

THE HAVEN BY SIMON LELIC – TEACHING NOTES

Lesson 1:

Extracts – prologue and chapter 1

Starter activity:

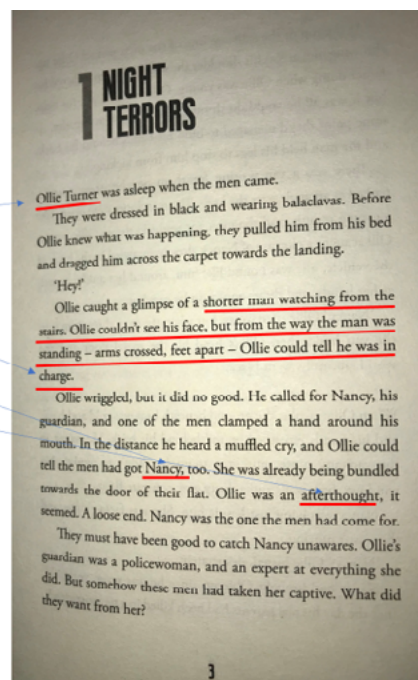
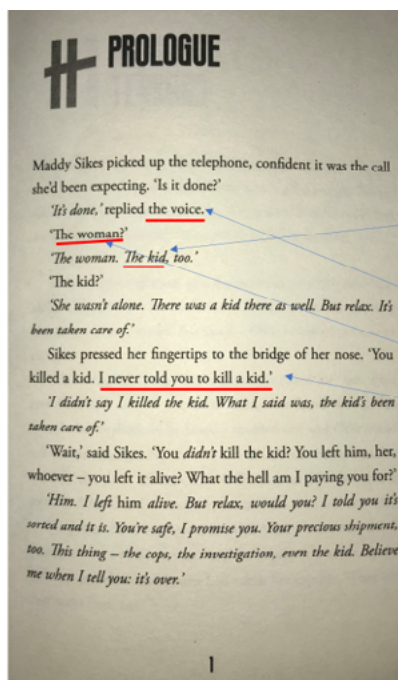
- Give children the extract of the prologue and ask them to read through in pairs, taking on the roles of Maddy Sikes and the other voice.
- Model and encourage children to annotate the scene with emotions e.g. ‘The woman?’ would be annotated with ‘shocked’. Point out the use of italics for emphasis.
- Ask children to practise and perform as a role play, really focussing on the emotions shown.

Digging deeper:

- After acting out, ask children to decide on whether Maddy Sikes is a good or bad character.
- Encourage children to use clues from the text to support their answer.
- Pose the question ‘Who is the other voice?’ and discuss children’s ideas.
- Focus on what the voice says about the boy ‘I told you it’s sorted and it is.’ What ideas do children have for how the boy has been ‘sorted’? Collect these ideas on sticky notes, on a flipchart or IWB. You can go back to these afterwards to see if children predicted correctly.

Making connections:

- Read aloud line 1 of chapter 1. ‘Ollie Turner was asleep when the men came.’ With just this line, can they make a connection between the prologue? Who is Ollie Turner and what have the men come to do?
- Now, give children chapter 1 page 3. Ask them to make connections between the two scenes. You may wish to give them as 2 A4 pages on a large sheet to draw connecting lines on.



- Focus on the final line on this page. ‘What did they want from her?’ Invite children to make a reasonable prediction. Note the seriousness of what they’ve done to her (refer to the prologue) and that she is a policewoman. What could these clues lead us to guess?

Looking at language:

- Draw children’s attention to the simile used on page 4:

‘There was a van waiting for them on the street outside, parked at an angle over the kerb. The rear doors were open, like a gaping mouth, and the man got ready to throw Ollie inside.’

- What does this make them think about? What might have a gaping mouth? Why does the author use this simile? Support children’s responses with this talk scaffold:

“The author uses ‘like a gaping mouth’ to suggest.....”

- Can children think of alternative imagery the author could’ve used to describe the open van doors? What other ways could they suggest Ollie was going to be like prey, or come to an end?

- Draw children’s attention to page 4:

‘Ollie’s head hit the metal floor and the world, abruptly, went black.’

- Firstly, ensure children understand that this shows he was unconscious. Then zoom in on the adverb. What does abruptly mean? Are there other adverbs we could use to give the same effect? What would the effect be if we swapped it for slowly? gradually? strangely? oddly? painfully? Why did the author choose abruptly? Support children’s responses with this talk scaffold:

“The author uses ‘abruptly’ to show.....”

Character focus:

- In this first chapter, we meet our protagonist, Ollie. The author reveals parts of his character in with the action. Focus children in on his character by asking them to read and collect clues.
- Firstly, ask them to collect direct quotes as evidence from the text. From this, they can infer. Children could work in pairs to support each other.
- Use the grid to guide this activity.

WHO IS OLLIE?

Question:	Evidence:
How old is Ollie?	
What is his full name?	
What do we know about his parents?	
Who looks after him?	
How does he feel about Nancy?	
How long has he been with Nancy?	
Does he have any fears?	

Lesson 2:

Extract – chapter 5

Starter activity:

- Ask children if they know what the word ‘Haven’ means? Gather definitions and check in the dictionary.
Haven - a place of safety or refuge.
- Using this definition, and what we’ve read so far, can children predict what the purpose of The Haven in this book may be?
- Ask children to discuss in pairs what a haven may look like to them.

Descriptions:

- On page 35, Dodge says, “This is where we live. Beautiful, isn’t it? If a little past its best.” Ask children to read pages 35 -37 and to seek out descriptions that show the beauty of the building, and descriptions to show it’s a bit past its best.
- Children can note this on the table given.

BEAUTIFUL, ISN'T IT? IF A LITTLE PAST ITS BEST.

Evidence of the building's beauty:	Evidence that the building is past its best:
e.g. 'the mosaic floor'	e.g. 'bit of old plaster'

Key characters:

- Read together from page 38 'Ollie? This is Jack. The genius I mentioned before.....' to page 42 '... - we're the investigations wing.'
- In this section, the author introduces us to some characters that have special roles within the team. Can children find out their roles and consider how they may be useful?

THE CORE TEAM:

	Quotes from the text:	Skills/talents:	How they may be useful:
Jack			
Erik			
Song			

Creating story ideas:

- Now, ask children to create a core team of their own.
- This could be partly factual, using real children from the class and the talents and skills they have. Or children could generate their own entirely fictitious characters, giving them any skill or talent they wish.
- Encourage children to think about a variety of skills across the team and also to include a range of character types, such as both girls and boys, maybe characters with a disability like Jack.
- Children can make themselves the leader of the team and give themselves a specific useful skill, too.

MY CORE TEAM:

	Description:	Skills/talents:	How they may be useful:

Writing Ideas:

- Now that children have looked at the characters closely and their skills and talents, ask them to imagine they are applying to be a part of the investigations team.
- Children can gather ideas for their application form on the planning page.
- Remind children that they need to use a formal tone in this kind of writing, using standard English. Model for them complex sentence structures (choose some grammar that you have focussed on to apply here) that articulate their skills in clear informative sentences.
- It's a good idea to state a skill and then give an example of using it e.g. I am an excellent mathematician, that can recall number facts rapidly. This enables me to solve calculations at a rapid rate, which is great in a problem solving scenario.
- Children can write their drafts on the application form.

PLANNING IDEAS:

Name:

Skills:

Values:

Attitudes:

APPLICATION FORM:

Name:	
Age:	
Special skills:	
What can you offer The Haven? Describe in as much detail as you can why you are suitable for this position.	

Lesson 3:

Extract – chapter 6

Starter activity:

- We know Maddy Sikes is the villain or the baddy. But is she evil?
- Find synonyms for evil and bad using thesauruses and dictionaries.
- Write each on an A4 sheet and ask a child to hold each one. Can they sort themselves into severity, so from a bit evil to totally evil as a continuum?
- Which word do children think will describe Maddy best? Why?

Delving deeper:

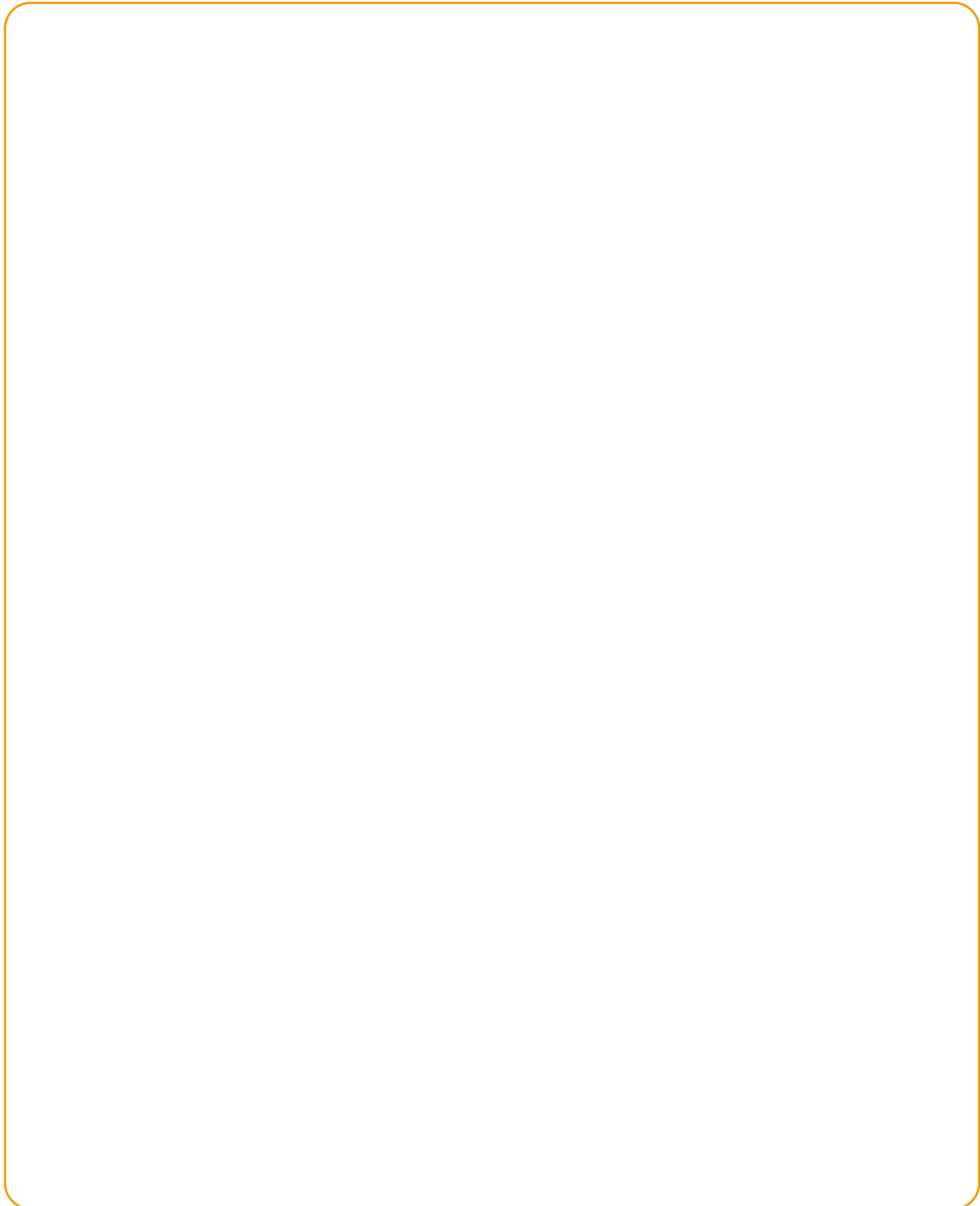
- Ask children to read page 47 very carefully with a partner. Each time they find a bit of evidence to show how wicked Maddy is, they should collect it on a bit of paper or sticky note.
- How many can each pair find?
- Ask children to sort them so they have the top three pieces of evidence. Which three really show how evil she is?
- Now, pairs should join with other pairs to see if they have picked the same three. Can children justify why they have chosen those three?
- You may wish to finish this activity by asking children to write a short paragraph about Maddy Sikes, using evidence to show how evil they think she is.

The perfect pet:

- On page 48 -49 we see Maddy has a pet called Bullseye. Discuss why this is a suitable name? what does it make children think about?
- Can they generate other suitable names for a villain's pet, that make us think of wicked things they do?
- Maddy and Bullseye have some similarities. Can children interpret the text into a different format to show their understanding?
- Ask children to sketch the pair, labelling the similarities.

MADDY AND BULLSEYE:

Find examples of Maddy and her pet Bullseye's similarities on page 48-49. Now use them to sketch the pair here:



Annotate your sketch with evidence from the text.

Creating Characters:

- Ask children to design their own baddy and pet pair, giving them similarities. Don't forget to use a suitable name as discussed earlier in the lesson. Use the planning page.
- Then, look closely at the way the author links these similarities on page 49. Ask children to underline the links in the text extract.
- Share with children the ones you have spotted.

Sikes was aware of the theory that dogs tended to resemble their owners, and she knew that she and Bullseye were a case in point. Bullseye was a Siberian husky, a breed whose elegant appearance belied its pitiless nature, which could certainly have been said of Sikes herself. The dog's hair, like Sikes's, was pure white, and around his neck he wore a collar encrusted with diamonds, especially commissioned to replicate Sikes's priceless watch. And when Bullseye snarled, there was a savagery to his expression that bore an uncanny resemblance to Sikes when she smiled.

- Children can use these phrases in their own paragraph about their designed villain and pet pair. They may wish to start their writing with **...baddy name....was aware of the their that dogs tended....**

CREATING A VILLAINOUS PAIR:

My Villain:

Similarities:

The Pet:

Using ideas from page 49, like the author Simon Lelic, try to describe your villain and their pet's similarities: