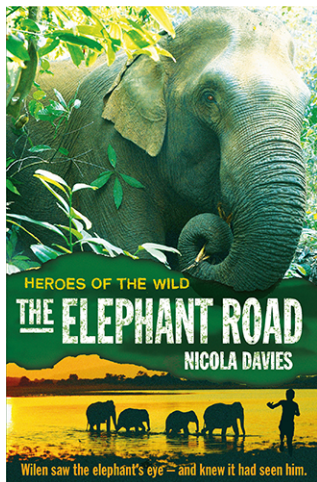


WALKER BOOKS TEACHER RESOURCES



HEROES OF THE WILD SERIES BY NICOLA DAVIES

THE ELEPHANT ROAD

9781406340877
Paperback £5.99
eBook available

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- **Predictions**
- **Plot development** – summarising each chapter
- **Character studies** – deduction and making inferences and refining opinions as the story progresses
- **Author techniques** – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- **Vocabulary** – clarifying unfamiliar words and extending personal vocabulary.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

FIRST IMPRESSIONS

Discussion points

(Prediction and inference)

Make a note of your opinions.

- Look at the title only – don't peep at the blurb! What do you think this book will be about?
- Does your view change on reading the blurb?
- What genre of book do you think this might be?
- Who do you think the target audience for this book is?
- Think, pair, share: discuss possible ways that the plot might develop, map these out quickly and share with the class.
- Think, pair, share: describe the design of the cover of the book to each other. Discuss the different features and evaluate the overall effect.
- On a piece of paper measuring the same dimensions as the book cover, create your own design to fit the title.

CHAPTER 1

Writing activity (p.5)

- Write about a dream that you have had.
- Try to use a simile, like Nicola Davies has done in her first paragraph.

Author technique (p.6)

- Identify the different senses that the author evokes in her description of the elephant's visit. Pick out the words and imagery that do this.

Reflect and discuss

(Analysis and evaluation)

- What have you found surprising in this chapter?
- Are there any questions you would like to ask?

CHAPTER 2

Reflect and discuss (p.10-13)

(Deduction, inference, making connections)

- Find evidence in the text which indicates what Grandpa's attitude is towards the elephants.
- What would you have done if you had been in Wilen's position? Would you have looked to see the wild elephant?
- Why do we not always want to confront things when it is dark?
- What other stories can you think of in which children are scared of the dark?
- Why do you think all little girls are called *Nono* at first?
- What stories can you think of where people venture into the forest or woods? What do you think forests represent in stories?

Maths challenge (p14)

- In the playground, use chalk to draw an outline the size of the huge tree trunks in the forest which are two or three times the span of your arms.
- Decide what would be the best way to measure this irregular shape.
- Compare this measurement with the measurement of a tree growing locally.
- Find out the size of an Indian elephant and draw a silhouette. How many children can you fit inside the outline?

Fact files

- Compile *Flora and Fauna Fact Files* by collecting the names of plants and animals as you progress through the book.
- Start off with maize, eggplants, gibbons and banyan trees.
- Decide on the subheadings and layout that you will need so that they will be easy to read for information.

Writing activity (p16 -18)

Either:

- Talk about and then write about a time when you were lost, describing how you felt and how you reacted.

Or:

- Write a description of when you have been very close to another creature, large or very small, domesticated or wild. Think carefully about detail and describe how you felt.

Reflect and discuss (p.16- 17)

- How does the author build up the tension?
- How do you think you would have reacted in this situation?

CHAPTER 3

Reflect and discuss (p20-21)

- How do you feel about Denngu?
- What sort of business do you think he has?

Writing activity (p.23)

- Think of an incident when you've told something to an adult but they didn't believe you. How did you behave?
- Write about it.

Drama

Hotseating

- Work in threes to hotseat Wilem, Denngu and Grandpa:
- Prepare probing questions about behaviour and motivation and possible answers to the questions which might be asked.
 - Hotseating prompts
 - Hotseating: beliefs and motivation prompts
- Take it in turns to be on the hot seat to answer the questions.

1. Who ...?
2. Where ...?
3. When ...?
4. Why ...?
5. What ...?
6. How ...?

1. Why did you ...?
2. What do you think about ...?
3. Isn't it true that?
4. Are you happy with ...?
5. What makes you ...?
6. Why did you react ...?

Research (p.24)

- Collect some Indian folk tales: www.storyarts.org – *Stories in a nutshell*.
- Choose one that you would particularly like to learn and re-tell to the class, either as a solo, duo or small group performance.
- Remember to use gesture, expression and different voices for different characters.

CHAPTER 4

Writing activity (p.28)

- Write about a special meal that you have had. Think about details of setting (inside or outside), people and food.

Vocabulary (p.29)

- Scan for the word *follow*.
Explain its meaning. If you are not sure, see if the context gives you any clues. Check by having a dictionary race to find the exact definition.

Reflect and discuss (p.29)

- Why does Grandpa feel that the family should have left the fields for fifteen years?
- Why didn't they?
- What are the effects of cutting down more forest?
- Create a decision line.
 - Label one end to represent development through deforestation and mining and the other end to represent allowing the area to remain as it is.
 - Position yourself on the line according to your opinion and take a class photo.
 - When you have finished the book, come back to the decision line and position yourself according to your opinion.
 - Compare photos. Has anyone's opinion undergone a change?
- What do you do if you can't sleep?

CHAPTER 5

Artistic challenge (p.32)

- Draw or paint or create a collage picture of the landscape described by the author.

Reflect, discuss and write (p.36)

- What do you think of zoos? List the pros and cons.
- Do further research in order to develop your opinion.

- Hold a class debate. Some of you may have to represent views that are not necessarily your own in order to have a balanced approach. This will require careful research and preparation.

Either:

- Write up a discussion, carefully weighing up the advantages and disadvantages.
- Convert the information you have gathered into an infographic, showing both viewpoints.

CHAPTER 6

Fact file

- Add tapioca and oranges to your *Flora and Fauna Fact File*.

Vocabulary (p.39)

- Scan for the word *tuk-tuk*.
- Explain its meaning. If you are not sure, see if the context gives you any clues. Check by having a dictionary race to find the exact definition.

Physical/maths challenges (p.39 - 40)

- Using small balls, try to create a pyramid, like the pyramid of oranges in the book.
- If it doesn't work, think of how you could work out the number patterns of how many oranges are in each successive layer.
- Is there a pattern?
- Either outside or in the hall, try walking with your school bag balanced on your head.
- How does it feel? How has your posture changed?
- Why do you think people in India carry large loads in this way?

Reflect and discuss (p.43)

(Inference)

- What do you think Denngu is up to?
- Why do you think the author used the adverb '*cruelly*' on page 43?

Hotseating

- Work in pairs to hotseat Denngu and Wilen:
- Prepare probing questions about behaviour and motivation and possible answers to the questions which might be asked.

<ul style="list-style-type: none"> ○ Hotseating prompts! 7. Who ...? 8. Where ...? 9. When ...? 10. Why ...? 11. What ...? 12. How ...? 	<ul style="list-style-type: none"> Hotseating: beliefs and motivation prompts 1. Why did you ...? 2. What do you think about ...? 3. Isn't it true that? 4. Are you happy with ...? 5. What makes you ...? 6. Why did you react ...?
--	--
- Take it in turns to be on the hot seat to answer the questions.
- What is our opinion of Denngu? Has it changed?
- How do you think he will affect the course of the story?

Reflect and discuss (p.45)

(Inference, making connections)

- What do you think of Grandpa's comment: '*There's nothing wicked about elephants... Only humans can be wicked!*'?
- Think of other wild animals that have caused humans problems. Do you think the same could be said of them?
- What do you think of Grandpa's opinion of Denngu? What can you find in the text to support your opinion?
- Why do you think Denngu has disappeared without saying goodbye?

CHAPTER 7

Creative challenge (p48 - 49)

- Draw a map of your route to school and make a note of the different things you notice at different times of the year.

Flora and Fauna Fact File (p.48)

- Add the plants grown in the jhum plots to your fact file and find out some information on each one.

Author technique

- Scan for a simile on page 49.
- Why do you think the author created this simile? How do you respond to it?

Reflect and discuss (p.51)

(Inference, deduction, making connections)

- How does it feel when you sense trouble is brewing?
- How would you sum up the atmosphere at the end of the chapter?

Drama

Conscience alley

- Make two lines: one representing the pros and one representing the cons of development.
- Should the villagers sell more land for mining coal?
- Choose someone as a villager and as he/she progresses between the two lines, whisper your opinion and reasons.

Author technique (p.52)

- Why do you think the author chose the image of a volcano? Pick out the words that build up the image.
- Working with a partner, create another extended image to suggest a tense atmosphere.

CHAPTER 8

Author technique (p.53)

- Re-read the chapter.
- How is the tension built up at different points? Note down examples.

Reflect and discuss (p.59)

(Deduction, inference, making connections)

- What do you think the villagers will do if they don't have enough rice?

Drama

Readers' Theatre

- In small groups, prepare and perform a Readers' Theatre presentation for pages 54 ('*Just before they reached...*') to the end of page 59.
- Think about and make performance notes on:
 - Who will read each section
 - What the dialogue should sound like
 - What the punctuation is telling you about how to read the extract
 - Concentrate on fluency, timing, expression, intonation and phrasing, so that you clearly convey the characters' qualities.

CHAPTER 9

Reflect and discuss

- In what ways are the lives of these Indian children different from the lives of British children?

Writing and drama activity

- Create a play script for pages 61 – 67. Remember to add in stage directions.

Characters:

- Father
 - Mother
 - Wilen
 - Batmi
 - Rengu
 - Denngu
 - Grandpa
 - Mr Patchap
 - Reelip
- Rehearse and act. Remember to think about positioning, body language and expression.

Reflect and discuss

- In pairs and then as a class, discuss whether the villagers should agree to grow pineapples and tea in the way Mr Patchap suggests. Refer back to the text to support your opinions.

CHAPTER 10

Research

- Find a map of India in an atlas and locate the Bay of Bengal.
- Find out which areas of the world are most often affected by tropical cyclones (www.metoffice.gov.uk).
- What other disasters can occur as a result of cyclones?
- Find out about hurricanes and typhoons.
- Scan page 69 for all the details of how the villagers prepare before the cyclone hits.

Writing activity (p.72)

- Collect words connected with storms and group them according to type:
 - Nouns
 - Adjectives
 - Verbs
 - Adverbs
- Look through chapter ten and scan for storm words and 'magpie' them
- Write a short storm poem, e.g:
 - Haiku: three line poem which captures the moment in a precisely observed snapshot
 - Line 1: 5 syllables
 - Line 2: 7 syllables
 - Line 3: 5 syllables
 - Cinquain:
 - Line 1: noun (one word title or 2 syllables)
 - Line 2: adjectives (2 word phrase that describes your title or 4 syllables)
 - Line 3: 3 ...ing words (relating to the title or just action words or 6 syllables)
 - Line 4: 4 word phrase (relating to the title, or 'feeling' words or 8 syllables)
 - Line 5: noun (1 word that refers back to your title or 2 syllables)

Take for example this poem by Adelaide Crapsey:

Peace
Still, silent
Soothing, calming, uplifting
Balm to restless thoughts
Calm

CHAPTER 11

Research (p.75)

- Find out about Sankani and the underworld.

Writing activity (p.77)

- Use Grandpa's words to begin or end a poem, or use it as a refrain:
*'Without the forest, who would we be?
The forest gives us our soul.'*

Reflect and discuss (p.78)

(Literal comprehension, deduction, inference, prediction)

- What have you found out about Indian culture when someone dies?
- What do you think Father's idea might be?

CHAPTER 12

Research (p.80)

- How far do you think you could travel in this country if you were on a bus for 12 hours? Find out if your estimate is correct.
- Do you think Wilen and Denngu have travelled a similar distance? Give reasons for your opinion.

Reflect and discuss (p.80 - 81)

- What do you find surprising about the description of Himandal?

Drama

Mime

- In groups of three, act out Ambi taking the boys to the tree.
- Freeze frame at different points.
- When the teacher touches you, say what your character's thoughts are at that particular moment.
- In twos, freeze-frame Wilen and Denngu getting off the bus.
- When the teacher touches you, say what your character's thoughts are at that particular moment.

Reflect and discuss (p.86-87)

(Evaluation, prediction)

- Have your opinions altered at all as the book progresses?
- How do you think Denngu and Wilen will behave?

CHAPTER 13

Reflect and discuss (p.90, 92-93)

- What qualities does Wilen show in this episode and later in the chapter?
- What factors enabled Wilen to take action?
- What indications are there that Mr Patchap is not a pleasant character? Scan the text for specific examples.

Creative challenge

- Create an infograph poster, entitled *Guardians of the Treasure*, to show the importance of preventing further deforestation.
- Ensure that you have facts and figures to reinforce your message.

EPILOGUE

Reflect and discuss

(Analysis and evaluation)

- Explain what an epilogue is.
- How does the ending of the book make you feel? Explain why.
- How does the ending link to the beginning of the book?

THE FACT IS

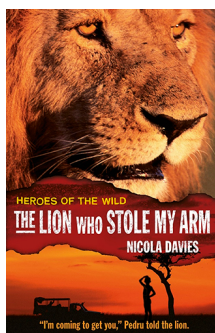
Research

- Create an infograph on Asian elephants, using the information from *THE FACT IS* and any other research you have done.
- Find the Garo Hills in north-east India in an atlas.
- Find out about the Wildlife Trust of India and the World Land Trust.
 - Present an assembly to the school on deforestation and how we can help.
 - You could use your infographs, ICT presentations with video and drama.

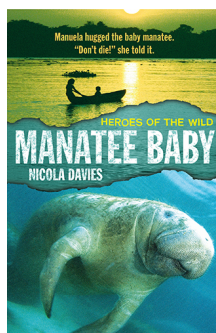
Fund-raising challenge

- Plan fund-raising activities to support one of the charities, calculating costs and projected profits.

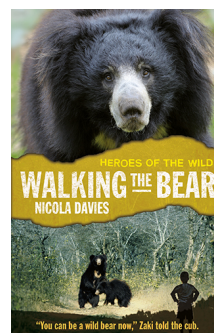
COLLECT THE SERIES:



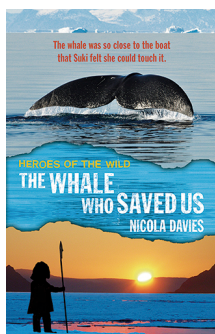
The Lion Who Stole My Arm
9781406335255 Paperback £5.99
eBook available



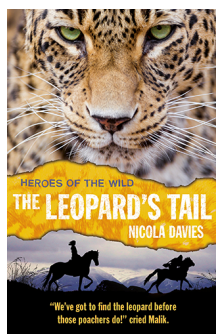
The Elephant Road
9781406340884 Paperback £5.99
eBook available



Walking the Bear
9781406340891 Paperback £5.99
eBook available



The Whale Who Saved Us
9781406356106 Paperback £5.99
eBook available



The Leopard's Tail
9781406356007 Paperback £5.99
eBook available