

 SCHOLASTIC

**EOIN COLFER**

Linda Sue Park

*Ruth Ozeki*

**Nick Hornby**

*TIM WYNNE-JONES*

**David Almond**

Gregory Maguire

Deborah Ellis

*Margo Lanagan*

**Roddy Doyle**

TEN VOICES, ONE STORY

**CLICK**

**CLICK Ten Voices, One Story**

**9781407105918 PB Scholastic Children's Books**

Getting children reading. Giving books to schools.

## CLICK Reading Notes

The following activities address the QCA Assessment Focuses for Reading. These are used to formulate and assess the Key Stage 2 and Key Stage 3 NCTs. Many of the activities also address the Assessment Focuses for Writing, however, the AF code at the start of each task/activity specifically refers to reading.

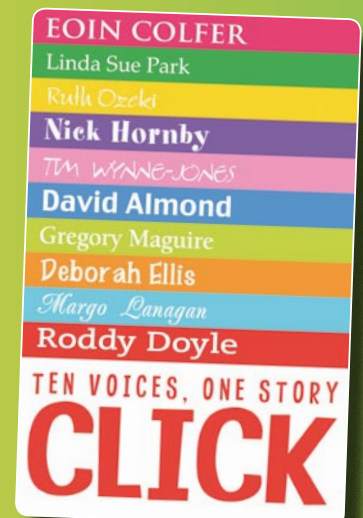
A reminder of the Assessment Focuses for Reading:

- **AF1** – use a range of strategies, including accurate decoding of text, to read for meaning.
- **AF2** – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
- **AF3** – deduce, infer or interpret information, events or ideas from texts.
- **AF4** – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
- **AF5** – explain and comment on writer's uses of language, including grammatical and literary features at word and sentence level.
- **AF6** – identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.
- **AF7** – relate texts to their social, cultural and historical contexts and literary tradition.

Following, you will find a child/pupil friendly version of the Assessment Focuses.

## Assessment Focuses for Reading – or – how your work will be marked!

- **AF1** – You understand what the story is about and can explain the plot of the story in your writing or when you talk about the story.
- **AF2** – You can understand, describe, choose or find information, events or ideas from the story. In your writing or when you talk about the story you can use quotations and refer to the story.
- **AF3** – You can take events or ideas from the story and work out what they might mean or suggest how they will affect the characters and the storyline.
- **AF4** – You can identify and explain how the whole story and particular sections fit together. You can explain why the writer uses certain words, phrases or grammatical features to tell his story. You can explain why the pages are set out in a particular way.
- **AF5** – You can look at particular words, phrases and sentences and explain the writers' choices. You can explain and make suggestions about particular words, phrases and grammatical features.
- **AF6** – You can explain what the writer might want a reader to think about or learn from the story. You can describe how the story might affect you or other readers.
- **AF7** – You can compare this story to other similar stories. You understand how this story tells the reader about the world that we live in.



## A reading guide based around QCA's Assessment Focuses for Reading.

### Pre-reading activities:

- Before you read the book, decide what you think the word CLICK refers to – make a list of all the connotations of this word. Look back at this list after each chapter – how accurate were your suggestions?
- £1 from the sale of this book goes to Amnesty International. Find out about this charity and the work that it does. As you read each chapter, decide how each author reflects the spirit of the work done by Amnesty International.

**AF2** – You can understand, describe, choose or find information, events or ideas from the story. In your writing or when you talk about the story, you can use quotations and refer to the story.

- Read chapter 1, Maggie's story. Linda Sue Park tries to capture how painful it is when someone who is very close to us dies. Make a list of all the ways that the author charts Maggie's grief. At the end of the story Maggie realises that *"Gee had given her a present that would last her whole life."* Explain why this is such a clever present.

**AF3** – You can take events or ideas from the story and work out what they might mean or suggest how they will affect the characters and the storyline.

- Read chapter 2, Annie's story. David Almond tells a magical story about *"A mum who thought there was nothing strange in loving a daughter who might be half a creature from the sea."* In Gee's picture Annie looks like she has a fin growing at her back but in reality there is nothing there. Do you think that the fantasy fin might be connected to Annie's "falling" or to the fact that she finds it so hard to learn at school? Do you have another explanation for what David Almond might be telling us in this story?

**AF4** – You can identify and explain how the whole story and particular sections fit together.

You can explain why the writer uses certain words, phrases or grammatical features to tell his story. You can explain why the pages are set out in a particular way.

- Read chapter 3, Jason's story. Jason seems like a ruthless young man until he discovers Gee's letter and then he changes. What do you think Gee meant in the letter when he wrote, *"If stolen money takes you to a place, you will never be truly happy there."* Gee had known about Jason's theft of the spyglass all along. Why do you think that Gee did not confront Jason?

**AF5** – You can look at particular words, phrases and sentences and explain the writer's choices. You can explain and make suggestions about particular words, phrases and grammatical features.

- Read chapter 4, Lev's story. In this story Deborah Ellis describes the horror of a Russian prison. Select 5 quotations from the story where the writer has really captured the terrible conditions that Lev and his fellow prisoners endure. Explain which words and phrases really conjure up Lev's miserable cell. Despite the horror, Lev's story is also about escape. How do the men try to escape the horror of imprisonment? Do you think that Lev will manage to escape?

**AF6** – You can explain what the writer might want a reader to think about or learn from the story. You can describe how the story might affect you or other readers.

- Read chapter 5, Maggie's second story. This story sets up a magical mystery – how can there be more than one Gee? Do you think that Gina and Maggie do the right thing in France? Why don't they tell Jacqueline and Chantal about their suspicions? Maggie says, *"Maybe the important thing is that, I don't know, you've got some kind of Gee around."* What do you think she means by this?

**AF2** – You can understand, describe, choose or find information, events or ideas from the story. In your writing or when you talk about the story, you can use quotations and refer to the story.

- Read chapter 6, Vincent’s story. How would you describe this story? How far do you agree with the following?; This is a story about a dare; This is a story about friendship; This is a story about coincidences; This is a story about great sporting achievement; This is a story about a wise granny. Explain how far you agree or disagree with these statements; use quotations from the story to prove your points.

**AF3** – You can take events or ideas from the story and work out what they might mean or suggest how they will affect the characters and the storyline.

- Read chapter 7, Min’s story. Like Lev’s story, Min’s is a story of escape. However, Min escapes from the prison that her silence created. Look again at the end of the story. Who is the prince? Who is the princess that had to “rescue herself”? What issues or ideas do you think that Tim Wynne-Jones wanted the reader to think about?

**AF4** – You can identify and explain how the whole story and particular sections fit together. You can explain why the writer uses certain words, phrases or grammatical features to tell his story. You can explain why the pages are set out in a particular way.

- Read chapter 8, Jiro’s story. Gee begins the story as Jiro’s enemy but ends the story as his friend. Draw a timeline of the story. Plot on the line the events that mark a change in their relationship. Choose a quotation to illustrate each change. The events occur in the aftermath of World War II. What do you think Ruth Ozeki might be saying about the effects of war on human relationships?

**AF6** – You can explain what the writer might want a reader to think about or learn from the story. You can describe how the story might affect you or other readers.

- Read chapter 9, Afela’s story. The author uses Afela’s story to show how difficult some pictures can be. Afela can magically recreate herself through pictures. When Afela meets Margaret we get some explanation of how

Gee could have lived the two lives hinted at in chapter 5.

- Some pictures are very difficult to look at – for example, pictures of war or suffering. Why do you think this is?
- Do you agree with Margaret that “without scientific explanation a lot of things look like magic”? Can you list some examples of this?

**AF7** – You can compare this story to other similar stories. You understand how this story tells the reader about the world that we live in.

- Read chapter 10, Margaret’s story. This is Maggie’s third story. Why does the writer call her Margaret? What do you think of the future world created by Gregory Maguire?
- Think about how all 10 stories fit together. Write the 10 titles in a random pattern on a piece of paper. Now draw lines from story 1 to any of the other stories it connects to. Keep going, making links between the stories, to create a web demonstrating how all the stories link.

And finally ...

**AF1** – You understand what the story is about and can explain the plot of the story in your writing or when you talk about the story.

- In chapter 10, Margaret describes Gee’s legacy as, “He wanted us to see.” What do you think this means? In what ways do all the stories make us look at the world and ourselves in a new way?
- The central story works in a very clever way, even though it is told by 10 different writers. Explain why you think it works.
- Choose your favourite chapter and examine why this story stands out from the rest of the tales for you.

