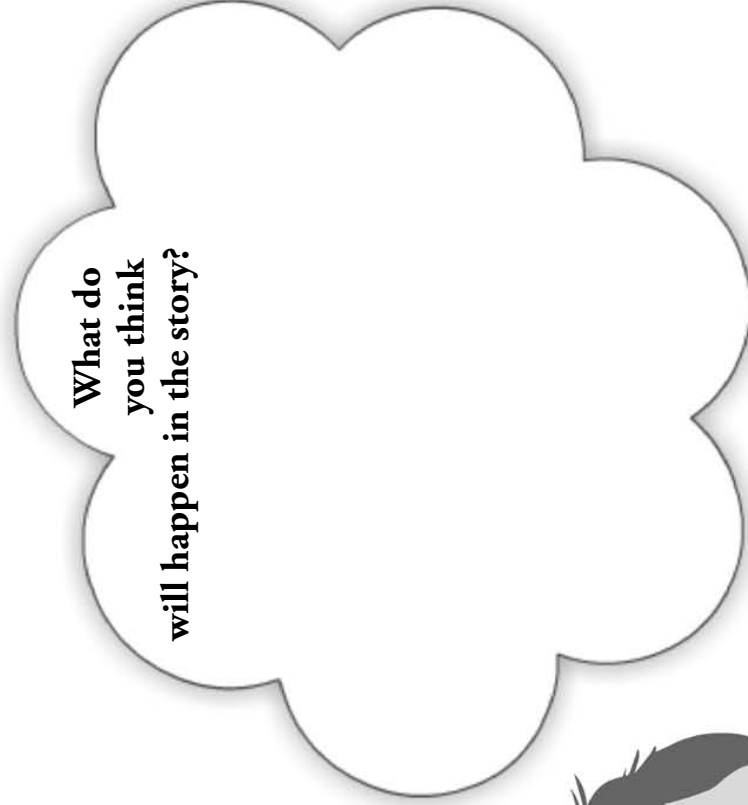
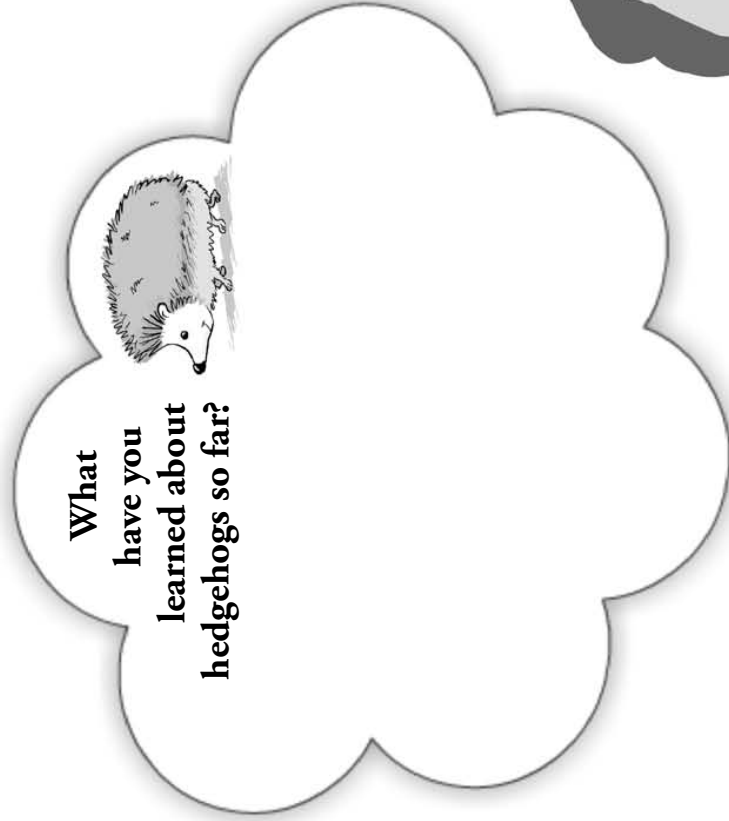
Setting the scene 2a

Use what you have learned from reading Chapter 1 of *The Hodgeheg* to add information inside these hedgehogs.



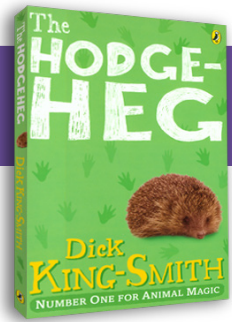
Setting the scene 2b

Use what you have learned from reading Chapter 1 of *The Hodgeheg* to complete these thought bubbles.





Plot, Character and Setting - Lesson 3



The Hodgeheg by Dick King-Smith

Hedgehog fact and fiction

Objective

- To research hedgehogs.

Required

- Engage: The Hodgeheg, screen 3 - 'Hedgehog habits', URL: www.resource-bank.scholastic.co.uk/resources/431323
- Photocopiable page 'About Dick King-Smith'
- Photocopiable page 'Top hog'

This is an ideal lesson to use early on in children's reading of *The Hodgeheg*.

Initial engagement

- Play the 'Hedgehog habits' video on screen 3 of the Engage interactive, which shows a hedgehog going about everyday activities.
- Ask the children a variety of questions about the video, such as:
 - Where is the hedgehog?
 - What do you think this hedgehog is doing?
 - What would you like to know about hedgehogs?

Purpose: What? Why? How?

- What?** We will be considering the difference between real life and fiction, and identifying hedgehog fact and fiction.
- Why?** We are learning this because it's important to be able to identify what is fact and what is fiction.
- How?** We will know we have learned this when we can distinguish between hedgehog fact and fiction.

Shared learning

- Share the 'About Dick King-Smith' photocopiable page with the children. Ask a child to pose each question to you while you take on the role of Dick King-Smith to give his replies. Focus the children's attention on why he wrote about animals in the way he did. His use of personification is fun, but it could also be considered useful as it helps us to see things from the animal's point of view.
- Discuss the differences between real life and fiction.

Independent/group learning

- Organise the children into mixed-ability pairs and tell them that they have 15 minutes to work together to find out as much as they can about hedgehogs, during which time they can make brief notes about their findings. This can be carried out using books or the internet or both. Remind the children of things to remember when writing notes:
 - Look for the main points.
 - Write key words, not full sentences.
 - Keep each point on a separate line.
 - Write quickly but neat enough that you can read what you've written!
- If the children carry out their research online, remind them that not all information on the internet is reliable and that they must assess the quality of each site they look at to decide whether or not it is a reliable source of information.
- Give attention to less confident learners as needed so they keep on task and contribute effectively.



Plot, Character and Setting - Lesson 3 (continued)

- Once the 15 minutes research time is up, ask the children to take the 'Top hog quiz' (Photocopiable page 'Top hog'). Explain that they should use their research, intellect or just educated guesses to complete this quiz and become top hog!
- Answers to the 'Top hog' quiz:
 1. fiction
 2. fiction
 3. fact
 4. fact
 5. fact
 6. fiction
 7. fiction
 8. fact
 9. fiction
 10. fiction
- When everyone has completed the quiz, work through the questions as a class, identifying whether each piece of information was fact or fiction. For those questions where the information was fiction, ask the children to provide the correct information. For example, hedgehogs roll into a ball to protect themselves, not to keep warm.

Shared reflection

- Re-watch the 'Hedgehog habits' video. Organise the children into small groups to put words into the hedgehogs' mouths, as is often done on fun television programmes. Focus the groups on the hedgehog, either keeping to facts or venturing off into fiction.

Extension

- **Homework:** Ask children to create their own five- or ten-question fact or fiction questionnaire about an animal of their choice. These can then be used in the classroom for children to test each other on their knowledge of a variety of animals.

Assessment opportunities

- Assess the children's ability to separate fact from fiction using evidence gathered from:
 - o **Shared learning:** Note children who make useful suggestions of how to separate fact from fiction.
 - o **Shared reflection:** Assess how well the children keep their hedgehog to fact or fiction when making it talk.

About Dick King-Smith

Read this information about Dick King-Smith. Do you have any questions about him or his stories?

About Dick King-Smith

What was Dick King-Smith's background?

Dick King-Smith spent many years as a farmer before training to be a teacher and eventually writing children's books.

What are the main characteristics of Dick King-Smith's stories?

Dick spent 20 years working with animals so it's not surprising that the characters in stories tend to be animals. His farming days inspired much of his writing such as *The Sheep-Pig* (which was adapted into the film called *Babe*).

Where did he write his books?

Dick had a small study in his home. He used to handwrite his ideas in the morning, then type them in the afternoon before reading them to his wife for her feedback.

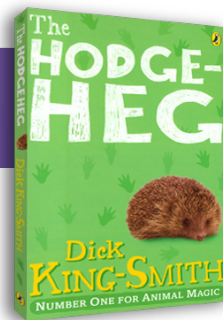
Top hog quiz

Decide if the following statements are **Fact** or **Fiction** and tick the correct answer.



	Fact	Fiction
A baby hedgehog is called a hoglet.		
Hedgehogs roll into a ball to keep warm.		
Hedgehogs like eating apples, bananas and cucumber.		
An adult hedgehog weighs approximately 600g.		
Hedgehogs are nocturnal.		
An adult hedgehog is covered in approximately 1000 spines.		
Hedgehogs hibernate in the summer.		
Hedgehogs in the wild live for about 3 years.		
A hedgehog gives birth to one or two babies in each litter.		
Hedgehogs have excellent eye sight.		

Talk About - Lesson 4



The Hodgeheg

by Dick King-Smith

You slow down, I'll take care!

Objective

- To prepare and perform important information for an audience.

Required

- Photocopiable page 'Road safety storyboard'
- Access to the internet/YouTube

The children should be familiar with the story theme prior to the lesson.

Initial engagement

- As a class, watch a road safety advert such as 'Think! Hedgehog Road Safety-King of the Road' on Youtube.
- Discuss the children's reactions to it. Ask: When do you think it was made? Why do you think that? Is the message it delivers still relevant? What are the main messages of the advert? How could it be improved?

Purpose: What? Why? How?

- What?** We are learning to prepare and perform important information by creating a presentation about road safety.
- Why?** We are learning this because it will help us to present information more effectively.
- How?** We will know we can do this when we can prepare and perform a road safety presentation to educate other people.

Shared learning

- Recap and discuss the main dangers that roads present to children. Ideas raised should include the following:

- o Not being seen by motorists.
- o Being injured or killed in a road accident.
- o Playing near roads.
- Now ask the group to think about the main ways for children to stay safe near and on roads. For example:
 - o Use proper road crossing places. (It would be useful to ask the children to list different types of crossing, such as pelican, zebra, puffin, traffic lights, subways, footbridges, pedestrian islands, school crossing patrol.)
 - o Wear bright clothing.
 - o Stop, look, listen.
 - o Make sure you can see clearly in both directions.
 - o Walk, don't run.
- Ensure the discussion makes specific reference to the children's own circumstances and experiences.
- These discussions could be whole class, group, paired, or a mixture of these options, depending on how much you want to influence and steer them.

Independent/group learning

- Explain to the children that they are going to plan and perform a road safety assembly for particular aspects of road safety – a section of a road safety advert.
- Split the class into groups of between four and six, and assign a different aspect of road safety to each group. Give each group a copy of the 'Road safety storyboard' photocopiable page.
- Choose different aspects of road safety for each group so that, when all of the scenes are



Talk About - Lesson 4 (continued)

- put together, they form a varied assembly.
- One option is to assign a type of road crossing to each group (pelican, zebra, puffin, traffic lights, subways, footbridges, pedestrian islands, school crossing patrol). Alternatively, assign two road crossings to some groups, and ask the other groups to focus on safe crossing rules, such as:
 - o Wear bright clothing.
 - o Look both ways (left right left, or, right left right).
 - o Stop, look, listen.
 - o Walk across roads.
 - o Cross only if you're sure you have time to get all the way across safely.
 - Tell the children that each group must choose a narrator/presenter who will talk through a script while the rest of the group freeze frame action to highlight key points. For example, PAUSE: These children shouldn't be bouncing the ball near the road side, it could roll out and cause an accident. REWIND: (children step back through action in reverse). Now, one of the children should be carrying the ball sensibly. PLAY: (safe version of scene plays out).
 - Each group should use the storyboard to plan up to four scenes for their scenario. They should use two boxes per scene – one for the wrong thing to do and one for the right thing to do, indicating the rewind in between.
 - Discuss what elements go together to make effective presentations, such as loud/clear voices, facing the audience, an uncomplicated message, and one piece of action happening at a time.

Shared reflection

- Invite the groups to present their adverts to the rest of the class or to other children in the school to gain some constructive criticism.
- Record the children's presentations to also give them the opportunity to evaluate their own performances and decide for themselves what improvements could be made.

Assessment opportunities

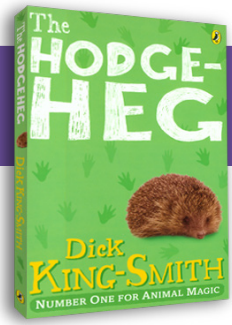
- Assess the children's ability to perform while delivering useful information in a clear way using evidence gathered from:
 - o **Shared learning:** Children should be able to suggest key issues related to crossing the road safely.
 - o **Independent/group learning:** Look for evidence of the children making a clear plan for their advert and making useful contributions to the group discussions and rehearsals.
 - o **Shared reflection:** Note which children followed the guidelines that were discussed for giving effective presentations.

Storyboard

Use this storyboard to plan your road safety scenes.



Shared Reading - Lesson 5



The Hodgeheg by Dick King-Smith

Muddled speech

Objective

- Exploring Max's muddled speech.

Required

- Whiteboard
- Photocopiable page 'Rumble in the jumble 1-2'

This lesson assumes children have read the first two chapters of *The Hodgeheg*.

Initial engagement

- Write the word 'Hodgeheg' on the whiteboard.
- What do the children notice about the spelling of the word hodgeheg? (It should be spelled hedgehog.)
- Ask a child to come up to the board and to rub out and rewrite the 'e' and 'o' to spell 'Hedgehog'.
- Discuss why Dick King-Smith has misspelled the word. (The main character Max muddles his letters after he bumps his head.)

Purpose: What? Why? How?

- **What?** We are going to read Chapter 3 and identify how Max is speaking. We will consider how it affects us, the reader.
- **Why?** It is useful to identify writing techniques such as this so we can use them to make our own stories more interesting and amusing.
- **How?** We will know we can do this when we can explain what the author has done and use the technique ourselves.

Shared learning

- Recap that Max has been researching how humans cross the road safely and has discovered their use of a zebra crossing. In this chapter he decides to use it himself, which results in him being hit by a cyclist.
- As a class, read Chapter 3.
- Use talk partners for children to explain what they think has happened to Max. (He has bumped his head on the kerb and it has affected his speech.)
- Highlight the examples of muddled speech from the chapter.
- Discuss the effect of the muddled speech on the reader. (It creates humour.)
- Allocate pairs or groups a phrase each and ask them to 'unmuddle' it.
- Take feedback. Ask one of the pair to say muddled speech and the other to say the correct speech.
- Identify that it's not always letters that are swapped – it is sometimes the word order that is changed.
- **Note:** There is an opportunity for work on verbs and adverbs. Encourage the children to identify all the verbs and adverbs and discuss their effect on us, the reader. (The actions are described precisely and we can imagine more easily. The characters' feelings and emotions are described clearly – we can empathise more.)



Shared Reading - Lesson 5 (continued)

Independent/group activities

- Explain to the class that they are going to change normal sentences into 'Max speak' sentences by changing the word order or by swapping letters.
- Show photocopiable page 'Rumble in the jumble' and model how to jumble the word/letter order. For example, 'My name is Max' becomes 'Max name is my' or 'My mame is nax'.
- The photocopiable page can be used as appropriate:
 - o 'Rumble in the jumble 1' – support less confident learners to jumble words and letters.
 - o 'Rumble in the jumble 2a and b' – more confident learners can also write some cautionary instructions for Max, in 'Max speak' and translated versions.

Shared reflection

- Ask the children to stand in a circle and take turns to read their favourite 'Max speak' sentence.
- Talk about which sentences were most successful and why.
- What do the children think will happen to Max's speech? Will it return to normal or not?
- Discuss anything new you have learned about Max or hedgehogs. For example, another characteristic of hedgehogs is revealed on page 20 – their sense of smell.

Extended learning



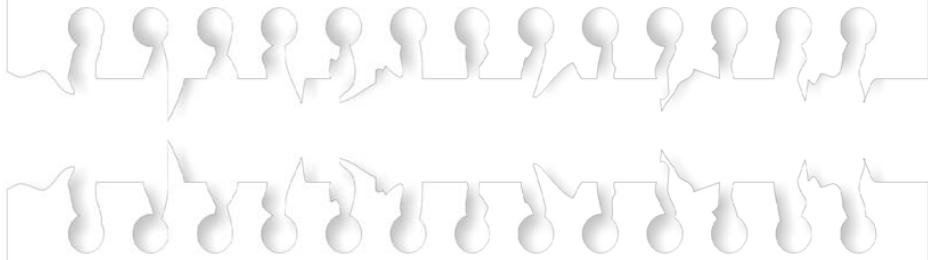
- **Extension:** Introduce the term 'spoonerism' and its meaning – the transposing of letters in words. Discuss the humorous effect this has. More confident learners could be encouraged to identify different techniques used by Dick King-Smith, such as spoonerisms, word swaps and so on.

Assessment opportunities

- Assess the children's ability to investigate the writer's use of language:
 - o **Independent/group learning:** Use the children's completed 'Rumble in the jumble' photocopiable pages to assess their ability to explore the technique of an author.
 - o **Shared reflection:** Use the children's contributions during these sessions to assess their ability to comment on a writer's use of language.



Rumble in the jumble 1

How might Max say these sentences after the bump to the head?

	<p>'Normal' speak</p>		<p>Max speak</p>
<ol style="list-style-type: none"> 1 Hello, my name is Max. 2 I want a slug to eat. 3 I'm a determined little fellow. 4 Humans have very big feet. 5 Always be careful when you're crossing the road. 		<ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 	



Rumble in the jumble 2a

How might Max say these sentences after the bump to the head?

 <p>'Normal' speak</p> <ol style="list-style-type: none"> 1 Hello, my name is Max. 2 I want a slug to eat. 3 I'm a determined little fellow. 4 Humans have very big feet. 5 Always be careful when you're crossing the road. 	 <p>Max speak</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
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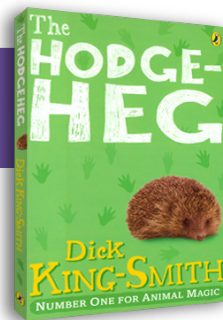
Rumble in the jumble 2b

If Max visited your school, what would he need to know or do in order to keep safe? Make sure you write your statements in both 'normal' and Max speak.

 <p>Staying safe at school 'Normal' speak</p>	<p>Staying safe at school Max speak</p> 
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____



Get Writing - Lesson 6



The Hodgeheg

by Dick King-Smith

On the road

Objective

- To design signs and equipment for hedgehog road safety.

Required

- Photocopiable pages 'Pedestrian safety a and b'
- Photocopiable page 'Road safety quiz'
- Photocopiable pages 'A sign for motorists', 'A sign for hedgehogs', 'Hedgehog-friendly crossing' and 'Wacky invention'

This lesson links to the general theme of the whole book - road safety for humans and hedgehogs.

Initial engagement

- Display the 'Pedestrian safety' pages and ask the children to identify each item shown. Ask: How is it used? Where is it used?

Purpose: What? Why? How?

- What?** We are learning about pedestrian safety signs and equipment.
- Why?** We are learning this because reading and understanding them will help us to keep safe.
- How?** We will know we have learned it when we can use our knowledge to design signs and equipment to help keep hedgehogs safe on and near roads.

Shared learning

- Follow the initial engagement session with a class discussion, encouraging the children to describe how they stay safe when they walk near and on roads. The 'Pedestrian safety' photocopiable pages can be used to illustrate the discussion, as appropriate.
- Move on to discuss hedgehog safety on roads. Ask: Why do hedgehogs get run over? A main reason is because they can't be seen. Ask the children to imagine that hedgehogs could be clearly seen, particularly at night, to help stop them being run over. What impact would this have on other aspects of their lives? (They would be at greater risk of being seen and caught by predators, and they would also be more visible to their prey, meaning it would have a better chance of getting away.)
- Encourage the children to compare and contrast pedestrian and hedgehog safety on roads. How are the needs of pedestrians and hedgehogs the same/different?
- Round off this part of the lesson with a quick quiz. Organise the children into mixed-ability groups and read the questions from the 'Road safety quiz' photocopiable page. Ask one child in each group to write down their group's answers and then, at the end, groups can swap papers to mark the answers, awarding one point for each correct answer.



Get Writing - Lesson 6 (continued)

Independent/group learning

- Explain to the children that, as a class, it is their mission to design a hedgehog road safety kit. Their designs and models will be presented on a display board in school. This will involve them working in groups to create four different hedgehog-friendly items including signs, special crossings and other more wacky devices to help hedgehogs cross the road safely.
- Keep the children in their mixed-ability groups from the 'Road safety quiz' activity (above).
- Reveal the items they must design one at a time and allow up to one minute for them to discuss their ideas for each one as a group:
 1. A sign for motorists
 2. A sign for hedgehogs
 3. Hedgehog-friendly crossing
 4. Wacky invention
- Now give out one copy of each of the corresponding photocopiable pages to each group. Remind the children that they need to think carefully about the shape and colours used for signs. (Warning signs are red, white and black triangles). Talk about how hedgehogs' needs are different from humans'. (Speed and height are two very important considerations.)
- Ensure the children divide up the tasks in each group fairly and that everyone has an opportunity to share their ideas.
- Encourage the children to think very creatively about their wacky invention. Ask: How could hedgehogs be taken across the road? What could they wear? How would they control how they get across the road?

Shared reflection

- Bring the class back together and invite each group to give an overview of the things they have designed.
- Encourage the other children to ask questions about the inventions.

Extension

- **Homework:** Ask the children to make a sign, friendly crossing or a wacky invention for a pet or toy found in the home.
- **Extension:** Provide resources for the children to make the hedgehog road safety items they have designed. Each group should be helped to fairly distribute the workload.

Assessment opportunities

- Assess the children's ability to understand the need for road safety equipment and how it works using evidence gathered from:
 - **Initial engagement:** Identify children who are able to name and describe the purpose of pedestrian safety equipment.
 - **Shared learning:** Look for the ability to empathise with other road users and to correctly identify types of signs and the purpose of equipment.
 - **Independent/group work:** Check who follows rules for road safety sign shapes and applies existing knowledge to develop creative road safety solutions.
 - **Shared reflection:** Note who questions the design and use of new inventions effectively, thinking about the practicalities as well as the safety features.

Pedestrian safety a

Can you identify the following features designed to help keep pedestrians safe? For each feature think about how and where it is used.



Pedestrian safety b

Can you identify the following features designed to help keep pedestrians safe? For each feature think about how and where it is used.



Road safety quiz

Read the questions, then think about and discuss which you think is the right answer.

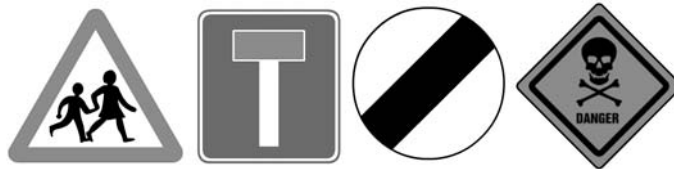
1 What shape are signs that give warnings?

- a) Rectangular
- b) Triangular
- c) Octagonal
- d) Circular



2 What colours are used for warning signs?

- a) Red, white and black
- b) Blue, white and red
- c) Black and white
- d) Red and black



3 What must everyone do before they cross the road?

- a) Listen, look and cross
- b) Get ready to run
- c) Hold hands
- d) Stop, look and listen



4 What does a green flashing man mean at a pelican crossing?

- a) You must run across
- b) Cars can move
- c) Do not start to cross
- d) The crossing is broken



5 What are pedestrian guardrails used for?

- a) Control where pedestrians can cross the road
- b) Give pedestrians something to lean on
- c) Give pedestrians something to jump over
- d) Stop cars parking on the pavement



Answers: 1b, 2a, 3d, 4c, 5a

A sign for motorists

Design your sign for motorists to warn them about hedgehogs crossing the road.



Write a description of where you would display the sign.

A sign for hedgehogs

Design your sign for hedgehogs to warn them about cars on the road or to show them a safe place to cross the road.



Write a description of where you would display the sign.

Hedgehog-friendly crossing

Design your hedgehog-friendly crossing on this road. Show whether it will go above, below or on the road.



Describe how hedgehogs would use your crossing.

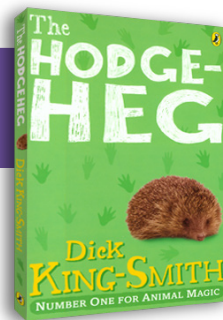
Wacky invention

Draw your wacky hedgehog-friendly invention. Label your drawing.

Write a short description to explain how your invention would work.



Plot, Character and Setting – Lesson Plan 7



The Hodgeheg by Dick King-Smith

What is it?

Objective

- To write descriptions from a hedgehog's perspective.

Required

- Engage: The Hodgeheg, screen 4- 'Max's hedgehog-eye view', URL: www.resource-bank.scholastic.co.uk/resources/431323
- Photocopiable pages 'What am I? a and b'
- Photocopiable page 'Close-ups'

This lesson is about the story setting.

Initial engagement

- Open the 'Max's hedgehog-eye view' screen (screen 4) and play the video showing surroundings from a hedgehog's-eye view.
- Pause the video occasionally and ask the children to describe an object on screen from the hedgehog's perspective. Remind them not to name the object. The other children can then put their hand up to guess what is being described. (It may be beneficial for you to provide the first description to model how it should be done.)

Purpose: What? Why? How?

- What?** We will be discussing examples from *The Hodgeheg* and then work with a partner to write descriptions of everyday objects without naming them.
- Why?** We are learning this because writing about something without naming it is a powerful literary tool.
- How?** We will know we have learned this when other children can guess what is being described.

Shared learning

- Read aloud the descriptions of the zebra crossing (pages 14-15), the phone box (pages 43-45), the policeman (pages 65-67) and the lollipop lady (page 74).
- Explain to the children that you would like them to think carefully about the language used for each one. They should pick up on how things are described without using their names. As they pick out specific language, focus on the use of shapes, colours, patterns, metaphors, mistaken presumptions, and so on.

Independent/group learning

- Organise the children into mixed-ability pairs and explain to them that they will be working collaboratively to develop written descriptions of everyday objects without naming them
- Give the children a maximum of five minutes to look around the classroom (and further afield, if appropriate) for an object that they think they would be able to write a clever description for. Tell the children that they shouldn't mention their chosen item to anyone other than the person with whom they are working.
- Bring the children back together and give out copies of the 'What am I? a and b' photocopiable pages.
 - 'What am I?' 1 – children have to draw and describe a single object. (Children need one copy of the photocopiable pages.)
 - 'What am I?' 2 – children have to draw and describe two objects. (Children need two copies of the photocopiable pages.)
 - 'What am I?' 3 – children have to draw and



Plot, Character and Setting - Lesson 7 (Continued)

describe three objects. (Children need three copies of the photocopiable pages.)

- Explain that they will use the page to write their description and provide a close-up drawing of part of the object. The second page is for them to provide the answer: write what the object is and draw a picture of the whole object. More confident learners should be encouraged to give fuller descriptions and more subtle, yet sophisticated, clues.
- Talk the children through the prompts, encouraging them to begin their description with very vague information, gradually becoming more specific. Use an object, such as a pencil, as an example to demonstrate this and explain how you would describe the object:
 - o Part of it is made from a tree.
 - o They are made in different colours.
 - o You have to shorten it to get more use out of it.
 - o It's hexagonal at one end.
 - o It has a cone at the other end.
 - o This one has bumble bee stripes.
 - o It makes marks.
- Use the children's work to create a 'What am I?' classroom display or book with the description on a flap and the answer underneath, together with a drawing of the object.

Shared reflection

- Tell the children that they are going to play a game called 'What am I?' using the object descriptions they have written.
- Explain that they will take it in turns to read out the description of their object. When it is their turn, they will have to read one statement at a time - the challenge for the class is to guess the name of the object in smallest number of clues as they can.

Extended learning

- **Homework:** Children can complete a life-like drawing of the whole object they wrote a description of during the lesson, or a close-up of the object.
- **Extension:** Use the more complex images of smaller items at large scales from the 'Close-ups' photocopiable page for children to describe. There is a traditional watch, a phone, camera and outdoor tap. Additional photographs could be sourced via the internet to add further variety to the children's work.

Assessment opportunities

- Assess the children's ability to write in the style of *The Hodgeheg* using evidence gathered from:
 - o **Initial engagement:** Look for children who are able to provide a description of an object from the hedgehog's perspective without naming it.
 - o **Shared learning:** The children should be able to identify relevant words and phrases from the extracts read aloud.
 - o **Independent/group work:** Note which children write a description that accurately describes an object without naming it and those who are able to order their clues from least to most obvious.
 - o **Shared reflection:** This activity will allow children to demonstrate their ability to think creatively about someone else's description to guess the object as quickly as possible.

What am I? a

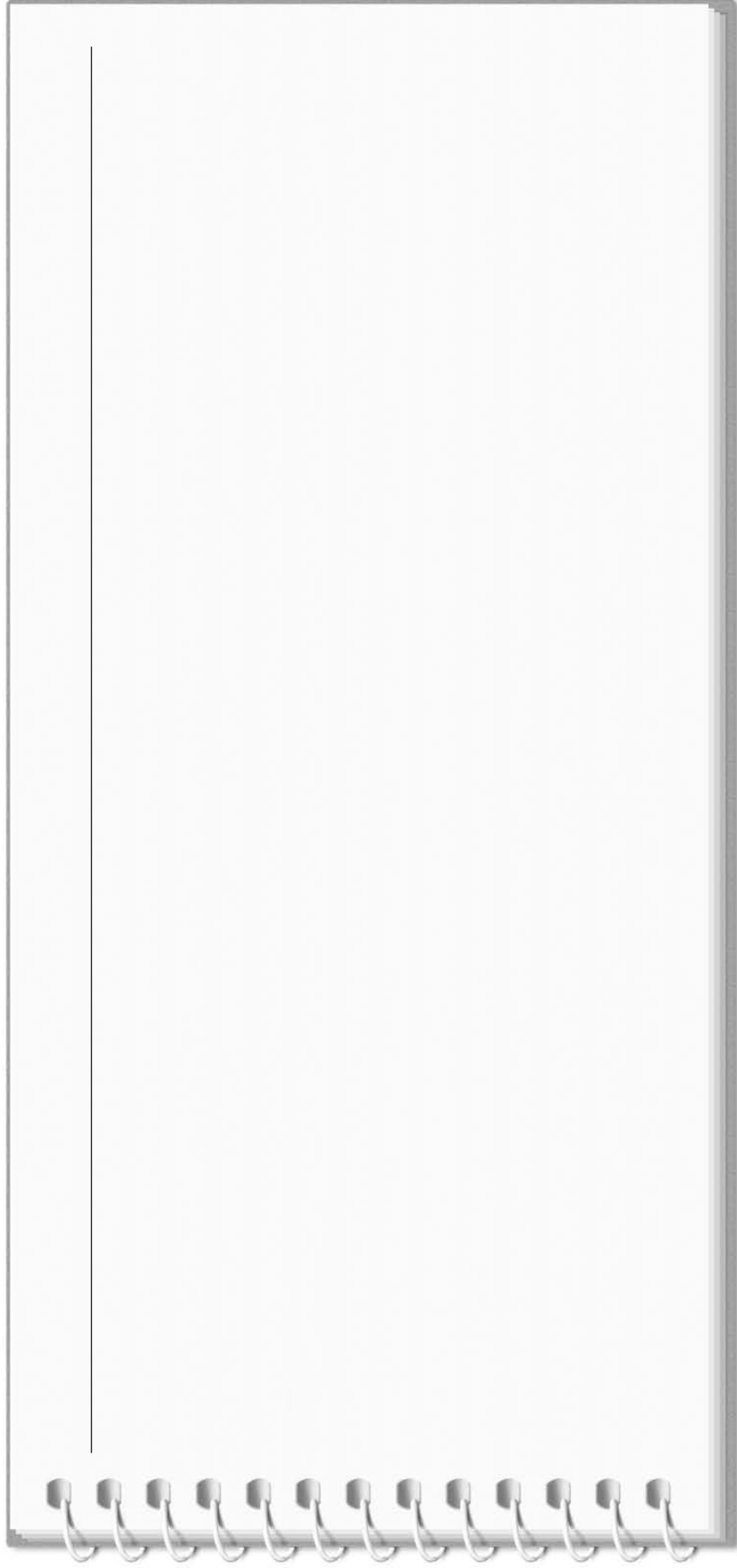
Describe an everyday object without actually saying what it is and sketch a close-up below.

Tips to help you write your description

- What colour(s) is it?
- What shape(s) is it?
- What size is it?
- Compare the colour(s), shape(s) and size to other objects.
- Does it make a sound?
- What is it used for?
- How does it work?

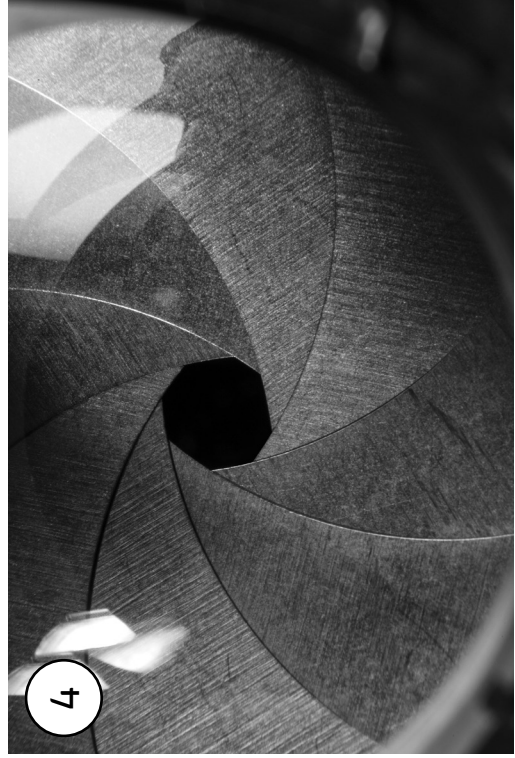
What am I? b

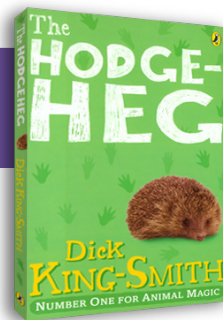
Sketch the whole of your everyday object here and write what it is.



Close-ups

Can you guess what each of these objects is?





The Hodgeheg

by Dick King-Smith

Never seen a dead human on the road

Objective

- To develop knowledge of road safety.

Required

- Engage: The Hodgeheg, screen 5 and 6 - 'Never seen a dead human on the road', URL: www.resource-bank.scholastic.co.uk/resources/431323
- Photocopiable page 'Road accident statistics'
- Individual whiteboards and pens
- Photocopiable page 'My walk to school'

This lesson assumes children have read Chapter 1 of *The Hodgeheg*.

Initial engagement

- Display screen 5 'Never seen a dead human on the road'. Ask the children: Is Pa right? Do humans get killed crossing the road?
- Explore the interactive road scene (screen 6) as a class and identify the safe and dangerous situations. Click on the camera symbols to zoom in.
- Safe:
 - Using the zebra crossing.
 - Wearing bright clothes (cyclist).
 - Carrying a ball next to a road.
 - Walking sensibly in single file.
 - Dog on a short lead.
- Dangerous:
 - Using a mobile phone when crossing.
 - Playing football by the side of the road.
 - Crossing between parked cars.
 - Listening to music when crossing.

Purpose: What? Why? How?

- What?** We are going to learn about being safe when crossing the road
- Why?** It is important to stay safe when we are out and about near roads.
- How?** We will know we have learned this when we can show we know how to cross roads safely.

Shared learning

- Show the children the 'Road accident statistics' photocopiable page and ask questions, such as: How many pedestrian deaths were there in 2017?
- Use talk partners to discuss the statistics. Ask the children to write down on their whiteboards the three facts that most shock them. (For example, 48 children were killed in road accidents in 2017.)
- Share the statistics that surprised the children and briefly discuss the implications for them as pedestrians.



Shared Reading - Lesson 8 (continued)

Independent/group learning

- Make a list on the board of the ways that pedestrians can keep themselves safe. For example, dress brightly – especially in winter; find a safe place to cross the road; stop, look and listen before crossing.
- Ask the children to discuss with their talk partners where a safe place to cross would be and where it wouldn't be safe to cross.
- In mixed-ability groups of three or four, challenge the children to create a presentation about finding a safe place to cross the road.
- Encourage the children to rehearse and evaluate the clarity of the message in their presentations.
- This theme could also be developed as a cautionary tale or poem. Work with a group to list suitable pairs of phrases that end in a rhyme, such as safe place and lots of space. Then turn these into pairs of sentences, for example - Jack failed to cross the road in a safe place, With no parked cars and plenty of space.

Shared reflection

- Watch the children's presentations and evaluate them together for the clarity of their message. Like road safety adverts, the presentations should be hard-hitting and memorable.
- If a guided group has completed a poem, they can read it to the class.
- Children could also show their presentations and poems to classes of younger children or in assembly.

Extended learning

- **Homework:** Using homework photocopiable page 'My walk to school', children can draw and write about places they need to cross the road on their journey to school and how they can be safe doing so. If children do not walk to school let them write about another journey, such as walking to the park.
- **Challenge:** Invite the children to create a motorists' code, outlining what motorists can do to keep everyone safe. (Keep to the speed limit, avoid distractions such as talking on a phone, and so on.)
- **Extension:** Children can use ICT or drawing materials to design an advert on a road safety theme, such as 'Always stop, look and listen', 'Wear bright clothes in winter' or 'Ride your bike safely'.

Assessment:

- Assessment for learning:
 - o **Shared learning:** Use the children's contributions to assess their ability to retrieve information.
 - o **Independent/group work:** Listen to contributions to assess children's ability to speak competently and take on a role in a group.

Road accident statistics

Read and think about the information presented on this information sheet.

Keeping safe around roads is important for everyone, but particularly for children.

Always take care when cycling or walking on or near roads, including when using zebra crossings, pedestrian crossings and even when on the pavement.

Number of people killed on the roads in Britain in 2017	1,793
Number of people seriously injured on the road in Britain in 2017	24,831
Number of children killed on roads in 2017	48
Number of pedestrian deaths in 2017	470
Number of people slightly injured on the road in Britain in 2017	144,369
Number of children injured in road accidents in 2017	15,721
Number of people between 17 and 24 years of age killed in 2017	279

Statistics from Brake.org and gov.uk

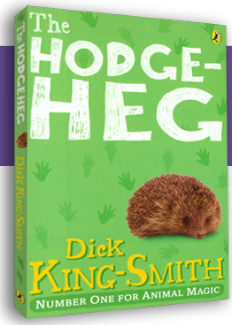
My walk to school

Think about your walk to school (or another journey). Draw three places you have to cross the road, write about the dangers there might be and how you keep yourself safe. (For example: outside your house, parked cars, find a big space before crossing.)

Draw the place where you cross the road	Write what the danger might be	Write how you keep yourself safe



Get Writing - Lesson 9



The Hodgeheg by Dick King-Smith

Why did the hedgehog cross the road?

Objective

- To explore a hedgehog's-eye view.

Required

- Engage: The Hodgeheg, screen 7 - 'Max's hedgehog-eye view of the city', URL: www.resource-bank.scholastic.co.uk/resources/431323
- Copy of *The Hodgeheg*
- Photocopiable pages 'An awfully big adventure plan 1-2' (Differentiated)
- Photocopiable pages 'An awfully big adventure story 1-2' (Differentiated)

The children should ideally be familiar with the first half of the book before they take part in this lesson.

Initial engagement

- Open the 'Max's hedgehog-eye view of the city' screen (screen 7) and tell the children that you are going to play a video showing what a street might look like to Max.
- Having watched the video, ask the children to stand up and then walk around the room among them. Then ask them to kneel down on the floor as you walk around the room again. Invite the children to describe the difference between being on a human level and being close to the ground.

Purpose: What? Why? How?

- What?** We will be focussing on parts of the story, and then planning and writing our own pieces in that style about a hedgehog's journey.
- Why?** We are learning this because it is important to be able to use different techniques to add interest and variety to our writing.
- How?** We will know we can do this when we are able to use writing techniques from *The Hodgeheg* in our own writing.

Shared learning

- Remind the children of the dos and don'ts of writing from a third-party, non-human perspective:
 - o consider the scale and threat of many everyday things
 - o the desire to remain unseen
 - o avoiding using the correct names for things.
- Re-read Chapter 2 to the class, asking them to identify the features listed above as you read. Ask: How does the author create an impact with those things?
- Recap the road safety work completed so far to remind children of factors they will need to consider in their writing. For example, one reason hedgehogs get run over is because they can't be seen, but it wouldn't be in their interests to be seen at night because they'd be at greater risk from predators, and prey would spot them and get away.



Get Writing - Lesson 9 (continued)

Independent/group learning

- Explain to the children that they are going to plan and write a first-hedgehog account of a hedgehog's journey. Work together to create a list of interesting and familiar journey options that would work well. Journeys from home to school, to the shops, to the park or to a friend's house would ensure children are confident about the route they are describing.
- Use photocopiable pages 'An awfully big adventure plan 1-2' as appropriate:
 - o 'An awfully big adventure plan 1' is a journey planning map on which to mark important parts of the journey. It includes hedgehog name, journey location, motivation, one obstacle and one encounter.
 - o 'An awfully big adventure plan 2' is a planning grid requiring hedgehog name, journey location, motivation, two obstacles and two encounters.
- Explain to the children that they are going to spend 10 minutes planning their hedgehog's journey. If appropriate, a group could plan a journey together with adult support and then work more independently to write about the journey in detail.
- Encourage the children to think creatively about the types of encounter their hedgehog may have. It could be with a human or an animal, not necessarily a hedgehog.
- After the planning time, talk about effective story beginnings to catch the reader's interest. Remind the children that good story openings are often intriguing and make you want to read on to find out what happens next.

- Examples could include:
 - o *'But you haven't eaten your...' It was too late. Josh had already rushed down the path and could no longer hear his mum. Or maybe he'd just chosen not to hear. He was in far too much of a rush to stop and eat his breakfast worms.*
 - o *She hadn't been this excited since, well, she couldn't remember when.*
- The children should then be ready to begin writing about their hedgehog journey using their planning grid to guide them. Use photocopiable pages 'An awfully big adventure story 1-2' as appropriate (page 2 has more writing space).

Shared reflection

- Allow the children to take it in turns to read their work aloud and invite another child to offer feedback using a feedback sandwich. The child offering the feedback is then the next one to read their work aloud.

Assessment

- Assess the children's ability to use literary techniques encountered in the book in their own fiction using evidence gathered from:
 - o **Initial engagement:** Consider children's comparison of being at human height to being at hedgehog height.
 - o **Shared learning:** Can they identify discussed features in the existing text?
 - o **Independent/group learning:** Look at how they plan ideas and write in the style of Dick King-Smith's, *The Hedgehog*.

An awfully big adventure plan 1

Plan your hedgehog's journey on this map.

Hedgehog name: _____

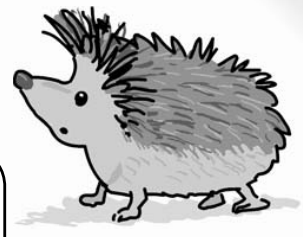
Why is your hedgehog going on this journey? _____

Where does the journey begin?

What obstacle will get in your hedgehog's way? How will they get around it?

Who will your hedgehog encounter on the journey? What will they do?

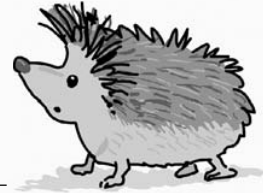
Where does the journey end?



An awfully big adventure plan 2

Plan your hedgehog's journey using this notebook.

My story planner



What is your hedgehog's name?:

Location: Where will the journey begin and end?

Motivation: Why are they going on this journey?

Two obstacles: What obstacles will get in your hedgehog's way?

What problems will this create?

How will your hedgehog get around the obstacles?

Two encounters: Who will your hedgehog encounter on the journey?

What impact will they have on the journey?

Sketch

An awfully big adventure story 1

Write your adventure story in the book below, remember to draw some pictures. Use your plan to help you.

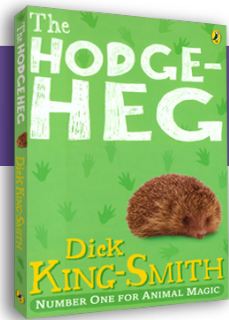
The image shows a blank page from a notebook with a grey cover. The page is ruled with horizontal lines. There are two large, rounded rectangular boxes, one on the left and one on the right, intended for drawing pictures. The page is otherwise blank, with no text or other markings.

An awfully big adventure story 2

Use your plan to write your adventure story below, and draw some pictures.

The worksheet is designed for a writing activity. On the left side, there are four large, vertically stacked rounded rectangular boxes, each intended for a drawing. To the right of these boxes, there are four sets of horizontal lines, each set corresponding to one of the drawing boxes. This layout allows a student to draw a scene and then write a description of it.

Talk About It - Lesson 10



The Hodgeheg

by Dick King-Smith

Max, Dad and Uncle B

Objective

- To try enacting conversations from the book.

Required

- Photocopiable page 'Hedgehog personalities'
- Copies of *The Hodgeheg*
- Photocopiable page 'What would you do?'

The children should be familiar with the entire story prior to the lesson.

Initial engagement

- Look at the illustration of Uncle B and Pa on page 58.
- Explain to the children that you are going to read some parts of the story and you would like them to work out which hedgehog is which in the illustration.
- Read aloud a selection of the following excerpts, which give an insight into the differing personalities of Uncle B and Pa:
 - Pages 42-44
 - Pages 48-52
 - Pages 74-78
 - Finish with the first part of Chapter 7, pages 57-58.

Purpose: What? Why? How?

- What?** We are learning about how characters are presented in a story.
- Why?** We are learning this because it will help us to read with expression and present characters well.
- How?** We will know we can do this when we can enact conversations/scenes from *The Hodgeheg* thinking carefully about personality, tone and expression.

Shared learning

- Children should work in pairs on the photocopiable page 'Hedgehog personalities'
- Explain that they must find words in the book that best describe Uncle B and Pa's personalities and list them under the heading 'Uncle B' or 'Pa'. For example, Uncle B – kind – he helps Max when he is lost in the park.
- Refer the children to the excerpts you read earlier:
 - Pages 42-44
 - Pages 48-52
 - Chapter 7
 - Pages 74-78
- Encourage the children to make a note of the page number where they found each word in their list.
- The children can then infer details of Uncle B and Pa's personalities and suggest their own words to describe their personality traits.

Independent/group learning

- Organise the class into pairs and assign each pair one of the following pairs of characters from the story:
 - Max and Pa
 - Uncle B and Pa
 - Uncle B and Max
- Explain to the children that they will be enacting scenes from the story between their two characters. Tell them that they need to think very carefully about their character's personality, tone and expression on a scene-by-scene basis.



Talk About It - Lesson 10 (continued)

- Either invite the children to choose their own scenes, reminding them to choose a section that is a manageable length, or assign scenes from the following suggestions:
 - o Max and Pa – page 26
 - o Uncle B and Pa – pages 48-49, pages 51-52, pages 74-76
 - o Uncle B and Max – pages 42-44, pages 62-67 (in parts), page 74
- Once the children have had a few minutes to complete their first enactment, invite one or two groups to show their work to the rest of the class. Remind the children how to provide constructive criticism, possibly using a Feedback sandwich.
- Depending on the children's achievements in the first enactment, either ask them to choose or assign a different scene for the same characters or ask them to take on the role of different characters.

Shared reflection

- Invite four children to take places on hot-seats ready for them to offer their personal views on Pa in the story.
- Explain to the other children that you want them to focus on Pa when they question the children in the hot seats. For example:
 - o What are his plus and minus points?
 - o How does he measure up against Uncle B?
 - o Why doesn't he want Max to go out on his own?
 - o What does Pa think about Uncle B?

Extension

- **Homework:** Provide a scenario for the children and ask them to interview members of their family at home to find out how they would each react to the situation. Give out copies of the 'What would you do?' homework photocopiable page for the children to use to take notes of people's responses. Either complete the opening sentence on the sheet before photocopying the resource sheet or involve the children in choosing a scenario and get them to complete the sentence before taking the work home. They should then bring their notes into school so that the range of reactions can be discussed. Suitable scenarios could include:
 - o Games console or television breaks.
 - o You trip over and bang your head.
 - o You find a neighbour's cat in your bed.
 - o Dinner is burned.
- **Extension:** Challenge the children to come up with ideas and examples for how Pa could act differently in certain situations. Encourage them to think about how these changes might also affect the other characters with whom he interacts.

Assessment

- Assess the children's ability to identify features of, and take on, a character's personality and act in role using evidence gathered from:
 - o **Shared learning:** Children should be able to identify words to describe different characters' personalities and some will be able to suggest other descriptive words.
 - o **Independent/group learning:** Look for evidence of the children maintaining the role of their character.

Hedgehog personalities

Which words in the book best describe Uncle B and Pa's personalities?

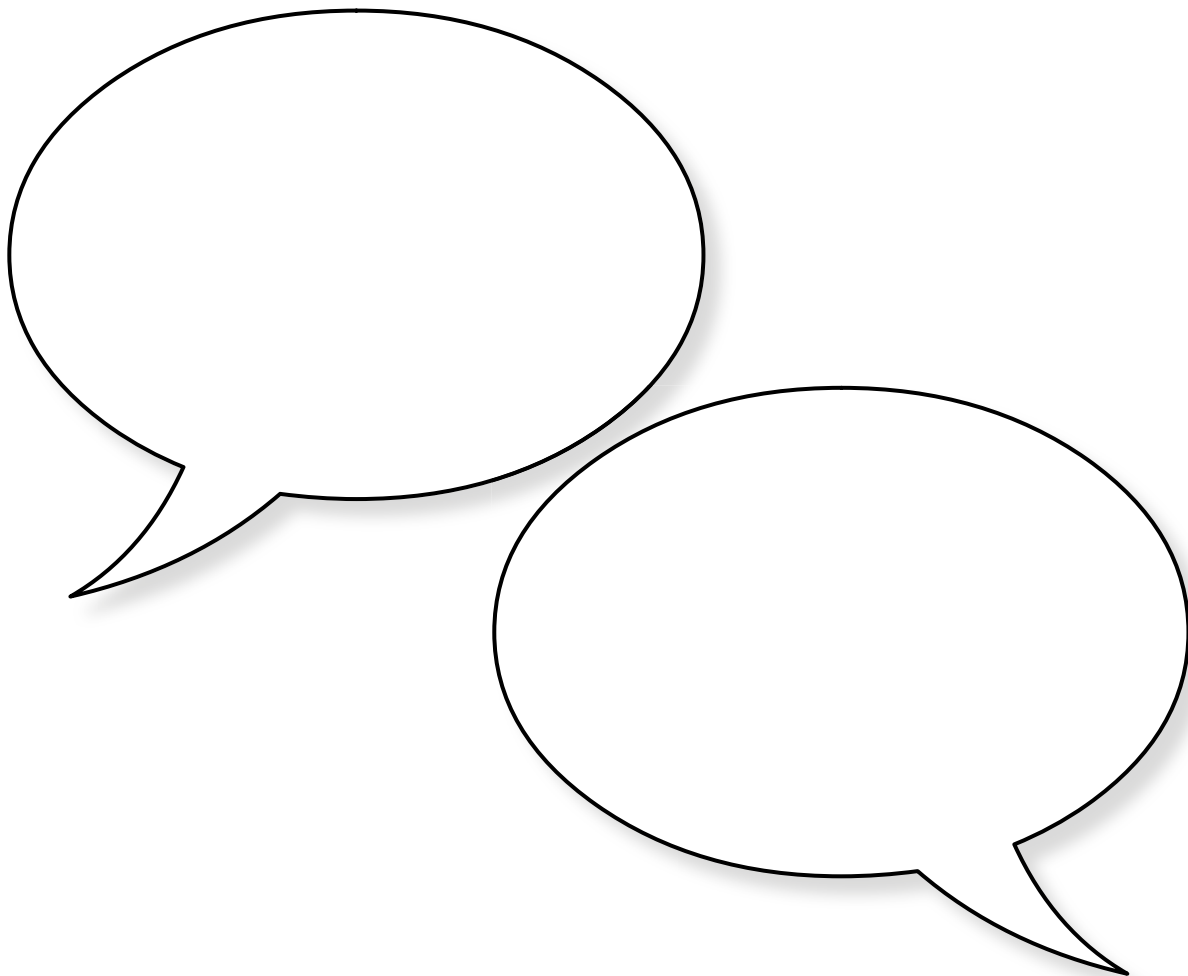
Pa	Uncle B

What would you do?

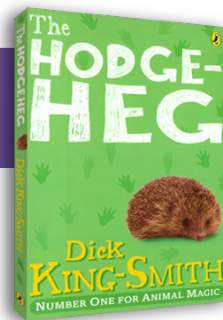
Ask your friends and family how they would react if.....

Name	Reaction

What might they say?



Talk About It - Lesson 11



The Hodgeheg

by Dick King-Smith

Max - brave or reckless?

Objective

- To decide if Max shows bravery or recklessness.

Required

- Photocopiable page 'Max's decisions'
- Photocopiable page 'My decisions 1-2' (Differentiated)

The children should be familiar with the entire story prior to the lesson.

Initial engagement

- Discuss the differences between being brave and being reckless. If appropriate, read definitions of the two terms from a dictionary.
- Can the children explain what bravery is and give an example? Can the children explain what recklessness is and give an example.

Purpose: What? Why? How?

- What?** We are learning about the differences between bravery and recklessness.
- Why?** We are learning this because it will help us to understand how to be brave, not reckless
- How?** We will know we have learned this when we can identify when Max was brave and reckless and when we have been brave and reckless.

Shared learning

- Give out copies of the photocopiable page 'Max's decisions' to pairs or small groups of children.
- Explain to the children that they are going to work together to recall and revisit incidences of Max making decisions, taking actions and going on journeys. They will then list the incidents as 'brave' or 'reckless'.
- Ask the children to work in pairs or small groups to classify Max's decisions and actions as 'brave' or 'reckless'. Then bring the class back together and develop whole-class 'brave' and 'reckless' lists, ensuring the children justify their reasons for which list an event should belong to.

Independent/group learning

- Explain to the children that, for their independent work, they will be focusing on themselves. Ask: How would you describe yourself? Can you think of times when you have been brave and reckless (physically or mentally)?
- Children should work individually on the photocopiable page 'My decisions 1-2'. The photocopiable page can be used as appropriate:
 - 'My decisions 1' – a two-column grid in which children sort their own brave and reckless actions.
 - 'My decisions 2' – children complete sentences to compare two similar events, one when they have been brave and one when they have been reckless.



Talk About It - Lesson 11 (continued)

- Some children may find it helpful to first take part in a small group discussion about when they have been brave or reckless. This sharing of ideas should help them to remember similar incidents of their own.
- Invite some children to share their brave and reckless statements with the rest of the class. Ask: How would you change a reckless action into a brave one?

Shared reflection

- Ask: What have we learned about Max through our discussions today?

Extension

- **Homework:** Ask the children to interview an adult at home about their brave/reckless moments. Encourage the children to ask how the person decided whether each action was brave or reckless. They should then bring their notes into school and contribute to a shared wall of brave versus reckless actions. This could then be related back to Max and lead into a vote entitled 'Is Max brave or reckless?'

Assessment

- Assess the children's understanding of the differences between bravery and recklessness using evidence gathered from:
 - o **Initial engagement:** Note children who are able to make relevant comments in the initial discussion about the difference between being brave and reckless.
 - o **Shared learning:** Children should be able to sort Max's actions into those that were brave and those that were reckless.
 - o **Independent/group learning and shared reflection:** Look for evidence of the children understanding what is brave and reckless by successfully applying it to themselves.

Max's decisions

Think of the times Max made decisions, took action or went on a journey. Decide whether each one was brave or reckless and list them below.

Brave	Reckless
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

My decisions 1

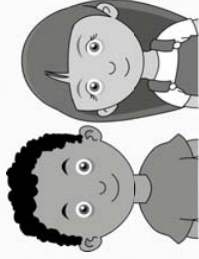
Think of the times you have made decisions, taken action or been on a journey. Decide whether each one was brave or reckless and write it below to describe what you did and what happened.

Brave	Reckless
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

My decisions 2

Write three sentences about being brave and reckless. In each sentence say how on the one hand you were brave, but on the other hand you were a little bit reckless.

Example: On the one hand I'm quite brave because I climb up climbing frames in the park, but I'm sometimes a bit reckless because I climb trees when there's no-one around to make sure I'm alright.



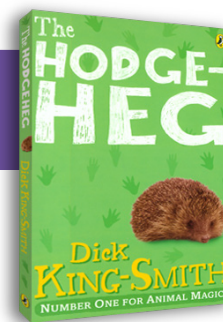
1

2

3



Get Writing - Lesson 12



The Hodgeheg by Dick King-Smith

Hedgeblog

Objective

- To write blogs in character.

Required

- Engage: The Hodgeheg, screen 8 - 'Why did the children cross the road?', URL: www.resource-bank.scholastic.co.uk/resources/431323
- Photocopiable page 'Hedgeblog 1-2' (Differentiated)

The children should be familiar with the entire story prior to the lesson.

Initial engagement

- Open screen 8, 'Why did the children cross the road?', to reveal the lollipop lady's blog, but do not mention that it is a blog.
- Give the children time to read the blog and then ask them what sort of writing they think this is and where it would be found.

Purpose: What? Why? How?

- What?** We will be reading blog entries and learning how to write in this style.
- Why?** We are learning this because it is currently a popular way of communicating with many people at once.
- How?** We will know we have learned this when we can create our own blog for one of the characters from the book.

Shared learning

- Involve the children in a general discussion about blogs, using 'Why did the children cross the road?' screen for reference. Establish answers to questions such as:
 - What is a blog? (An online diary and/or opinions on things that interest the writer.)
 - Who writes blogs? (Anyone who would like to share their thoughts online.)
 - What information is found in a blog? (Details about the person writing, dates and times of when they posted messages, an archive of previously posted messages, and so on.)
 - How can other people contribute to a blog? (They can comment on posts.)
 - How do you know who writes blogs and comments on the posts? (Sometimes people write about who they are and post photographs of themselves, their family and friends, but often people remain anonymous.)
- While talking about the internet, it is important to emphasise to children the importance of protecting their identity online.

Independent/group learning

- Explain to the children that they are going to write in character and create a blog for one of the hedgehog characters from the book. They're going to write a Hedgeblog!
- Tell the children that, in their blog, they must choose to cover one of these two options:
 - events from the book
 - adventures after crossing the road.
- They must also choose to write from the perspective of one of the hedgehogs from the



Get Writing - Lesson 12 (continued)

story:

- o Max
- o Ma
- o Pa
- o Uncle B
- o Peony
- o Pansy
- o Petunia
- Encourage less confident learners to choose one of the four main characters (Max, Ma, Pa and Uncle B) to give them plenty of writing inspiration.
- The photocopiable page can be used as appropriate:
 - o 'Hedgeblog 1' is a template for writing a post title, post content and blogger name.
 - o 'Hedgeblog 2' is a template for writing a post title, post content, blogger name, comment, previous posts and about the blogger.

Shared reflection

- Bring the class back together and invite the children to share their blog posts with each other.
- Help the children to identify features that the most entertaining posts have in common.

Extension

- Invite the children to further develop their hedgeblog, either by recalling other events in the story or by introducing a new event, such as the lollipop lady not being there one day.

Assessment

- Assess the children's ability to write in character and in blog format using evidence gathered from:
 - o **Initial engagement:** Identify their initial awareness of blogs.
 - o **Shared learning:** Identify their further knowledge of blogs.
 - o **Independent/group learning:** Note children whose writing is in character and appropriate in style for a blog entry.
 - o **Shared reflection:** Identify understanding of features of an entertaining blog entry.

Hedgeblog 1

Write a blog post as one of *The Hodgeheg* characters.



Title of post: _____

Date: _____

Post: _____

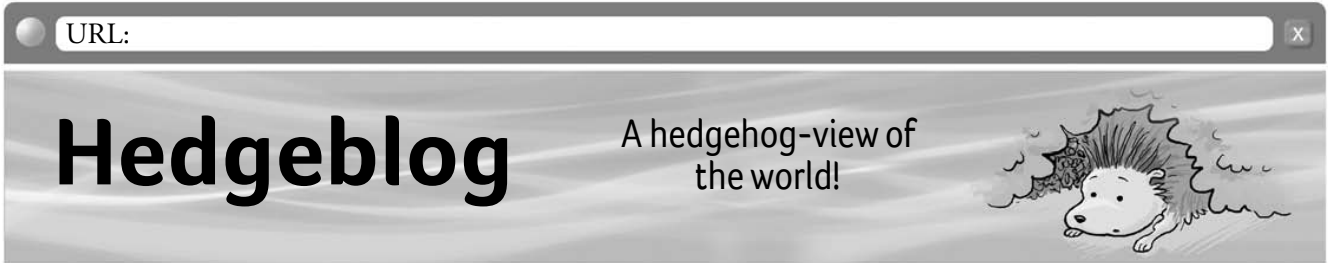


Caption: _____

Posted by: _____

Hedgeblog 2

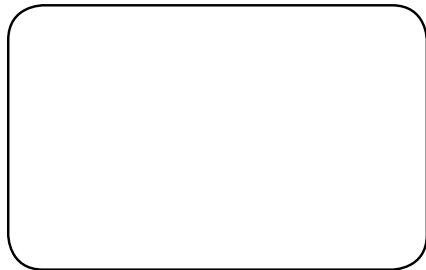
Write a blog post as one of *The Hodgeheg* characters.



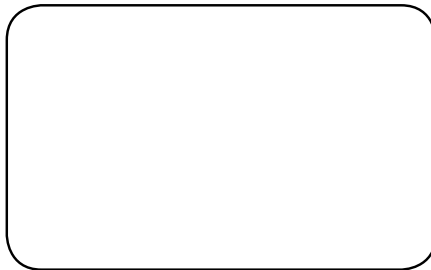
Title of post: _____

Date: _____

Post: _____



Caption: _____



Caption: _____

Posted by: _____ 1 comment

Comment:

Posted by: _____

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