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Extract 3

- Display an enlarged copy of Extract 3 (from Chapter 18) and read it aloud together. You could ask individual children to read the parts of Bruno and Shmuel.
- Ask: *What gives Bruno his brainwave?* (The fact that he looks like Shmuel since he had his head shaved.) *What motivates Bruno to carry out the plan?* (He wants to do some exploring.) *What is the most important aspect of the plan for Shmuel?* (That Bruno will be able to help him look for his father.)
- Ask: *What does Bruno call the uniform worn by the people behind the fence?* (striped pyjamas) *What is the effect on the reader of Bruno using this name for the uniform?* (It makes the reader uncomfortable because it shows that Bruno has no idea what is going on; it suggests he might think the people behind the fence are lounging around and taking it easy, when in fact they are overworked and abused prisoners.)
- Ask: *Why does Bruno say the adventure will be 'Our final adventure'?* (He's due to leave for Berlin the next day.) *What atmosphere do you think the author is trying to create by using the phrase 'our final adventure'?* (He's trying to create tension by hinting that the story might end badly.)
- Organise children into pairs to discuss the following question: *What do you think might happen when Bruno carries out his plan?* Encourage children to explain the reasons for their thinking to their partner.
- Take an informal poll about what children think might happen when Bruno carries out his plan.

Extract 4

- Read together an enlarged copy of Extract 4. Discuss the genre and style of writing and compare it to the previous extracts. Ask: *Is this text fiction or non-fiction? Descriptive or informative? Does it have facts, opinions or both?*
- Number the paragraphs. Ask children to sum up what each paragraph is about; for example, Paragraph 1: What the Holocaust was. Ask children to write a similar précis for each of the remaining paragraphs.
- Ask children to find and underline the word 'Aryan' wherever it appears in the text. Ask: *What do you notice about the way this word is written?* (It's written in inverted commas.) Ask: *Why do you think 'Aryan' is written in inverted commas?* (The author is suggesting that there is really no such thing as the Aryan race.)
- Draw children's attention to the first sentence of Paragraph 2. Ask: *What does the author's choice of the word 'seized' suggest?* (that the Nazis took power by force)
- Ask children to locate and underline the following words: 'persecuted' (paragraph 2), 'appalling' (paragraph 4) and 'liberated' (paragraph 6). Ask: *What other word or phrase could you use to replace each of these words without changing the meaning of the sentence?* Organise children into pairs to discuss ideas.
- Ask pairs to share their ideas with the rest of the class. Suitable synonyms include:
 - persecuted: victimised, oppressed, harassed
 - appalling: dreadful, awful, horrific, terrible
 - liberated: freed, set free, released, rescued
- Display and discuss the media resource 'The liberation of Auschwitz'.

TALK ABOUT IT

1. It happened to me

Objective

To give well-structured descriptions, explanations and narratives.

What you need

Audio recording equipment (Extension only).

What to do

- Ask children to think about Bruno's experiences in the story, identifying those experiences that could happen at any time and in any place. Ask: *Which experiences does Bruno have that any child might have?*
- Give children a few minutes to discuss this question with a partner, before bringing the class back together to share ideas. Children might mention Bruno's experiences of moving home, feeling lonely, not getting on very well with his sister, being picked on, making friends, and going exploring.
- Encourage children to link Bruno's experiences to their own. Ask: *Which of Bruno's experiences do you relate to the most strongly? Why?* Give children a few minutes to discuss this question with a partner.
- Ask children to choose a particular experience from their own lives that relates to Bruno's experience in some way. Tell them they will be telling this story to a group.
- Give children some thinking time to decide which experience they will relate and to think about what they will say.
- Organise children into groups to tell their stories to one another.

Differentiation

Extension: Ask children to create an audio recording of their story to share with another class or to upload to the school learning platform.

2. Stereotypes

Objective

To participate in discussions.

What you need

Copies of *The Boy in the Striped Pyjamas*, photocopiable page 35 'Stereotypes'.

Cross-curricular link

PSHE

What to do

- Ask: *What is a stereotype?* When we stereotype people we don't see them as individuals. Give a few examples of stereotypes (such as the mad scientist).
- Ask children to identify stereotypes in *The Boy in the Striped Pyjamas*: the anxious mother, the strict father, the adventurous boy (Bruno), the flirtatious girl (Gretel) or the clever Jew (Shmuel and Pavel).
- Organise the class into groups, providing each group with a copy of photocopiable page 35 'Stereotypes'. Ask them to discuss the questions on the sheet. All three opening statements are stereotypes, as they present a fixed idea about a group of people. When discussing question 4, it may be worthwhile to discuss what 'positive' means. Does it mean non-derogatory, or leading to positive outcomes?
- Invite each group to report back to the class. Establish that the problem with stereotypes is that they can lead to prejudice (a negative attitude towards a person because of a group they belong to). Prejudice can lead to active discrimination (unfair treatment) and this in turn can lead to persecution (acts of cruelty and brutality).
- Ask children to identify examples of prejudice, discrimination and persecution in the novel.

Differentiation

Support: Ask children to identify stereotypical characters from familiar stories and consider how each character reflects the stereotype.

Extension: Ask children to identify characters from familiar stories that break stereotypes, and consider the effect created.

Stereotypes

- Consider the three statements. Then answer the questions below.

1. Which statements do you think are stereotypes? Why?

- Girls talk a lot.

- Teenagers are badly behaved.

- Boys can't sit still.

2. Why do you think stereotypes exist?

3. What problems can stereotypes cause?

4. Can a stereotype be positive? If so, how? / If not, why not?

5. Why do you think the author uses stereotypes in *The Boy in the Striped Pyjamas*?