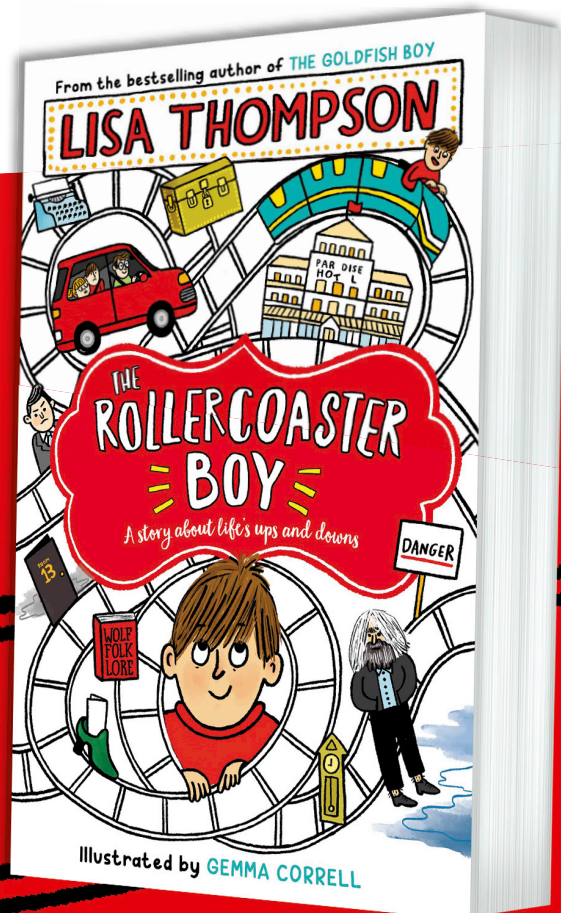


# THE ROLLERCOASTER BOY

## LESSON PLANS



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# The Rollercoaster Boy Upper

## Key Stage 2 Lesson Plan 1

### Objectives

To explore the traits of a character

To identify the phases of the moon

To use persuasive techniques to argue a point of view

### Outcomes

Children will explore characterisation and whether this can be real, myth or unknown.

Children will identify the phases of the moon and use this information for a persuasive argument.

### Resources

**The Rollercoaster Boy book**

**Resource sheet 1: Werewolf or myth?**

**Resource sheet 2: The moon**

**Resource sheet 3: Mythical or real?**

### Lead in

Read chapter 10 and page 51 of chapter 11 as a whole class. Pause at the very last sentence: *"In room thirteen there is an old man called William Walters," she said. "He's been staying here a very long time, but no one knows exactly how old he is."*

Discuss who William Walters might be and why he might have been staying at the hotel a long time. Also discuss why there is some speculation about his age.

Carry on reading and pause at the end of page 53 and discuss what dark secret there might be about William Walters, then read to the end of chapter 11. Had the children guessed that William Walters was supposed to be a werewolf?

The children sketch what they think William Walters might look like from the clues in chapters 10 and 11. At the side, they can sketch what they think William Walters might look like if he turned into a werewolf. Resource sheet 1: Werewolf or myth? can be used to help the children. The children need to annotate their sketches highlighting what the character might look like, how he might behave, how he moves, his personality, and so forth.

Read to the end of chapter 12. Discuss if the children had sketched something resembling the actual description of William Walters.

### Task

Read this part of chapter 11:

*"William Walters was locked in his room for one night each month, the night of the full moon, for one reason and one reason only." She pulled her goggles down over her eyes, then stared at us through the yellowing plastic.*

Discuss why it might be important to lock William Walters away when it was a full moon.

Discuss with the children when a full moon occurs. *(If a topic of Earth, Sun and Moon or Space is taught, then this could be linked into that topic.)* Can the children identify any other phases of the moon? The children need to research the phases of the moon and complete Resource sheet 2: The moon.

Further ideas:

This lesson could be extended into an additional science lesson by creating working models of the phases of the moon.

The children could also be encouraged to keep a diary of the phases of the moon over a period of time.

### Extension

Read chapter 13 as a whole class and explore how the children discuss whether they had just met a werewolf or not. Why was Todd being sceptical or was he really frightened over what they had just discovered?

Discuss with the children whether werewolves and other mythical creatures exist. Use Resource sheet 3: Mythical or real? to gather ideas to debate whether these creatures exist. The children need to identify reasons for and against the existence of werewolves.

Set up the classroom as a debating room. The children need to be put into two teams, one team to argue for the existence of werewolves and the second team to argue against their existence. There also needs to be a chairperson allocated and a small team to decide who will 'win' the debate. This small team will weigh up the arguments given by both teams and decide who has argued in a more coherent way, providing good and logical reasons to their arguments.

The children could use the ideas from the debate and the information from the task about the phases of the moon, to write a persuasive argument about why school should be closed on the next full moon.

# The Rollercoaster Boy Upper Key Stage 2 Lesson Plan 1

## Resource Sheet 1: Werewolf or myth?

What do you think William Walters might look like from the clues in chapters 10 and 11? Sketch his character in the picture frame based on what you have read about him.

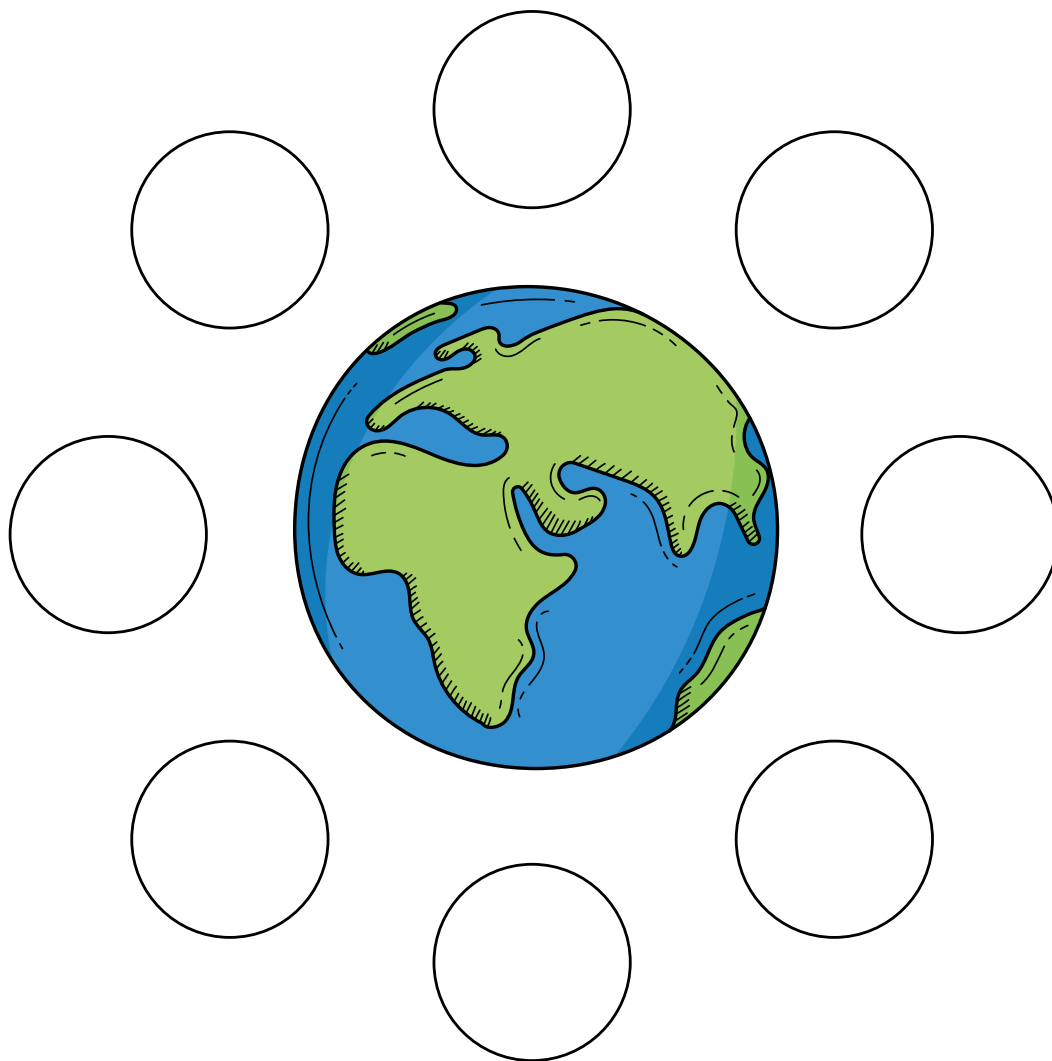
What do you think William Walters might look like when or if he turns into a werewolf? Sketch his character from his description from the book.



# The Rollercoaster Boy Upper Key Stage 2 Lesson Plan 1

## Resource Sheet 2: The moon

Research the phases of the moon and draw them below.  
Remember to add labels and captions to explain each phase. You could also add in arrows to show the cyclical nature of the phases.  
Challenge: observe the moon over the next month and keep a diary of each phase.



Explain what happens to cause the different phases of the moon.

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# The Rollercoaster Boy Upper Key Stage 2 Lesson Plan 1

## Resource Sheet 3: Mythical or real?

What are the arguments for and against the existence of werewolves? Add your ideas below.

Werewolves do not exist  
because...

Werewolves do exist  
because...

Werewolves do not exist  
because...

Werewolves do exist  
because...

Werewolves do not exist  
because...

Werewolves do exist  
because...

# The Rollercoaster Boy Upper

## Key Stage 2 Lesson Plan 2

### Objectives

To explore actions and emotions of characters

To explore our own feelings and emotions

To create an escape room scenario with logical clues

### Outcomes

Children will explore how a character feels following unexpected events. They will use this to explore their own feelings and emotions based on unexpected events.

Children will use their knowledge of *The Rollercoaster Boy* to create an escape room scenario, using a similar format to the clues in the book.

### Resources

**The Rollercoaster Boy book**

**Resource sheet 1: The adventure**

**Resource sheet 2: The unexpected**

**Resource sheet 3: The mystery of room 42**

**Resource sheet 4: Escape room**

### Lead in

Read chapters 3–9 with the children. Explore why dad got them up in the middle of the night and the events that occurred. Use Resource sheet 1: The adventure to plot the main events on a story map, from Aunt Lexie leaving on her cruise to them arriving and seeing their room in the hotel.

The key points are below but the children do not have to use them all.

- *Dad receiving his tablets and Todd keeping an eye on them*
- *Aunt Lexie going on her cruise*
- *Dad being jittery*
- *The rollercoaster ride*
- *Being woken up in the middle of the night and packing*
- *The journey*

- *Arriving at the hotel*
- *Meeting Roland and Patrick Harris*
- *The room*
- *Dad and sleep*
- *Seeing the girl staring at the moon*
- *Breakfast*
- *Meeting Scout*
- *Exploring*
- *Mum and dad's discussion*

On the same resource sheet, plot out an emotions graph highlighting how Todd was feeling during this time. The children could also identify Laurie's feelings and explore why her feelings might be so different to Todd's.

*This lead-in activity needs to be handled with sensitivity as there may be some children who have experienced similar events to Todd. This could provide a discussion point into feelings and emotions and how we can feel a myriad of emotions at different points in life.*

As a whole class, create a feelings and emotions jar so that children can share their feelings in a safe way.

### Task

Discuss with the children an adventure they might have gone on that turned out unexpectedly. This could be a trip to a sports event, a holiday, a trip to a museum or theatre, a trip to an ice rink, a trip to a fairground, etc. Discuss with the children what the adventure was and what was so unexpected about it. For example, they may have gone on a fairground ride like Todd in the story and not wanted to go on it; they could have gone to an ice rink and fallen over; or it could be something completely made up. Discuss with the children their feelings at the start, during and end of this adventure. *(If the children cannot think of something, then Todd and Laurie's adventures could be used, e.g. the roller coaster, the unexpected adventure to the hotel).*

Children use Resource sheet 2: The unexpected, to plot out the main parts of their own adventure on a story map. The children need to add in their feelings at the different parts of the adventure on the story map.

The children could then write their story or create a comic strip (a comic strip template is on Resource sheet 2), based on real events, Todd and Laurie's story or a made-up event of the children's own.

## Extension

Explore chapter 13, page 59 from here:

*Laurie and Patrick had stopped by a red rope that had been strung across a corridor. Hanging on the rope was a sign that said “**Strictly No Entry**” in bold red writing ...*

to this point on page 60:

*“I’m investigating something in room forty-two. That’s all,” said Scout. “Come on. Todd really needs to go home.”*

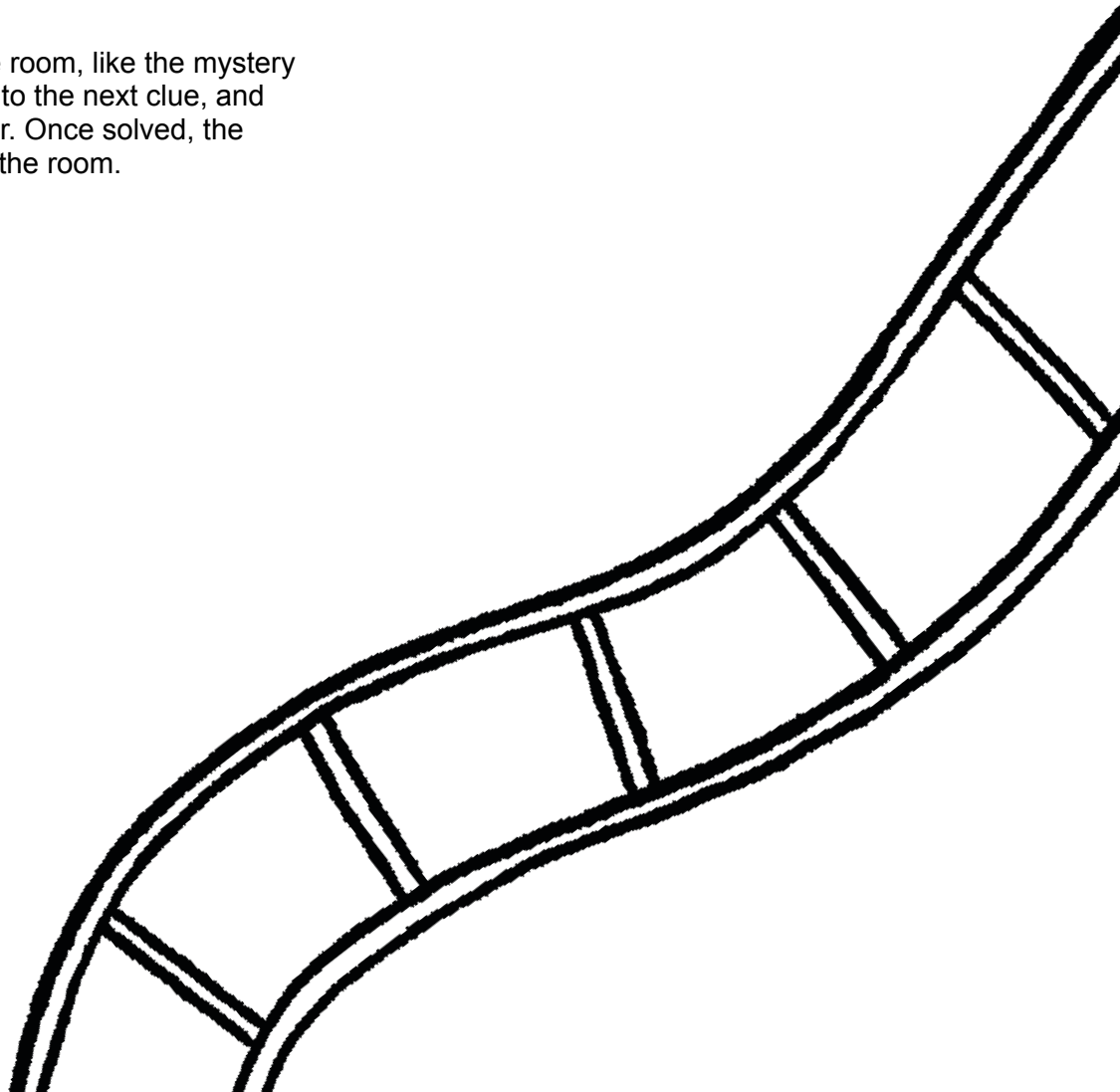
Ask: *What might be hidden in room 42?*

Read the rest of chapter 13. *Why did Scout want to find out the mystery of room 42?* Read Chapter 14–16 which explains the mystery of room 42 and the disappearance of the occupant, Edwina Patterson. Discuss with the children how an escape room works. Have the children ever been to an escape room and solved it? Can the children solve the mystery of room 42 and the treasure hidden within? The children need to work through the chapters and keep a note of the clues as they read the book. The important part of this is how Scout is trying to save the hotel from being bought and losing her home. (The clues and their chapters are written on Resource sheet 3: The mystery of room 42, and can be used to help the children see how the clues work.)

Discuss how with an escape room, like the mystery of room 42, each clue leads to the next clue, and each must be solved in order. Once solved, the occupants can then escape the room.

The children can design their own escape room for the classroom using clues inside the room to help different groups solve it. Resource sheet 4: Escape room, can be used to help plan this out. The children will need to create a map of the classroom highlighting where the clues might be hidden as well as creating simple clues to solve.

- The theme could be curricular based, e.g. maths, history, etc.
- Clues need to be hidden in riddles or in the form of letters and numbers interchanging
- Try to keep it simple and short (especially if this is the first escape room creation, e.g. keep to 5–6 clues)
- Objects, along with clues, could be hidden around the room, inside the classroom library, inside resources or on a device (the key is to make sure that nobody moves these)





# The Rollercoaster Boy Upper Key Stage 2 Lesson Plan 2

## Resource Sheet 1: The adventure

From reading Chapters 3–9, create a story map of the main events of 'the unexpected adventure' that Todd and Laurie's dad took them on.

The diagram is a story map template consisting of six rounded rectangular boxes arranged in two rows of three. The boxes are connected by arrows indicating a sequence of events:

- Two horizontal arrows connect the first box to the second, and the second to the third in the top row.
- A vertical arrow points down from the third box in the top row to the first box in the bottom row.
- Two horizontal arrows connect the first box to the second, and the second to the third in the bottom row.

Now create a feelings and emotions graph show Todd's feelings during the main events over time in Chapters 3-9.

Very  
happy/  
excited

Neither  
anxious/  
worried

Very  
anxious/  
worried

Time

# The Rollercoaster Boy Upper Key Stage 2 Lesson Plan 2

## Resource Sheet 2: The unexpected

Plan out a story of an 'unexpected adventure' that you have been on or might go on. Show the main events below.

You can add to the story map.

The diagram is a story map template consisting of six rounded rectangular boxes arranged in two rows of three. The boxes are connected by arrows indicating a sequence of events. The sequence starts at the top-left box, moves right to the top-middle box, then right to the top-right box. From the top-right box, an arrow points down to the bottom-right box. From the bottom-right box, an arrow points left to the bottom-middle box, and then another arrow points left to the bottom-left box.



# The Rollercoaster Boy Upper Key Stage 2 Lesson Plan 2

## Resource Sheet 3: The mystery of room 42

The following clues are the ones the children should highlight whilst reading:

1. (Chapter 16) Note sent to Scout's granny saying 'Room 42 is not as it seems'.
2. (Chapter 16/18) Shoe with a message hidden in it – 'moon'.
3. (Chapter 18) Both notes in the same handwriting.
4. (Chapter 22/23) Clock which had stopped at 10:30 with a cut-out area showing picture of the moon with a slice of it missing in darkness (underneath it said 'First Quarter').
5. (Chapter 22/23) Painting of a red fish.
6. (Chapter 22/23) Typewriter where keys are mixed up – children typed in moon and it gave a number – 7553.
7. (Chapter 22/23) Code 7553 opened padlock on the trunk.
8. (Chapter 23) Magnet in trunk with writing 'waxing gibbous' on it (Todd realising it was about the moon and its phases when he read the book).
9. (Chapter 23) Book 'Wolf Folklore by Frederick Watkins' in top drawer of bedside cabinet.
10. (Chapter 25) Discussing phases of moon.
11. (Chapter 27/28) The clock and the phase of the moon and changing time.
12. (Chapter 27/28) The clock and the secret drawer with note saying 'lamp'.
13. (Chapter 27/28) The lamp and the secret key.
14. (Chapter 27/28) The key opened the wardrobe which had a box inside it.
15. (Chapter 29) Golden object with dials set at a particular point.
16. (Chapter 31) Talking to William Walters and finding out the golden object was a tidal abacus.
17. (Chapter 32) Dial pointing to I and to numbers XXVIII – 28 on abacus.
18. (Chapter 32/33) Picture of the red fish with writing on back – red herring – misleading clue.
19. (Chapter 33) Box on top of the wardrobe with combination lock 128 with sheet music inside – Moonlight Sonata by Beethoven.
20. (Chapter 35) William plays music on ballroom piano and missing key hiding something.
21. (Chapter 35) Small silver key.
22. (Chapter 37) Key opens desk and writing inside saying 'The carpet hides many things'.
23. (Chapter 37) Hole in carpet cut out (crescent moon), revealing a floorboard with a circular indentation in it and hot chocolate mug fitting the gap.
24. (Chapter 37/38) Brown envelope and manuscript of Edwina Patterson's unpublished book *The Moonlit Mystery* by Edwina Patterson and letter explaining her disappearance.

# Upper Key Stage 2 Curriculum Links for The Rollercoaster Boy

## English

### KS2 English

#### Reading Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- distinguish between statements of fact and opinion.
- retrieve, record, and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously.
- provide reasoned justifications for their views.

#### Writing

Pupils should be taught to:

- plan their writing.
- draft and write.
- evaluate and edit.
- proof-read for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

#### Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop understanding of the concepts of writing.
- indicate grammatical and other features of writing.

- use and understand grammatical terminology.

## KS2 Science

### Working scientifically

Pupils should be taught to:

- Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments.

### Earth and space

Pupils should be taught to:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

## KS2 Art and Design

Pupils should be taught to:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

## KS2 PSHE

Pupils should be taught to:

- recognise that feelings can change over time and range in intensity (H17)
- think about everyday things that affect feelings and the importance of expressing feelings (H18)
- use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19)
- use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20)
- recognise warning signs about mental health and wellbeing and how to seek support for themselves and others (H21)
- recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22)
- use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24)
- talk about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10)
- consider what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11)
- understand the importance of seeking support if feeling lonely or excluded (R13)
- know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14)
- use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15)
- understand how friendships can change over time, about making new friends and the benefits of having different types of friends (R16)
- know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17)
- recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)
- respect the differences and similarities between people and recognise what they have in common with others e.g. physically, in personality or background (R32)
- recognise the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4)