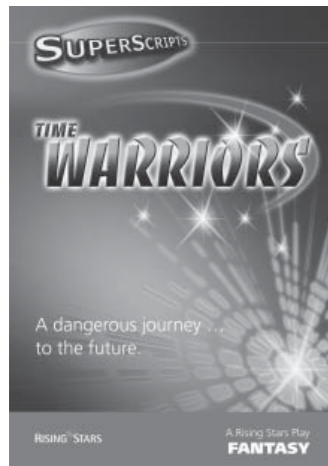


## TIME WARRIORS



### Catherine Baker

#### Literacy/English framework links

Renewed Primary literacy framework strand 8: Engaging with and responding to texts

- Year 4: interrogate texts to deepen and clarify understanding and response;
- Year 5: compare the usefulness of different techniques such as visualisation, prediction, empathy in exploring the meaning of texts;
- Year 6: sustain engagement with longer texts, using different techniques to make the text come alive.

Secondary National Strategy English Framework: text level – reading

- Year 7: 6) adopt active reading approaches to engage with and make sense of texts, e.g. visualizing, prediction, empathizing and relating to own experience;
- Year 8: 4) review their developing skills as active, critical readers who search for meaning using a range of reading strategies.

#### Setting up the group

All parts are at a similar reading level, but they are different lengths. Dan, Jason and the Narrator have the biggest parts. Sima and Marok have smaller parts, and Zarkarok has least to say – this part could be taken by a less confident reader.

If you have fewer than six pupils, you could take the Narrator's part. Alternatively, you could ask half the group to read the parts of Dan, Sima and Zarkarok, and half to read the parts of Jason, the Narrator and Marok.

#### Warm-up

What might pupils notice if they travelled 700 years into the future? What might be the same as now? What might be different?

Choose pupils to read the different parts, and give each reader the appropriate character card (page 30). See page 4 for ideas for getting into role.

#### The reading sessions

Each scene should take about 15–20 minutes to read as a group, so you can split the reading into four sessions. All characters appear in each scene.

#### Teaching and learning focus

Pause at the end of each scene and encourage pupils to talk about what is happening, to check their understanding. For example, at the end of scene 1, ask what pupils would do if they were Dan and Jason.

Would they go with Marok and Sima? What will happen next? Encourage the pupils to act out their ideas, in pairs or as a whole group.

Use hot seating and freeze frame (see page 4) to help pupils understand the characters and their motivation. How would they have reacted in Dan and Jason's situation?

As pupils read, focus on their word recognition skills and help them to use their phonic skills to read the words as necessary.

#### Performing this play

The play takes place in several locations – a modern city street, a city street 700 years in the future, Zarkarok's command centre, Zarkarok's prison, and Sima's house. If staging the play, you could keep this simple, and leave the different locations to the audience's imagination.

Dan, Jason and the Narrator can wear casual or school clothes. You could experiment with more futuristic costumes for Sima, Marok and Zarkarok.

#### Extension ideas

- Act out the scene on pages 37–38 of the play. Freeze frame at the end of page 38 (see page 4). What are the characters all thinking? Use this as an opportunity to talk about the relationships between the characters.
- Give pupils copies of Photocopy Masters 7 and 8 for follow-up.

## Journey to the future

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Imagine you can go to the future.

What will you see?

Who will you meet there?

What will happen?

Write about it here.

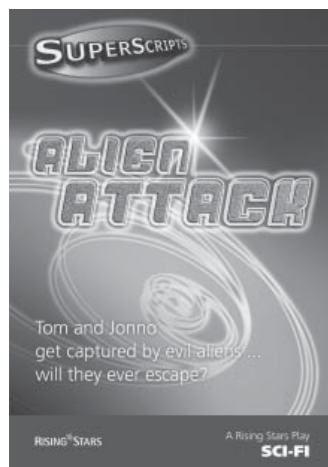


I see

I meet

Then I

## ALIEN ATTACK



### Catherine Baker

#### Literacy/English framework links

Renewed Primary literacy framework strand 4: Drama

- Year 4: create roles showing how behaviour can be interpreted from different viewpoints;
- Year 5: reflect on how working in role helps to explore complex issues;
- Year 6: improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires.

Secondary National Strategy English Framework: speaking and listening – drama

- Year 7: 15) develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;
- Year 8: 15) explore and develop ideas, issues and relationships through work in role.

#### Setting up the group

In this play, the parts are all at a similar reading level. Tom, Jonno and the Narrator have the longest parts.

Baz has a slightly shorter part, and Zik and Gargo have the shortest parts.

If you have fewer than six pupils, you could take the Narrator's part. Alternatively, ask half the group to read the parts of Tom, the Narrator and Gargo, and half to read the parts of Jonno, Baz and Zik.

#### Warm-up

Ask pupils to imagine they suddenly saw an alien space ship in the sky above them. What kinds of creatures might the aliens be? What do they think might happen?

Choose pupils to read the different parts, and give each reader the appropriate character card (page 32). See page 4 for ideas for getting into role.

#### The reading sessions

Each scene should take about 15–20 minutes to read as a group, so you can split the reading into four sessions. All characters appear in each scene.

#### Teaching and learning focus

Use drama techniques such as hot seating and freeze frame (see page 4) to focus on the characters and their motivation. For example, after scene 2, put Baz in the 'hot seat' to find out why he behaves as he does at the start of the play. Why doesn't he like Tom and Jonno? Put him in the 'hot seat' again at the end of the play. What has changed?

Act out the scene on pages 40 and 41, and freeze frame at the end of page 41 to find out what the characters are thinking. What do pupils think will happen next?

As pupils read, focus on their word recognition skills and help them to use their phonic skills to read the words as necessary.

#### Performing this play

This play takes place in three main locations – the street, the building site and inside the spaceship. You could use simple scenery, e.g. streetlamps, outlines of cranes and buildings, and a simple white space for the spaceship interior. Tom, Jonno, Baz and the Narrator can wear casual clothes. You could use masks for Zik and Gargo, and water guns to be their blasters!

#### Extension ideas

- Ask the group what they think will happen to Tom, Jonno and Baz after the end of the play. Could they be friends now? What has changed for them during the play, and why? Role play a further adventure involving these three characters.
- Give pupils copies of Photocopy Masters 15 and 16 for follow-up.

## True or false?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the sentences below. If they are true, draw a ring around the T. If they are false, draw a ring around the F.

At the start of the play, Baz doesn't like Tom and Jonno. T F

Tom wants to run away when he first sees the alien spaceship. T F

Zik is a friendly alien. T F

The aliens do something strange to Tom. T F

Baz says he will help Tom, if Tom gives him his mobile. T F

Jonno guards Tom and Baz in the prison. T F

Baz turns the metal cogs in Jonno's head. T F

Jonno has a special key to unlock the prison door. T F

Baz takes Tom's mobile at the end of the play. T F

