

WHEN THE SKY FALLS

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CHAPTER-BY-CHAPTER TEACHING RESOURCES



1941. War is raging. And one angry boy has been sent to the city, where bombers rule the skies. There, Joseph will live with Mrs F, a gruff woman with no fondness for children. Her only loves are the rundown zoo she owns and its mighty silverback gorilla, Adonis.

As the weeks pass, bonds deepen and secrets are revealed, but if the bombers set Adonis rampaging free, will either of them be able to end the life of the one thing they truly love?

Inspired by a true story.

A powerful story of friendship against the odds set against the backdrop of the Blitz, from the bestselling and award-winning novelist for children and young adults Phil Earle.

Perfect for fans of wartime classics such as *Carrie's War* and *Goodnight Mr Tom*.

Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
Front cover (Cover illustration by Levente Szabó)	Ask children the following when looking at the front cover: <ul style="list-style-type: none"> Based on the cover, what do you think the book will be about? What things can you see on the front cover? Why do you think the book has the title <i>When the Sky Falls</i>? What do you think this means? Where do you think it will be set? What kind of story will it be? What genre do you think it belongs to? Who might enjoy it? Based on the cover, who might you recommend it to? Why? Now read the blurb on the inside front cover: <ul style="list-style-type: none"> Does the blurb confirm your thoughts, or has it changed your mind? Why? Were any of your predictions correct? 	Complete an Observe, Infer, Wonder grid to encourage book talk: Observe: What can children see? Children could write their own sentences using 'I see...' to focus on descriptions. Infer: Can children make connections to the cover using their own reasoning? Children could start their sentences with 'I think ...' using 'because ...' to explain. Wonder: What questions do children have based on the front cover? They could start their sentences with 'I wonder who/what/where/when/why/how...' etc to generate their own questions.	ART • After reading the book, use what you now know to draw alternative covers for the book.
1 (pages 1-9)	<ul style="list-style-type: none"> List at least three ways in which destruction has been caused in the opening of this chapter. When and where do you think this story is set? Find evidence in this first chapter to explain your thinking. What is different about the boy's circumstances compared to those around him? Why does this make him stand out? What is the boy's name? Why is he called his full name by the woman he is meeting on the platform? What does someone with a 'meagre frame' look like? What first impressions do you get of Mrs F from this chapter? Why is the repetition of 'no sun, no bomber... no hope' effective to end this chapter? 	Write a setting description about the opening scene of this chapter with Joseph walking down the platform. What sights, sounds and smells would he be experiencing?	HISTORY • The story is set in World War II. Research the key events and people associated with this historical time period. Create a timeline to show your chronological understanding.
2 (pages 10-16)	<ul style="list-style-type: none"> Why does the author choose to focus on the painting of a tropical beach in the obliterated house? How does Joseph show that he has a rebellious streak when thinking about the boy and the books? Why are the verbs 'fizzed', 'bubbled' and 'buzzing' chosen by the author to describe Joseph's actions? Why is there a gap between Joseph and Mrs F when 	Write a character profile for Joseph including all the information that you know and anything you can infer about him so far. Mrs F mentions that she needs to have Joseph's identity card. Research what	DRAMA • Act out the limited levels of conversation between Mrs F and Joseph on the bus, including the monosyllabic grunts that he does towards her.

	<ul style="list-style-type: none"> Define 'conscripted'. Use a dictionary to help you establish the meaning of this word, if needed. Predict how you think that Joseph's gran had helped Mrs F. Why does this go against Joseph's opinion of his gran? Joseph is described as 'argumentative, aggressive, and surly'. Do you agree? Choose three words of your own to describe Joseph from what you've read so far. 	war, and create one for Joseph based on what you know about him. Add to it as the story develops with anything you find out about him.	provided, sketch what you think the scene of the houses that Joseph can see when he leaves the bus looks like. Think carefully about how you can show the rubble, debris and levels of carnage in detail.
3 (pages 17-23)	<ul style="list-style-type: none"> Why does the author describe the movements of Joseph 'prowling' his room? Who usually prowls? The room that Joseph is staying in is likened to a coffin and a prison. Do you agree with these comparisons? Who are the Jerries? How does Mrs F react to the broken window? What is 'shrapnel'? Why had Joseph dumped the sandwich his gran had made him for the train journey? Where do you think Mrs F will take Joseph to work? 	<p>Write a report about the effects of the blackout. Discuss when the Blackout began, what it was, how other sources of light such as street lights and traffic lights were covered, and the effects that the Blackout had on people's lives.</p> <p>Pretend you are Joseph. Write down five questions that you would like to ask Mrs F about herself, her house and his gran. Use a question matrix to expand your range of questioning.</p>	HISTORY • Find out more about how during the war, everyone had to cover their windows and doors at night (before sunset) with heavy blackout curtains, cardboard or paint to prevent aiding enemy aircraft during the bombing raids. Recreate this in your classroom with your windows and door so you can see the effects this would have had on people at the time.
4 (pages 24-33)	<ul style="list-style-type: none"> Why is the smell the first thing that catches Joseph unaware? Who do you think the home guard are? What jobs do you think they did during the war? Read to the end of page 25. Where do you think Mrs F works? Explain, using evidence from the text, how Joseph shows that he is scared upon entering the zoo. How does this show a different side to the Joseph we have seen so far? Why do you think Adonis is an appropriate name for the creature in the cage that Joseph awakens? How does Mrs F calm Adonis down? 	<p>Write a diary entry from Joseph detailing his inner feelings and emotions of his experiences at the zoo and meeting Adonis.</p> <p>Write down as many adjectives as you can to describe Joseph so far. Seek help from a thesaurus if necessary. Use these adjectives in sentences of your own to show your understanding.</p>	<p>PSHE • 'War might bring out the worst in some people, but it brings out the best in most.' Do you agree? Explain what this quote means and think about how it could apply to certain situations in the world today where war is happening.</p> <p>SPEAKING AND LISTENING • How do wars change people and the world? Do they change people and the world for the better or the worse? Discuss your thoughts and opinions.</p>
5 (pages 34-43)	<ul style="list-style-type: none"> What literary technique is used in the opening of this chapter when Joseph is questioning himself? (Rhetorical questions) Why are they used? 	Create an Emotions Graph to plot Joseph's changing thoughts and feelings throughout this chapter. You	SCIENCE • Adonis is a silverback gorilla. Write a fact file about this type of gorilla

	<ul style="list-style-type: none"> • What type of gorilla is Adonis? • Why does Joseph compare the zoo to the Ritz? What is the Ritz and what does this show about the zoo? • Was Mrs F right to kill some of the fish that she knew wouldn't survive? • What has happened to the animals that are no longer there? • Why are the mentions of the wolves and Adonis 'prowling' important? Where have we heard that word before in this book? • How does Joseph feel about himself at the end of this chapter? Summarise his feelings in three adjectives. 	<p>may wish to refer to key events such as: his encounter with Adonis; finding out about the fish; having to shovel manure; seeing Mrs F in Adonis' cage; and his anger and fury of his father going away.</p> <p>Write a short paragraph about a time where you have felt some of the same feelings that Joseph is experiencing. Was it when someone important to you had gone away?</p>	<p>including key information such as its habitat, anatomy, behavioral traits and characteristics, and conservation status.</p> <p>GEOGRAPHY • Draw out a map of the zoo to help Joseph find his bearings. Include the aquarium, elephant's enclosure, lions' den, Adonis' cage and other areas.</p>
<p>6 (pages 44-52)</p>	<ul style="list-style-type: none"> • Why does it feel like Joseph is one of the acts in the circus? • How does being in the bathwater make Joseph feel? • What is the new sound that Joseph can hear when his head is under the water? • Who is the Luftwaffe? • How does the author show Mrs F in a different light in this chapter when entering the air raid shelter? • Mimic what you think the look exchanged between Mrs F and Sylvie Twyford that said nothing and everything at the same time looked like. • Predict where you think Tweedy will be running to. 	<p>Trying to use the style of Phil Earle, write a continuation of what you think happens next as Joseph tries to find Tweedy.</p> <p>Rewrite the air raid shelter scene from the perspective of Sylvie Twyford.</p> <p>Create a presentation, with information and images, about air raid shelters used at the time such as Anderson shelters, as well as Morrison shelters.</p>	<p>HISTORY • In this chapter, Joseph says London is Hitler's prime target. Learn about how the country was split into three types of areas: Evacuation, Neutral and Reception, with Evacuation being the most dangerous, Reception the safest and Neutral being places that would neither send nor receive evacuees. Plot these on a map of the UK.</p>
<p>7 (pages 53-56)</p>	<ul style="list-style-type: none"> • Tweedy is compared to a Grand National winner. What is this type of description? (A simile) • Why is the street name Calmly View ironic? • What is a perpetrator? • Read to the end of page 54. Predict what landmark you think Joseph recognises. • How are the animals reacting to the events happening around them? • It says that Joseph had not met an adult who was as honest as they claimed to be. How can we tell this had a lasting effect on him throughout the story so far? • How does this chapter end with a shocking twist? 	<p>Draw a speech bubble and write in it what you would say to Mrs F if you were Joseph and you saw her pointing a rifle into Adonis' cage, ready to fire.</p> <p>Find five words which add atmosphere to this chapter. Use them in your own sentences.</p>	<p>DRAMA • Act out what you would say to Mrs F if you saw her pointing a rifle into Adonis' cage. How could you create tension?</p> <p>HISTORY • Understand more about the role of the ARP (Air Raid Precautions) wardens who were volunteers who supervised the Blackout. Write a job description for an ARP warden.</p>
<p>8 (pages 57-59)</p>	<ul style="list-style-type: none"> • Summarise how Joseph feels when he sees Mrs F directing a rifle at Adonis in one word. Explain your choice. 	<p>Write an internal monologue as Mrs F when she points her rifle at Adonis to get inside her thoughts.</p>	<p>MISC • If you were Mrs F, would you pull the trigger of your rifle on Adonis? Why?</p>

	<ul style="list-style-type: none"> • Why are Mrs F's eyes fixed on the German bombers overhead? • What does it mean if something builds to 'breaking point'? • Who causes Mrs F to lose focus from her rifle? • How does she feel upon seeing Joseph? • Why does Mrs F put Joseph into the cellar of the aquarium? • What does the smell of the cellar remind Joseph of? 	<p>Imagine you are Joseph down in the cellar. Write a heated letter to Mrs F describing and directing your confusion and anger at her after finding her pointing her rifle at Adonis.</p>	<p>DESIGN AND TECHNOLOGY</p> <ul style="list-style-type: none"> • Plan and build your own air raid shelter or bunker. What would it have inside to protect you in a dangerous situation?
<p>9 (pages 60-65)</p>	<ul style="list-style-type: none"> • Why does Joseph eventually give in when Tweedy wants to lie down on his lap? What does this show? • Act out how Joseph would emerge mole-like from the cellar. • What was the evidence that the Nazi's had been there the night before? • What does it suggest about the Twyford's when they did not stop Joseph from going out in the air raid? • How does Mrs F's tone sound 'shrill'? Describe this sound in a sentence of your own. • Why are some of the words on page 64 written in italics? • If Adonis could speak to Joseph, what might he say? 	<p>In this chapter, Joseph writes a script that he wants to say to Mrs F about her, her rifle and Adonis. Scribe the conversation between Mrs F and Joseph that you think they will have together after the air raid was over.</p> <p>Mrs F's colour is described as rising from pink to amber to red to crimson. Generate your own descriptions of emotions based on their colour. Write them in sentences to show your understanding.</p>	<p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Record yourself reciting Joseph's script of what he wants to say to Mrs F. Revisit your recording and think about how you can improve your tone, expression and volume. <p>ART/LITERACY • Design a comic strip with three boxes showing key events or moments from these last couple of chapters.</p>
<p>10 (pages 66-69)</p>	<ul style="list-style-type: none"> • How can Joseph's mood darken? Why is this metaphor effective? • What does it mean to be 'fretting'? • Which of the things on Joseph's shortlist would you choose to do first? Why? • Which word on page 68 does Joseph use to describe the way that Adonis moves? (<i>Majestic</i>) • What does Adonis do like every person that Joseph has met before? • How many times is half a dozen? • What causes Joseph to try to throw rubble at Adonis? Do you think he will do it? 	<p>Summarise the relationships between Joseph, Mrs F and Adonis in the previous chapters in three words. Then, explain your reasons for choosing these three words.</p> <p>Write the next part of the story. What do you think happens?</p>	<p>SCIENCE • Learn more about how gorillas often walk quadrupedally (four-footed) with limited bipedal (two-footed) movements, and how they have a distinctive walk called knuckle-walking.</p> <p>DRAMA/PE • Take on the role of Adonis and roleplay his movements around his enclosure. How does he walk? Adapt these movements into a style of expressive dance.</p>
<p>11 (pages 70-74)</p>	<ul style="list-style-type: none"> • Read the first paragraph of this chapter. Who do you think the voice is that talks to Joseph? • Which other character are we introduced to in this chapter? What do we learn about them? 	<p>Turn this scene into a playscript, thinking about stage directions to capture the actions and expressions of the characters of Joseph and Syd.</p>	<p>DRAMA • After writing your playscript, work in small groups to act out the exchanges between Joseph</p>

	<ul style="list-style-type: none"> • Why does the author mention the girl's cleaner overalls? • What new information does the girl give to Joseph about Adonis? • Why do you think vets weren't allowed to 'waste' medicine on animals at the time? • What did Mrs F have to do to Adonis for them to retrieve the dead body of Malachi? • What does Joseph and Adonis actually have in common with each other? 	<p>Syd says that 'losing people is the worst thing imaginable'. Do you agree? Write a short paragraph explaining what you think.</p>	<p>and Syd during this chapter. Think about body language, expression and tone to convey emotion.</p> <p>PSHE • Joseph says that Adonis is grieving. Can animals grieve like humans? Discuss this as a class to gather everyone's opinions.</p>
<p>12 (pages 75-82)</p>	<ul style="list-style-type: none"> • What does Mrs F mean when she says her 'hand'll be itching'? • For how long does Joseph wait for? Why does he choose this amount of time? • What nickname does Joseph give to Syd? • What time does Mrs F remind Joseph that breakfast is at? • Why do you think Joseph was humiliated the last time he went to school? • What does Mr Grice do every Friday? • What is the name that the headteacher of Joseph's new school gives to his cane? 	<p>Write a short summary about the relationship between Joseph and Syd. How would you describe them?</p> <p>Imagine you are Joseph. Write a memory you had from your last school about being laughed and pointed at. Why might this have been?</p>	<p>HISTORY • In this chapter, wartime schooling is described in more detail. Discover more about how children's education suffered during the war due to one in five of the country's schools being damaged by bombing and as a result, children were crammed into large classes. Research the history of corporal punishment in schools and find out when it was banned.</p>
<p>13 (pages 83-86)</p>	<ul style="list-style-type: none"> • What reason does Syd provide to Joseph for Mrs F pointing her rifle at Adonis? • Why does the name of the book 'When the Sky Falls' become relevant on page 84? • Do you really think that Joseph would be able to kill Adonis if he had to? • Why does Joseph say that Adonis is 'only an animal'? • What causes Joseph to explode in rage towards Syd? • How does Syd try to get Joseph to have empathy for Mrs F in the situation that she finds herself in? • What has Joseph felt like for a long, long time? 	<p>Syd reminds Joseph about the kindness that Mrs F has shown towards him by giving him a chance, a bed and food she doesn't have. Write an article for your school website emphasizing the importance of showing each other kindness. Give examples of how you can be a good friend and the positive impact that kind actions have.</p>	<p>ART • From the descriptions provided so far, illustrate one what you think Syd looks like.</p> <p>PSHE • Joseph and Syd's relationship is developing into a friendship. Note down at least three qualities that make Syd a good friend to Joseph. Do the same for Mrs F and her actions shown so far to Joseph.</p>
<p>14 (pages 87-92)</p>	<ul style="list-style-type: none"> • What was the same about stepping inside the school for Joseph? What was different? • What does the phrase 'intimately acquainted' mean? • How does the sound of silence make the school seem more daunting? 	<p>Using the descriptions of Carr Lane School from the book, write a description of it. Now write a description of your school. How is it different?</p>	<p>HISTORY/COMPUTING • The war effort posters are described in this chapter. Learn more about the use of these during the war and using</p>

	<ul style="list-style-type: none"> • What kinds of educational shortcomings do you think Joseph might have? • Why did Mr Gryce look like the headteacher at first sight? • What is the name of Joseph's teacher? • Where had many of the children in the class been evacuated to? 	Create a character description for Mr Gryce based on what you have learned about him so far.	<p>computer graphics, design your own propaganda poster.</p> <p>PSHE • Joseph is immediately faced with prejudice and discrimination in the classroom. Discuss what advice you would give him to take action against this today in a modern day classroom.</p>
<p>15 (pages 93-98)</p>	<ul style="list-style-type: none"> • Why is the verb 'consumed' effective in describing Joseph's rage? • What are the names of the two boys who have started to bully Joseph? • What is a melee? • What was it the first time of doing for Mr Gryce? • Why are the words of Mr Gryce in capital letters? What does this show about the way he is saying them? • How does Miss Doherty try to restore calmness to the classroom after the caning of Joseph? • What does this chapter show about the character of Miss Doherty? How would you describe her? 	<p>Reflect on your own experiences of learning to read by writing a short summary. Can you remember learning to read? Do you find it easy or more difficult to do?</p> <p>Imagine you were a child in the class with Joseph when he exploded in a fit of rage. Retell this scene from your perspective.</p>	<p>ENGLISH • As a class, talk about your reading preferences, likes and dislikes, habits, interests and tastes together to gain an insight into the children as readers.</p> <p>DRAMA • Re-enact the chaotic events of this chapter using props and music. Freeze-frame at different points holding your positions as still as statues, and unfreeze to explain your actions.</p>
<p>16 (pages 99-102)</p>	<ul style="list-style-type: none"> • How does Joseph show he doesn't want to go to the zoo? • Which do you think hurt Joseph more: his backside or his pride? • What does Syd think that Joseph needs right now? • Which type of sweet does Joseph like best? • Why does the author describe Syd's teeth being tombstone-like? What does this tell us about her? • What does Joseph put the blame on for his struggles with reading? • How does Joseph show he is starting to trust Syd? 	<p>Write a short paragraph about a time where you have trusted someone like Joseph is doing with Syd.</p> <p>Write a list of strategies of how children in the school could support others through friendship and kindness in helping those with dyslexia deal with it positively and confidently.</p>	<p>ENGLISH • Discuss with the children more about the learning difficulty of dyslexia that can cause problems with reading, writing and spelling. Consider how you can make your classroom a dyslexia-friendly place to be, such as with the inclusion of books published by Barrington Stoke and other resources, as well as talking to children about how to support others.</p>
<p>17 (pages 103-110)</p>	<ul style="list-style-type: none"> • Where did Joseph find Mrs F? • Why is Joseph very tight-lipped about his experiences at school? 	Write the conversation that you think was happening between Mrs F and Syd. Do you think they were talking about	<p>MUSIC • Use music to soundtrack the dramatic events of this chapter.</p>

	<ul style="list-style-type: none"> • What is a burden? • Which adverb on page 105 is used to describe the way that the wolves feast on the rations? (<i>ravenously</i>) • How does Joseph approach Adonis to feed him? • What happens to Joseph's school reading book? • Predict what will happen next. Where do you think Joseph will stomp away? 	<p>Joseph and his shortcomings?</p> <p>Write a two-line summary of the events in this chapter and why they are important.</p>	<p>ART • Use the information provided so far to draw and label a picture of the zoo. Discuss the setting and your impression of it with a partner.</p>
<p>18 (pages 111-116)</p>	<ul style="list-style-type: none"> • How was Joseph slightly more prepared for the air raid siren this time? • What does Mrs F suggest to give the Twyford a wide berth for a while? Do you think this is true? • What signs show that Joseph is feeling very cold? • Why would Mrs F knit a balaclava for Joseph? • How does Adonis greet Joseph on his arrival at the zoo? • What does it mean if someone shows their 'disdain'? • Does sometimes doing the right thing feel completely wrong? 	<p>Write about a time when you have done the right thing only for it to feel completely wrong.</p> <p>There has been a lot of description of Adonis so far in the story conveying his size and his appearance. Write a paragraph in your own words about how he appears to you.</p>	<p>HISTORY • Adolf Hitler is again mentioned in this chapter. Find out more about the leaders of the Allies (Great Britain, the United States, the Soviet Union, France, and more) and the Axis (Germany, Italy, and Japan) powers during World War II. Write a biography about these significant people and their leadership during this time.</p>
<p>19 (pages 117-120)</p>	<ul style="list-style-type: none"> • What caused a single tear to be forced from Mrs F's eye? • Find a word on page 117 that means the same as 'to hide something or make it appear to be something different.' (<i>camouflage</i>) • How does the author show that time is passing? • What would it mean if Hitler 'waved a white flag from Berlin'? What does this show symbolically? • How can we tell that Joseph's idea of friendship and trust are starting to change? • Summarise in a sentence how Joseph feels when he holds the gun. • Why do Adonis' eyes remain fixed upon Joseph? 	<p>Imagine you are Joseph. Write a letter from him to his dad. What would it say?</p> <p>Choose two characters from the ones we have been introduced to so far such as Joseph, Mrs F, Syd or Adonis. Create 'Character Templates' by drawing an outline of two people. What words and phrases from the text can you add inside the template to describe what the character is like internally and outside the template to describe what the character is like externally? How are they different from each other?</p>	<p>MISC • Joseph questions lots of things when he has the gun in his hands. One of them is how soldiers would have felt the first time they picked up a gun. And did it change over time? Did it feel more normal the more you pointed it? Or did it feel better when someone was pointing one straight back at you. As a class, discuss this, and the lifelong and traumatic effects this leaves mentally on army personnel.</p>
<p>20 (pages 121-128)</p>	<ul style="list-style-type: none"> • Why does a long night mean a long day for Joseph? • What excuse does Joseph try to use to avoid school? • Do you think Syd is rude or honest, as she says she is? Find evidence in the text to back up your opinion. • How does the author use humour in the conversations between Joseph and Syd? • Read to the end of page 124. Predict what Syd was 	<p>Write a diary entry from the time that Syd woke up in hospital without her parents. How would she be feeling?</p>	<p>PSHE • Syd describes how it is not easy to talk about her parents' deaths, but that it's better than bottling it up. Discuss with the children how talking about our feelings and emotions helps us to share</p>

	<p>talking to Mrs F about.</p> <ul style="list-style-type: none"> • How did Syd's parents save her from the bombing? • Who does Syd live with now? 		<p>them and to take small steps to solve them. Think about the advice you could give Joseph about talking about his problems and how this could help him.</p>
<p>21 (pages 129-136)</p>	<ul style="list-style-type: none"> • What causes Joseph to feel a sense of dread? • List the ways in which Joseph's body shows he is scared of the situation he finds himself in at school. • Joseph compares Bert and Jimmy to wolves in the way that they act. Which animals would you liken them to? • How does Bert mock Joseph? Why does he do this? • Read to the end of page 131. How do you think Joseph will do in his maths test? Will he fare better than in his reading? • What was surprising about Syd's reaction to Bert? • What was even more surprising about the way that Bert went along with what Syd said? Why was this bad news for Joseph? 	<p>Create a timeline of events in the story so far which you can build on as you continue to read.</p>	<p>DRAMA • Roleplay the scene between Joseph, Syd, Bert, Jimmy, and Miss Doherty. What is the impact of each character's actions? What do you think each character is feeling and why?</p> <p>MATHEMATICS • Joseph says that mathematics is like a series of puzzles. Learn more about problem solving in mathematics and create your own mathematical problems and puzzles for friends to solve.</p>
<p>22 (pages 137-145)</p>	<ul style="list-style-type: none"> • Whose favourite juggling ball was the ball that Joseph and Syd were playing with? • Who was Joseph picturing as he kicked the ball? • Why is Joseph so self-conscious about feeling dumb or thick? Do you think someone may have previously called him this? • What does Miss Doherty do differently this time when she reads with Joseph? How does this help him? • What does Syd remember about a child doing on a recent visit from Mr Gryce to their classroom? • Why is Joseph afraid to ask for help? Have you ever felt like this? • What does Syd suggest for Joseph to help him with his reading? 	<p>Imagine you are Syd. Write a set of instructions of how you would help Joseph with his reading. What would you try to do?</p>	<p>ENGLISH • Learn more about grammar and how words are built from vowels (a, e, i, o, u) and consonants (the rest of the alphabet). Discuss how knowing how vowels and consonants work together to make words and sounds will help you with your spelling.</p> <p>SCIENCE • Understand why Syd suggests using her aunty's glasses to help Joseph. Use coloured overlays to show children how words can stand out more.</p>
<p>23 (pages 146-155)</p>	<ul style="list-style-type: none"> • Why does the zoo still require a great deal of upkeep? • Name as many of the jobs that Joseph had to do as 	<p>Summarise the feelings of Joseph in this chapter, particularly at the end, in a</p>	<p>PSHE • Use books and the internet to find out what</p>

	<p>you can.</p> <ul style="list-style-type: none"> • How does Joseph show he is becoming more confident in doing the tasks that Mrs F asks of him? • What technique works for Stan from Joseph? • Can animals be treated like friends? • What does Mrs F suggest to Joseph about the ways to approach Adonis? Why does she never turn her back on the gorilla? • What do you think caused the racket? 	<p>sentence.</p> <p>Now do the same and summarise the feelings of Adonis in this chapter, particularly at the end, in a sentence.</p>	<p>happens in the day of a life of a zookeeper including feeding and observing the animals, cleaning and maintenance, and guiding visitors. Write a timetable of the jobs that need completing as a zookeeper.</p>
<p>24 (pages 156-159)</p>	<ul style="list-style-type: none"> • What does it mean to 'disobey' someone? • Act out the actions of Joseph towards Adonis to show you understand the verbs and adverbs used. • Who was Joseph surprised to see at the zoo behind him? • Find a word on page 157 that means the same as 'not in harmony or keeping with the surroundings or other aspects of something'. (<i>incongruous</i>) • What insulting term does Bert call Joseph? • How do Bert and Jimmy's ways of fighting Joseph differ? • What stops the punch from Bert coming? 	<p>Write a reflection from Joseph's perspective about the events in this chapter. Focus particularly on his complicated feelings surrounding Adonis, Mrs F, Bert and Jimmy.</p>	<p>HISTORY • Bert calls Joseph a 'dunce'. Find out more about the meaning of this insult and its association with Victorian times when you would be made to wear a dunce hat and sit in the corner, if you weren't paying attention.</p>
<p>25 (pages 160-164)</p>	<ul style="list-style-type: none"> • What is a 'straitjacket'? • How do the boys, and particularly Bert, show that they are scared of Adonis? • What does it show about Jimmy's feelings to Bert when he runs to the gates instead of towards his friend? • Would you help Bert if you were Joseph? • What does Joseph do to help Bert? • Why is Bert insistent that nobody hears about how Joseph saved him? • Do you think Adonis had meant to help Joseph? 	<p>After discussion (next column in the cross-curricular resources), write a paragraph about whether you think animals have a sense of right and wrong. Think about how animals act in the world, and any personal experiences you may have had that can also be included in your paragraph.</p>	<p>PSHE • In this chapter, Joseph asks himself 'Did animals even have a sense of right and wrong'? Discuss what you think and use evidence from the book to back up your opinion.</p>
<p>26 (pages 165-169)</p>	<ul style="list-style-type: none"> • Define the meaning of 'interrogation'. • How does Joseph respond to his interrogation? • Why does Syd take over the talking for Joseph? • Predict the word that Joseph used to call Bert exactly what he was on page 167. • How does the character of Mrs F change in this chapter when she hears about what Adonis did? • Who does Mrs F sound like when she is addressing Joseph for helping Bert by saying he was 'incredibly, 	<p>Write a diary entry from Bert's perspective about being grabbed by Adonis.</p>	<p>DRAMA • Record this chapter using your voices only. How can you show the interrogation, and the change in character of Mrs F through tone, expression and volume?</p>

	<ul style="list-style-type: none"> incredibly brave, but unbelievably stupid'? Who do you think has arrived at the gates of the zoo? 		
27 (pages 170-173)	<ul style="list-style-type: none"> What was the strange sight that greeted Joseph at the zoo gates? Why does Joseph think the large man shaking the gates was Bert's father? What does Joseph think about Bert's father compared to his own father? Which word does Bert and his father both use to describe Joseph? What does Mrs F mean when she says the phrase 'boys will be boys'? In the last chapter, Mrs F shows a character change through her voice. In this one, how does she show this physically? How do you feel after reading this chapter? 	<p>Rewrite the events of this chapter from the perspective of Mr Conaghan. How would they be different from those that happened in the eyes of Joseph and Mrs F?</p> <p>Write a paragraph describing your thoughts to this philosophical question: Is it ever OK to hit someone? Refer to the text and the characters' thoughts to help you to explain your thinking.</p>	<p>HISTORY • It is alluded to that Bert's father has chosen not to fight in the war due to one reason or another. Learn more about the role of conscientious objectors during the war.</p> <p>PSHE • Mrs F says the phrase 'boys will be boys' when talking to Mr Conaghan about Joseph and Bert. Do you think that fighting is a 'boy' thing to do? Give reasons for your conclusion.</p>
28 (pages 174-178)	<ul style="list-style-type: none"> Why doesn't Joseph usually dream? What is he dreaming about in this instance? Read to the top of page 175, predict who the unrecognisable person could be. How does Mrs F try to console and comfort Joseph? Why was Joseph embarrassed about what had just happened? What do you think is significant about the old photographs and letters laid out in front of Mrs F? Do you think Joseph will open up and speak to Mrs F about things or will he remain silent? 	<p>Write your own ending to the story predicting what you think will happen, and how the old photographs and letters will play a part.</p> <p>Write a description of the backroom using evidence from the chapter. Try to be as detailed as you can. What image does it create in your mind?</p>	<p>MISC • Joseph's dreams show a lot about what he is thinking about, and his emotions. Discuss what dreams are. Are they visions of our imagination? Or are they a subconscious way of processing the world we live in? Ask children to think about a recent dream they have had, and to write what it may mean.</p>
29 (pages 179-185)	<ul style="list-style-type: none"> Why does Mrs F try to distract Joseph from looking at the tin on the top of the mantelpiece? Explain the phrase 'all mouth and no trousers' in your own words. Why does seeing a woman like Mrs F working in a zoo rather in the kitchen threaten Mr Conaghan? How might Mr Conaghan follow through on his threats? Who has the upper hand between Joseph and Bert? What does Joseph tell Mrs F about the way he experiences reading? Why does this surprise her? What interrupts the conversation between them both? 	<p>Write a two-sentence summary of the events in this chapter and why they are important.</p> <p>Write a paragraph reflecting on how the relationship between Joseph and Mrs F has changed during the book and especially within this chapter.</p>	<p>PSHE • Mrs F says that Mr Conaghan seeing her in the zoo offends him. What does this tell us about the attitude to women at this time? Compare this to now and discuss how this has changed.</p> <p>PSHE • In this chapter, Mrs F says the things you don't talk about 'take you over'. Share the times when you have felt brave enough to talk and how</p>

			it has helped to solve the situation and mental health.
30 (pages 186-201)	<ul style="list-style-type: none"> How do the bombs leave their mark on the landscape and on the people too? Why does the boy ram a Union Jack flag into the debris? What is this a sign of? (<i>Strength</i>) Read to the end of page 188. Do you think Mrs F will think the same about Joseph as Mr Gryce? Do you think there is 'something wrong' with Joseph? What plan does Joseph have to trick Gryce with his reading? Do you think that it will work? Why is Joseph an 'expert at evading subjects'? List at least two ways in which Mrs F has changed. How does Joseph know that Mrs F is lying about her feelings? 	<p>Imagine you are Mrs F or Joseph. After reading the letter from the local authority about finding Adonis a new home, write an impassioned reply to it stating your response. What would it say? You might like to include how you are feeling and questions that you would have had at this point in the story.</p> <p>At the end of this chapter, it sounds like Mrs F is going to be fighting her own war to keep Adonis. Write a battle cry speech. Use repetition, emotive language and other literary devices to try to make it as empowering and persuasive as it can be.</p>	<p>ART • Sketch an illustration of the sign of strength that the boy is doing by putting the Union Jack flag into the debris.</p> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> Test your partner's memory by giving them a list of ten items to remember. See who can recall the most when the list is taken away!
31 (pages 202-206)	<ul style="list-style-type: none"> What is an allotment? Why do they visit them? How does Joseph cover his tracks where he has been stealing the vegetables? What sarcastic remark does Joseph make to Syd? Mimic the 'quizzical expression' on Mrs F's face to show your understanding of this phrase. How was the handing over of the food different today? How does Joseph feel at the end of this chapter? 	<p>Create a word cline (a graded sequence of words whose meanings are arranged in a continuum that is usually shown on a sloping line) to describe the range of happy emotions that Joseph is feeling after his encounter in this chapter with Adonis.</p>	<p>HISTORY • With the mention of allotments in this chapter, learn more about the 'Dig for Victory' campaign. Find out why people were encouraged to grow their own food in times of harsh rationing, what foods were grown and how by 1943, there were 3.5 million allotments, producing over a million tonnes of vegetables.</p> <p>OUTDOOR LEARNING • Arrange a visit to a nearby allotment to your school to see gardening and growing in action.</p>
32 (pages 207-212)	<ul style="list-style-type: none"> What is insomnia? Have you ever experienced it? What do you think causes Joseph and Mrs F to suffer with a lack of sleep? Summarise how Joseph feels now towards Adonis. Why does it seem like sadness is weighing down Mrs F? 	<p>Write a telegram or a petition to stop Adonis from being put down or rehomed. Think about what you can include to be persuasive in your point of view.</p>	<p>PSHE • There are references to both characters having insomnia in this chapter. Find out more about sleep, its significance in our lives and how much sleep we're supposed to have each day.</p>

	<ul style="list-style-type: none"> Why do you think the authorities choose not to listen to Mrs F about Adonis? What might Joseph be thinking long and hard about at the end of this chapter? 		Read books like <i>The Magic of Sleep... and the Science of Dreams</i> by Vicky Woodgate to help.
33 (pages 213-225)	<ul style="list-style-type: none"> Why did they bomb the docks? What did Syd mean by the response 'She's just not my mum' about her aunty? Why did people go to the tube station to shelter? What plan does Syd come up with? In what ways does Joseph show signs of his anxiety? How does Mr Gryce see through Joseph's plan? Who comes to the rescue of Joseph being caned? 	<p>Syd comes up with a plan to write a letter to the newspaper telling them about Adonis. Write a letter to the editor detailing their situation and asking for help.</p> <p>Pretend that the letter gets published in a newspaper. Imagine you are one of the readers and you see their letter. Write a reply back offering your support.</p>	HISTORY • Learn more about how people used the tube stations of the underground as bomb shelters. Look at pictures from the war of the cramped conditions and write a diary entry of what it might have been like to experience.
34 (pages 226-230)	<ul style="list-style-type: none"> Who is stronger at this moment: Mr Gryce or Mrs F? What does Mr Gryce mean when he describes Joseph and his 'act of deceit'? What does Miss Doherty do to show her discomfort at the situation that has unfolded before her eyes? How do Mrs F and Miss Doherty come together to show their support for Joseph? Why does the apology from Mrs F surprise Joseph? The author says that Joseph is unsure who the cry came from: Mr Gryce or the cane. Can a cane cry? Explain what it means to be 'feeling ten feet tall'. 	Write a continuation of this chapter, describing what you think will happen next and the things that Mrs F and Joseph need to talk about.	DRAMA • In pairs, one child takes on the role of Joseph and one child takes on the role of questioner. Hotseat the character of Joseph to find out how he felt at the moment that Mrs F spoke up for him and destroyed Mr Gryce's cane. Once complete, swap roles.
35 (pages 231-234)	<ul style="list-style-type: none"> Why do you think Mrs F was quiet as they walked? Joseph watches a milkman who is unsure whether he should leave the milk or not outside of a destroyed house. What do you think he should do and why? How does Joseph feel about seeing Adonis' empty cage for a moment, before realising he's in the corner? Who has written the letter that Mrs F has received? Why do Joseph's hands instinctively go to his ears when he hears this news? Predict what it may say from Joseph's grandmother. Why does the sky still fall for Joseph? 	Write down five questions that would be on Joseph's mind at the moment he hears about the letter from his grandmother and the fateful words 'About your dad'.	MUSIC • Use different instruments to soundtrack the sounds of the scene in this chapter. Think about the volume, tone and tempo of the music to make it as dramatic as you can.
36 (pages 235-239)	<ul style="list-style-type: none"> What is the last memory that Joseph has of his father before he left to go to war? Why did he refuse to open his eyes, even though he was awake at the time? How could Mrs F tell Joseph about his father? 	<p>Summarise in one sentence how Joseph feels at the end of this chapter.</p> <p>Imagine you are Mrs F. Write what you think her reply would be to Joseph's</p>	HISTORY • Research what life was like in the army during World War II for the soldiers, and their families. Discuss about the impact of war on

	<ul style="list-style-type: none"> • What advice would you give her in this situation? • Where has Joseph's father been killed? • Why does he think he needs to pack? • How does Mrs F make Joseph feel empathy for Syd? 	question at the end of the chapter: What did I do wrong?	children and not knowing if their father was ever going to return home, being mindful of children in military families.
37 (pages 240-245)	<ul style="list-style-type: none"> • When had Joseph last felt pain like this? • Why does Mrs F say 'it's not possible' for a mother to hate her child? • How does Joseph remember his mother? • What does Mrs F mean when she describes Joseph's mother as having 'black moods' when she was ill? • How does Joseph say he would have helped his mother, even though he was only five years old? • Why does Joseph blame himself for his mother's illness? • How does Joseph release his emotions at the end of this chapter? 	After discussion, write an inner monologue explaining the emotions of Joseph after he learns about his mother and her moods.	PSHE • Joseph's mother's moods are described in this chapter in more detail. Talk more about how moods and emotions are a significant part of this story. Research mental health and depression and the effects this can have on people, and look into the work charities do today to help people who suffer with it.
38 (pages 246-255)	<ul style="list-style-type: none"> • What literary device is used in the opening of this chapter 'Winter bit hard'? (<i>Metaphor</i>) • Would Hitler have been that powerful to cancel spring? What is meant by this? • What do Joseph and Syd now sadly have in common? • How does Joseph take out his anger on what he finds in the rubble? • What is 'wanton destruction'? • Was Joseph doing the right thing by gaining access to Adonis in his cage? • What does Joseph call Adonis at the end of this chapter? 	<p>Imagine you are Joseph in the cage with Adonis. Write a short paragraph about how you feel about being face-to-face with the gorilla, having built a bond with him and now calling him your friend.</p> <p>Write a character description of Adonis.</p> <p>Pretend that the zoo is a working zoo in today's times. Create a colourful, engaging advert to encourage people to visit it and its main attraction of the animals, Adonis. How could you persuade people to come and visit? Remember to use devices such as persuasive language and adjectives!</p>	ENGLISH • Look at a range of poetry about the zoo, including Zoo by Polly Clark and At the Zoo by William Makepeace Thackeray . Discuss what you like and dislike about these poems, and any links to this story. Work in groups to perform the poems, thinking about how you can use your voice and actions to convey the feeling of the poems.
39 (pages 256-264)	<ul style="list-style-type: none"> • What does 'not so cordial' mean on page 256? • How does a person say one thing but their body language says something else altogether? • Who is it that appears in most of the old photographs, that Joseph initially mistakes for Mrs F? • Read to the end of page 259. Predict what you think happened to Wilf and Mrs F's daughter. • What date did Mrs F and Wilf get married on? • Do you feel sorry for Mrs F? Why? Why not? • How did the events in Mrs F's life lead to her meeting 	<p>Imagine you are Wilf. Write a letter to Mrs F, after you have gone off to fight in the war.</p> <p>Write a reply back, as Mrs F, explaining that you were expecting a baby.</p> <p>Write a flashback for the story about the time that Mrs F met Joseph's grandmother and the things they said to each other. How might you show Mrs F's emotions</p>	HISTORY • Mrs F's husband fought in World War I. Find out more about this war, and also about the 1918 Influenza Pandemic that killed her daughter. Discover how the pandemic killed more people than WWI, and what people have learned from that to help us when dealing with the

	Joseph's grandmother?	and actions at the time?	effects of Covid-19 today.
40 (pages 265-269)	<ul style="list-style-type: none"> What two things did Joseph notice about the executioner? Which sound caused Mrs F's mood to change? Why do you think a man in army attire accompanied the executioner? What do the words in capital letters show about Mrs F's speaking voice? How does Joseph show his bond with Adonis when talking about him? Find a word on page 267 that means the same as 'assertive of authority in a domineering way, especially with regard to trivial matters'. (<i>officious</i>) How does she manage to get the executioner to go away for at least one more day? 	Design your own signs to warn people of the danger of Adonis. Think about warning signs used today, and the colours and the symbols used to detect danger.	HISTORY • Mrs F comments how the railings of the zoo were taken down and melted for the war effort. Learn more about how during the Second World War, the government encouraged people to participate in scrap drives. These were when people recycled unused or unwanted metal so the government could build ships, airplanes, and other equipment needed to win the war.
41 (pages 270-276)	<ul style="list-style-type: none"> Write down any words or phrases that compare the attack of the Nazis to animals. What does the word 'blasé' mean on page 270? Where did Joseph and Mrs F usually meet at the start of an air raid? Why is it different this time? In what state does Joseph find Mrs F? Why does Joseph clear away the photographs for safekeeping into the tin? What does Mrs F have clutched in her hand? Why did Mrs F drink so much on the fourteenth of March? 	<p>Imagine you are in the middle of an air raid. Write a passage about the sights, sounds and smells you experience.</p> <p>Write a set of instructions that Joseph Palmer could do when he gets to the zoo to take care of Adonis. You could write these in the style of a flow chart to help Joseph's decision making.</p> <p>Write an autobiography of the life and times of Mrs F, visualising and using the old photographs, as well as the documents, she has as inspiration.</p>	<p>ART • Use the descriptions such as 'putting on a firework display' of the bombing raid in this chapter to create a piece of artwork.</p> <p>PSHE • Mrs F gets drunk on the anniversary of her daughter's death. Understand her reasoning for this by learning about the effects of alcohol on the human body.</p>
42 (pages 277-282)	<ul style="list-style-type: none"> Why does Joseph feel like he can't tell the time of night when watching the sky during an air raid? Joseph says it felt 'like the end of the world'. Can you come up with synonyms for this feeling? Why are the verbs 'pumping' and 'pounding' effective in describing Joseph's movements on page 278? How does Joseph gain entry to the zoo? Read to the bottom of page 279. What should Joseph do? What does Joseph mean when he says '<i>the</i>' bomb? What might offer Joseph a way out of shooting Adonis? 	After Joseph describes the scene of the bombing, write some similes to describe the colours of the sky during an air raid.	DRAMA • As a class, create a Conscience Alley. One half of the class should be on one side being voices persuading Joseph not to shoot Adonis. The other half should be on the other persuading Joseph to shoot Adonis for the greater good. Take it in turns to play Joseph walking through the alley of voices. How do you feel? Write a paragraph

			exploring your feelings and decision.
43 (pages 283-285)	<ul style="list-style-type: none"> List the phrases of personification given to the sky in the opening of this chapter. Why would the rifle feel 'like a sledgehammer' to Joseph at this moment? What is the purpose of the single sentences: 'Closer. Closer.'? What image does Joseph have in his head of Mrs F? It says that Joseph 'couldn't name' the emotion that he experiences on page 284. Can you name it? Why doesn't Joseph take fire at the planes in the sky? Describe the din of the noise that Joseph hears. 	Write from the perspective of Adonis about being on the inside of his cage whilst all the bombing is going on around him. How scary was it? How does it feel to see Joseph on the outside with a rifle? Why might he have it? What emotions do you have?	SCIENCE • There is lots of talk about noise during this chapter. Learn more about how sounds are made when objects vibrate, the role of the ear in detecting sounds and make a range of loud and quiet sounds to understand elements such as volume and pitch.
44 (pages 286-290)	<ul style="list-style-type: none"> What sights does Joseph wake up to? Where does Joseph expect to experience pain? Why is it only in his left leg? What had happened before Joseph had passed out? Which situation would be better for Joseph: Adonis already being dead, or him walking free and knowing what he has to do? What does it mean when it says that Joseph was 'seeing stars' on page 289? Who is Goliath? Who comes out of the shadows? How do you think this would make Joseph feel? 	<p>Write the next part of the story, predicting what you think will happen next between Joseph and Adonis.</p> <p>Write down what you would say if you were Joseph and you saw Adonis emerging from the shadows.</p>	DRAMA • Use drama to recreate the events in this chapter. Show how Joseph's mood changes when he sees Adonis through his body language, dialogue and expression.
45 (pages 291-295)	<ul style="list-style-type: none"> What does Joseph do upon seeing Adonis? Does he feel more fear or more relief in this situation? How do you know? Read to the end of page 291. Explain why you think Adonis is bleeding. What does Adonis do to help keep Joseph safe? What causes the wolf to salivate? Why does Joseph call Adonis 'a king'? What do you think will happen next to Joseph? 	Write down the thoughts that Joseph would be thinking as the wolf tears towards him, jaws wide, eyes ecstatic. You might want to write this in the form of poetry.	PSHE • In this chapter, Joseph experiences fear. Discuss the times that you have felt the feeling of fear, and write about a time when you have battled fear and what you did to overcome it.
46 (pages 296-304)	<ul style="list-style-type: none"> Who had killed the second wolf? Read to the end of page 297. What do you think will happen as the people realise Adonis is there with Joseph? Why is the zoo described as Adonis' 'kingdom'? 	<p>Write a book review based on your thoughts about the story.</p> <p>Write a letter to Phil Earle telling him all about your thoughts and feelings about the book.</p>	ENGLISH • For each of the main characters in the story, write a paragraph summarizing what they have learned about themselves throughout.

	<ul style="list-style-type: none"> • How does Joseph try to mimic Adonis? • Who arrives at the scene and tries to get them to stop shooting? • How does Mrs F and Joseph try to stem the flow of bleeding from Adonis? • What is the significance of the final line in this story, especially the part that says 'for what they had finally found'? 	<p>Write a continuation story about what happens to some of the characters such as Joseph and Mrs F.</p> <p>In the last sentences of the story, it talks about what Joseph and Mrs F have lost and found. Write down a list of the things that they have lost and found together.</p>	<p>SPEAKING AND LISTENING • Compare your predictions from the start of the story to now – were you right about anything?</p> <p>PSHE • In this last chapter, the feeling of grief is full on for Joseph, Mrs F and the reader. Discuss grief and its associated feelings, being mindful of any experiences the class has had.</p>
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