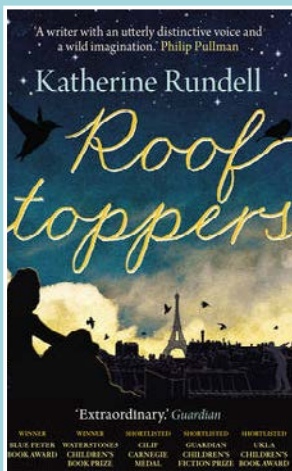


SHARE
A STORY



Brilliant
ways to bring
SECRETS AND
SEARCHES
to life in your
classroom



Published by Faber

Here are some creative ideas to inspire you to *Share a Story*. Share **brilliant characters, amazing worlds, jaw-dropping adventures and talented authors and illustrators**, both classic and contemporary.

1 Start with a WOW!

Pupils will practise some simple parkour moves.

Surprise pupils with a film of parkour/free-running. Discuss the skills needed for the sport and the associated dangers. Take pupils into the hall and set up gym equipment such as mats, benches and a horse, and then let the pupils safely experiment with balances, travelling and dismounts.

2 Get up, get active.

Pupils will find evidence in the text to compare characters.

Re-read chapters 1–3 and discuss the contrasting characters of Charles and Miss Eliot. Dramatise a courtroom scene, by dividing the class and assigning each group one of the characters to represent. Using evidence from the text, examine why their “client” is the best guardian for Sophie. As the judge, challenge them to make predictions by asking what their character would do in example situations.

3 No pencils allowed.

Pupils will develop their use of adventurous vocabulary.

Roof-toppers is packed full of wonderful vocabulary that your class can magpie for their own writing. Read chapter one aloud and record the words “endeavour” “formidable” “bewildered” and “impenetrable” on the board. Next ask the class to stand up every time you give examples of someone or something formidable, and so on. Include examples which don’t work, too. Challenge the class to use the words in alternative contexts to strengthen understanding.

4 The writer’s workshop.

Pupils will collect sensory language and develop similes.

Read chapter 13 and discuss Sophie’s heightened senses on the rooftop, collecting examples of the sensory language in a spider diagram (what she hears, sees, smells, feels). Take one example, e.g. the sound of birdsong, ask the class to suggest associations and add these ideas to your diagram in a second colour. Model how to use the associations to write a simile. Challenge pupils to create further similes using sensory language in a diary entry, imagining their first exploration of city rooftops.

5 Word play.

Pupils will create artwork inspired by figurative language.

Discuss examples of similes, metaphors and personification and why writers use them. Which poetic device is the hardest to write and why? Ask the class to illustrate their favourite images in the book e.g. a “ballet of starlings” (p.234), “politeness in his fingertips” (p.11), etc. Exhibiting their interpretations alongside the extract from the book.

6 Keep the adventure going...

Discuss the concept of conspiracy in *Roof-toppers* and share some famous examples from history with the class. Can they develop their own school-based conspiracy story? Why not write a newspaper exposé, complete with eye-witness accounts? What would the headlines read? A key theme in the book is never ignoring a “possible”. How does this relate to their own understanding what is possible and impossible? Ask the pupils to share their experiences of setting personal goals and discuss the significance of perseverance. Do they agree with the statement “challenges help you to grow”?

7 Why not make this your next book?

The Girl of Ink and Stars
by Kiren Millwood Hargrave
Published by Chicken House



The Girl of Ink and Stars tells the tale of another strong female character, Isabella, in search of a missing loved-one. With her ink maps and star-reading skills, she travels to the Forbidden Territories. Why not compare themes of friendship between the two books before reflecting on how the authors plot suspenseful searches? The novel will also inspire your class to create beautiful map-art using mixed media.

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