



michael morpurgo

FLAMINGO BOY

Word search a.

Task: Can you find all of the words below from the book in the word search?
The words can go up, down, left, right or diagonal.

G	E	R	M	A	N	S	O	L	D	I	E	R	S	V
Y	G	E	K	Q	B	N	C	N	A	L	M	Z	L	F
P	R	D	I	C	U	Y	C	A	R	O	U	S	E	L
S	E	C	N	H	V	F	U	T	P	E	K	R	M	A
Y	T	R	G	E	Y	I	P	U	J	O	I	B	Y	M
R	D	O	A	V	F	R	A	N	C	E	R	D	K	I
O	S	X	R	A	P	X	T	Z	M	H	R	A	I	N
M	O	U	T	L	Q	M	I	S	T	R	A	L	L	G
A	J	R	H	T	F	L	O	R	E	N	Z	O	C	O
K	E	T	U	B	V	G	N	H	G	A	Q	W	N	C
E	Q	N	R	A	F	U	W	S	W	N	X	A	O	H
P	S	V	I	N	C	E	N	T	J	C	O	I	D	J
A	F	Z	G	S	T	V	L	H	C	Y	Z	K	P	L
H	E	N	R	I	M	C	A	M	E	L	O	T	A	B
K	A	I	G	U	E	S	M	O	R	T	E	S	P	G

LORENZO
OCCUPATION
KEZIA
AIGUES-MORTES
NANCY
CHEVAL

HENRI
GYPSY ROMA
CAROUSEL
KING ARTHUR
VINCENT
CAMELOT

CAPORAL
GERMAN SOLDIERS
FLAMINGO
EGRET
FRANCE
MISTRAL



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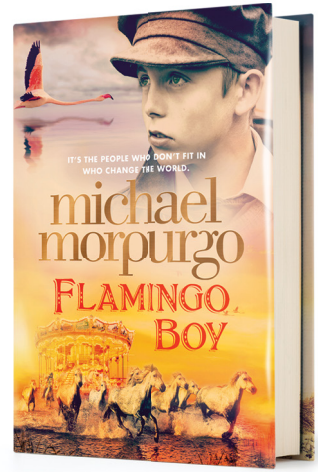
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Word search b.

Answers

G	E	R	M	A	N	S	O	L	D	I	E	R	S	V
Y	G	E	K	Q	B	N	C	N	A	L	M	Z	L	F
P	R	D	I	C	U	Y	C	A	R	O	U	S	E	L
S	E	C	N	H	V	F	U	T	P	E	K	R	M	A
Y	T	R	G	E	Y	I	P	U	J	O	I	B	Y	M
R	D	O	A	V	F	R	A	N	C	E	R	D	K	I
O	S	X	R	A	P	X	T	Z	M	H	R	A	I	N
M	O	U	T	L	Q	M	I	S	T	R	A	L	L	G
A	J	R	H	T	F	L	O	R	E	N	Z	O	C	O
K	E	T	U	B	V	G	N	H	G	A	Q	W	N	C
E	Q	N	R	A	F	U	W	S	W	N	X	A	O	H
P	S	V	I	N	C	E	N	T	J	C	O	I	D	J
A	F	Z	G	S	T	V	L	H	C	Y	Z	K	P	L
H	E	N	R	I	M	C	A	M	E	L	O	T	A	B
K	A	I	G	U	E	S	M	O	R	T	E	S	P	G





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Good and bad debate a.

'Maman came up and put her hand on Papa's shoulder. 'They can't all be bad,' she said. 'There are good ones amongst them.'

'They all wear the uniform,' Papa replied. 'Never forget that.' (Page 156)

Task: Hold a class debate to discuss whether the Caporal was a good man or a bad man. Use the cards to develop your arguments for and against the Caporal being good/bad. Try to reach a class consensus.

- Complete the cards with information from the story
- Think about the events in the story from different characters' perspectives
- Think about the meanings of 'good' and 'bad'
- Cut up the cards and distribute them amongst learners in the group
- Ask each learner to expand upon and justify their card
- Hold a hands up class vote to conclude whether the Caporal was a good man or a bad man

ENGLISH CURRICULUM LINKS: (KS2)

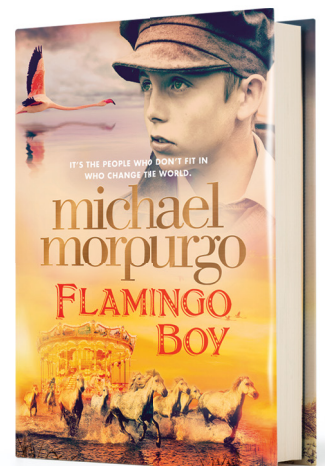
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Understand what they read by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence





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Good and bad debate b.

A good thing the Caporal did was...	A good thing the Caporal did was...	A good thing the Caporal did was...
A good thing the Caporal did was...	A good thing the Caporal did was...	A good thing the Caporal did was...
A good thing the Caporal did was...	A good thing the Caporal did was...	A good thing the Caporal did was...
A bad thing the Caporal did was...	A bad thing the Caporal did was...	A bad thing the Caporal did was...
A bad thing the Caporal did was...	A bad thing the Caporal did was...	A bad thing the Caporal did was...
A bad thing the Caporal did was...	A bad thing the Caporal did was...	A bad thing the Caporal did was...



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Newspaper Article a.

'So the shock of seeing a German scout car come driving into the town square that afternoon, officers in grey uniforms and peaked caps in the back, and German soldiers coming in behind them – trucks full of them, with their shining black helmets, and their rifles – silenced the town instantly. The carousel stopped turning. The music stopped playing. The town looked on in disbelief. No one moved. No one spoke. The leaves on the plane trees in the square rustled in the wind, but that was the only sound you could hear. Even the pigeons on the church roof seemed to have stopped their cooing.' (Page 91–92)

Task: Write a newspaper article about the German soldiers arriving in the town.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- A catchy article heading
- Who was involved in the event?
- What happened that was interesting?
- Why did that happen?
- Where did it all start?
- When did it happen?
- Quotes from witnesses
- Picture with a caption

Write your newspaper article on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

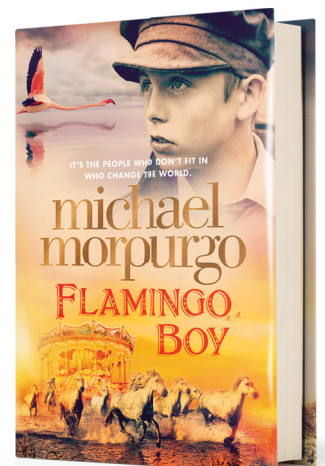
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Write your article here. b.



Newspaper title

Summary

Headline

Image

Article

Image caption



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Letter to Kezia's parents a.

I did not see the caravan burning. I smelled the smoke, and imagined the rest. Imagining is sometimes worse, Vincent. I did not see them manhandling Maman and Papa into the cars, but I knew it was happening. I only heard car doors slamming, more shouting, and the sound of the cars driving away. Then there was nothing but sobbing, and the distant crackling of flames. I thought it was all over, that they were gone. But then I heard more footsteps coming close, running footsteps, and I knew they were coming for me too. I curled myself into a ball in the darkness, biting my lip to stop myself from crying out.' (Page 233)

Task: Imagine you are Kezia. Write a letter to your maman and papa after they were taken away. You could write as if they have only just been taken or you could write at the point that they have been gone for a while and life has carried on at the farm.

Use information from the story and your own imagination.

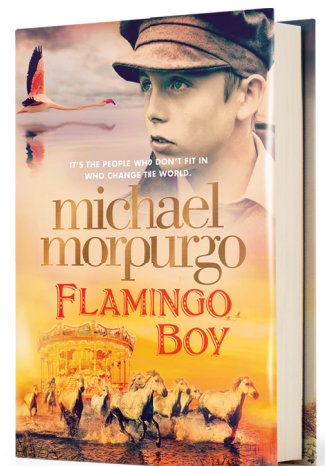
- What are you writing to say?
- What might you ask?
- How might things have been different?
- How much detail will you include in explaining your feelings?

Write your fact file on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding





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Write your letter here. b.

Address

Dear Maman and Papa,

Yours,

Kezia



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Storyboard a.

'And this is the true end of the story, the end of the road. With Kezia's encouragement, and at Lorenzo's insistence, I stayed in the Camargue, helped out on the farm, never went to college or university. I settled here and, many years later, I wrote this book. While I was writing, Kezia told me I should always keep their precious fragment of the icon of Saint Sarah beside me all the time – to guide my hand, she said.' (Page 287)

Task: Use the storyboard sheet to show the story of *Flamingo Boy*. Either draw or make notes in each section. Imagine you are planning on turning the written story into a film and you need to plan the scenes.

Ideas to include:

- Think about how many boxes there are on the storyboard – this is how many parts you need to split the story into.
- Make notes on the key events from the story, you can always add parts you have forgotten to the beginning or ending later.

Show the story of *Flamingo Boy* using the storyboard on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

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Understand what they read by:

- Identifying how language, structure and presentation contribute to meaning



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Storyboard. b.



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Vincent's diary a.

I was warm through when I finally woke. I found myself lying on some kind of a couch, by a crackling fire, with logs blazing, a dog lying at my feet, his nose close to the burning embers. Sitting opposite me at a small table was a woman, a flowery shawl around her shoulders, her hair gathered into a silvery bun. I could not see her face, because her head was bent. She was intent on writing in a notebook, and did not look up. I never saw hair so silver.

The dog stirred and scratched vigorously, which was when she did look up, and noticed I was awake.' (Page 27)

Task: Imagine you are Vincent. You are writing in your diary. Choose a point in the story – perhaps shortly after you are taken in by Kezia and Lorenzo or later after Kezia has begun her story.

Use information from the chapter and your own imagination.

Ideas to include:

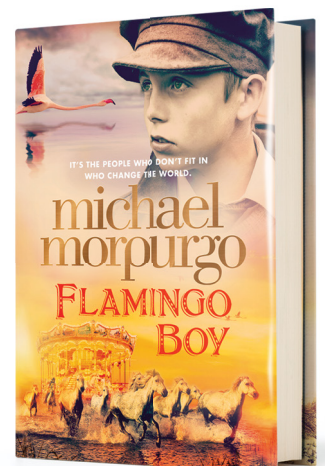
- What were you doing when Lorenzo found you?
- How did you end up in France near the farm?
- What are Kezia and Lorenzo like?
- How did you feel about being found and helped?

Write your diary on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying how language, structure and presentation contribute to meaning



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Vincent's diary. b.



A large rectangular area with a thin brown border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the page.



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Quiz a.

Test your knowledge of the story. See how many quiz questions you can answer correctly.
Use the book to help you find the answers.

1. Where was the traveller in Chapter 1 going to?

2. What was taped to the back of the boat painting?

3. When Vincent finished his exams, and had his first summer of freedom, which country did he travel to?

4. What was the name of Kezia and Lorenzo's dog?

5. What did Vincent think of Kezia's soup?

6. What is Lorenzo's birth date?

7. How does Kezia describe her horse, Honey?





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Quiz b.

8. How did the other children treat Kezia at school?

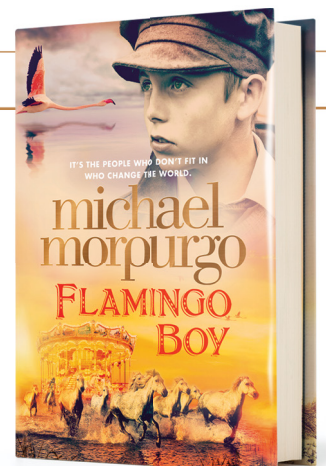
9. What was the name of the teacher that Kezia liked at school?

10. What stories did Nancy read to Kezia and Lorenzo?

11. What did Lorenzo do when the German soldiers arrived in the market place?

12. What destroyed the carousel?

13. What colour was the Caporal's hair?





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Character profile a.

'The man's eyes were fixed on me, unwavering, unblinking. There was nothing alarming about his gaze. It was steady, not staring. He was scrutinising me, I felt, much in the same way as I was examining him.

Everything about him was long and tall. His arms hung loose at his sides. He had sloping shoulders under his blue jacket, and huge hands, I noticed. There was light in the room only from the flickering fire and from the oil lamp on the table where the woman had been writing, so I could not see his face that well.' (Pages 30 – 31)

Task: Choose one of the characters from the story and create a character profile for them.

Use information from the text and your own imagination to create the profile.

Ideas to think about:

- What does he/she look like?
- What does he/she do?
- What is his/her personality like?
- What are his/her favourite foods or hobbies?
- What are the things that he/she doesn't like?
- What family does he/she have?

ENGLISH CURRICULUM LINKS: (KS2)

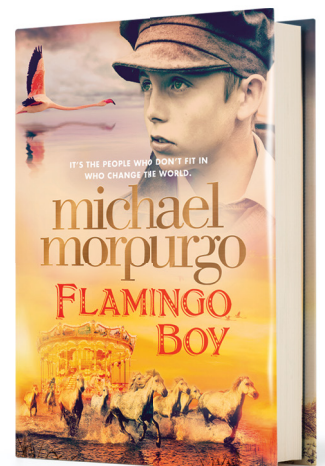
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Character profile b.

Picture:		Name:	
		Age:	
Physical description:		Personality:	
		Dislikes:	



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Flamingo conservation leaflet a.

'Dr Alan Roberts he was called. At the time, we had a severe problem on the marshes here – not just here, but all over the Camargue. The flamingos were becoming fewer and fewer. Many years they did not come to breed here on our lakes at all. There was a real danger that soon there would be no flamingos breeding and living in the Camargue any more. The Camargue without flamingos was unthinkable to us.

We all knew this, but did not know what to do about it. There were many reasons.' (pages 279 – 280)

Task: Create a leaflet to promote the conservation of flamingos that would appeal to children at your school. Think about what might make the leaflet interesting and engaging. Use information from the story as well as your imagination. You may also like to research similar topics to get ideas.

Ideas to include:

- A catchy title and headings
- Clear, easy-to-read information
- Images with captions
- Information about what people can do to help flamingo populations
- Information about what flamingos need to survive and thrive
- Information about the problems faced by flamingos and possible solutions

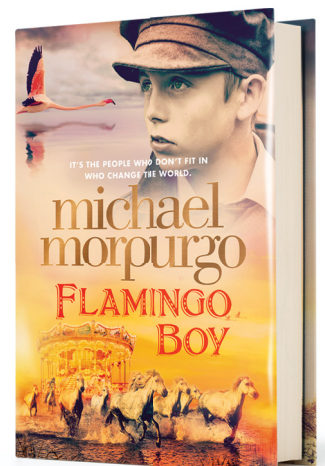
Create your leaflet on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding

CROSS-CURRICULAR LINKS: Science – habitats and animals



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Make your leaflet here. b.

A large rectangular area with a solid brown border and two horizontal dashed lines, intended for creating a leaflet.



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FLAMINGO BOY

Flamingo fact file a.

'And le flamand rose, Lorenzo's flamingo? Well, she became part of all our lives. She followed Lorenzo everywhere now, like a pink shadow. She was never allowed into the farmhouse, though, so Lorenzo stayed outside with her almost all the time. Only in the house at night-times were they ever separated. Nancy was adamant about it; she would not have flamingo droppings and feathers all over the house. So, reluctantly and complaining, every evening Lorenzo would have to walk the flamingo back to the hospital shed for the night. She was not alone in there. There were several terrapins and two orphan flamingo fledglings to keep her company. But all the same she let us know how she felt about this enforced separation by honking regularly all night.' (Page 210–211)

Task: Research and create a fact file about flamingos.

You can use information from the story as well as research from the Internet to find out about flamingos. Use the information you discover to create a fact file that could teach others about flamingos.

Ideas to include:

- What do flamingos look like?
- What noise do flamingos make?
- What do flamingos' nests look like?
- How do flamingos behave?
- Where do flamingos usually live?
- What threats do flamingos face?
- What do flamingos eat?

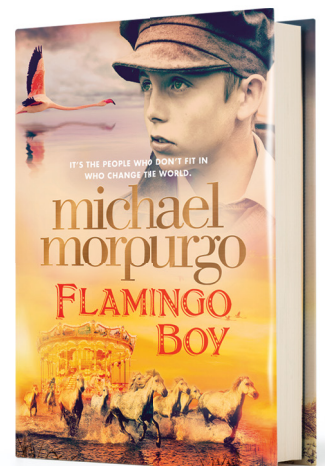
Write your fact file on the next page.

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CROSS-CURRICULAR LINKS: Science – animals



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FLAMINGO BOY

Flamingo fact file b.

Write your fact file here.

Main title and introduction:	Fact 1:
Fact 2:	Fact 3:
Fact 4:	Fact 5:



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Carousel poster a.

'We had the carousel up and working faster than we had ever done it before, and that was because there were so many helping hands. The queue to ride the Charbonneau Carousel that day stretched right round the square. They rang the church bells, and Monsieur Dubarry, the mayor – wearing his tricolour sash – made a long speech, which no one could hear, and to which no one was listening anyway, and then at last he gave the signal for Maman to start the music. With Lorenzo riding on his Val, and me at his side, and with every other ride full, the carousel began to turn, to the sound of 'Sur le Pont d'Avignon', and to huge cheers and laughter from everyone there. There never was a day like it.' (Page 274–75)

Task: Make a poster to celebrate and advertise the newly rebuilt carousel.

Ideas to include:

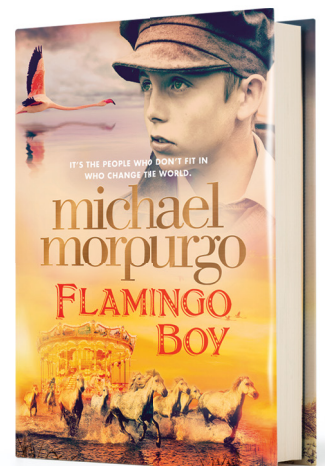
- What the carousel looks like
- What animals are on the carousel
- What makes the carousel so enjoyable (why should people ride it?)

Make your poster on the next page.

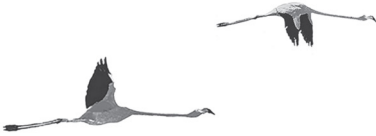
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Understand what they read, in books they can read independently, by:

- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning



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Make your poster here. b.





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Vocabulary challenge a.

*It wasn't just the **coincidence** of the name that I loved. I loved the boat picture above any other paintings I had ever seen. They were graceful-looking boats, **flamboyantly** coloured, in reds and blues and yellows and greens like the gypsy caravan in my own painting. The empty beach behind them stretched away to the horizon, waves rolling up on to the sand, and a wide, wide sky above was filled with **scudding** clouds. One of the boats was called Amitié – I could see it quite clearly painted on the **pro**w.*

*The truth is that if I had not been so busy **procrastinating** that day, during my revision, I might have never discovered what that word meant at all. It was all part of my dreamy **disinclination** to get on and revise.' (Page 15)*

Task: Can you explain what the words highlighted in this extract mean? Did you know that reading *Flamingo Boy* will help you to improve your knowledge of, and ability to use, new and interesting vocabulary? Challenge yourself to find out what all of the words on the next pages mean.

Ideas:

- First, talk to a partner or small group about what you think each word means
- Next, look up each word in the book to read it in context
- Then, look up each word in a dictionary and note its meaning

Explore the vocabulary on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

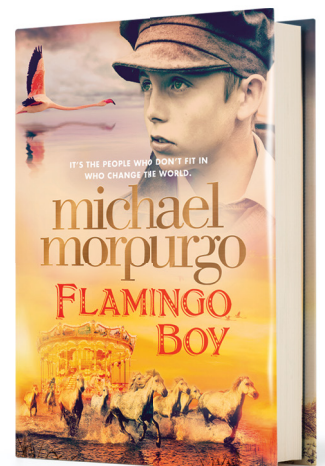
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Vocabulary challenge b.

Word	Page reference	Definition
tethered	9	
interminable	13	
idling	14	
scudding	15	
procrastinating	15	
disinclination	15	
reveries	17	
inevitable	18	
desolate	21	
languidly	23	
balletic gait	24	
incongruity	24	
oblivion	26	
bewildered	28	
egret	28	
scrutinising	31	
cavernous	38	
unrelenting	39	
ferocity	39	
perplexed	40	
metamorphosis	40	
exuberance	42	
fledgling	47	
reprimanding	48	
inconsolable	50	
fodder	52	
temperamental	60	