

Goodnight Mister Tom

Chapter Nine

National Curriculum Objectives:

English Year 5 & Year 6: [Understand what they read by predicting what might happen from details stated and implied](#)

English Year 5 & Year 6: [Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence](#)

Differentiation for Challenge Activity:

Section A Write a diary entry using the correct features.

Section B Underline the relative clauses in the sentences.

Section C Rewrite the sentences adding in frontal adverbials.

Section D Explain why a complex sentence does not make sense then rewrite it.

More [Goodnight Mister Tom](#) resources.

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Chapter Nine – Teacher Version

Page 107

E: (Q1) Why is the chapter called ‘Birthday Boy’? (C6/2b) It is Willie’s birthday.

D: (Q6) Why is ‘Cain and Abel’ written in italics in the text? (C7) It is the name of a story.

S: (Q11) How might the postman, Matthew Parfitt, know it is Willie’s birthday? (P2/2e) In the post that he is delivering there are a lot of parcels and cards.

S: (Q12) For what reason did Willie and Tom agree that Willie has to practise writing each morning? (P2/2e) Willie struggled with writing and was behind his peers so Tom wanted to fit more practice in for Willie.

Pages 108 and 109

M: (Q16) Why was Willie speechless at the presents and cards that he received? (P5/2d) He was surprised with how many people cared for him and he may not have received birthday presents before.

E: (Q2) Why was Willie so pleased to have received a book? (P5/2d) He had only even owned one book, the Bible, which was old and pre-owned. He had never owned a new book before and this one had pictures for him to look at.

E: (Q3) How did Tom try to make Willie’s morning special for his birthday? (C6/2b) He set the table with a fancy table cloth, had picked flowers, used the expensive china and had laid out Willie’s presents and cards for him.

Page 110

S: (Q13) Why does the author use the word ‘lovingly’ to describe how Tom looked at the paints and brushes? (C7) The paints and brushes reminded him of his wife, who loved painting and who had passed away.

D: (Q7) Why were people surprised to be unexpectedly visited by Tom and Willie? (C6/2b) Tom never visited anyone.

Pages 111 to 113

D: (Q8) What is meant by the term ‘contradicted’? (C1/2a) An action opposite to what was said.

S: (Q14) Why was Tom's idea contradicted? (C6/2b) As soon as he suggested that Willie stay outside, a black cloud came over threatening to rain.

E: (Q4) Why was Tom trying to keep Willie out of the house? (P2/2e) To set up a surprise birthday party in the house.

D: (Q9) For what reason did Willie not know what to do at a birthday party? (C6/2b) He had never had one before, but had heard children at school talk about them.

M: (Q17) Why is an ellipsis used during Zach's speech at the bottom of page 113? (C7) He is interrupted mid way through a sentence by Tom who is getting impatient with all of Zach's talking.

M: (Q18) What clues are given to the reader that Tom is setting up a birthday party? (C6/2b) The blacks were up early, the children weren't at home when Willie called in on them, Tom was encouraging Willie to stay away from the house, Zach wanted Willie to go to the house immediately, when Willie asked him why, Zach did not really give a reason as to why Tom wanted to see Willie in the house.

Pages 114 and 115

E: (Q5) Why did Willie's face turn pink when Zach mentioned his drawing? (P5/2d) He was embarrassed and shy about the attention and was reluctant to show his work.

D: (Q10) Why did Lucy give Willie a voluminous smile? (P5/2d) She likes Willie and was happy that he liked the cakes that she had made for him.

M: (Q19) Why has the author chose to use the word 'finally' in the sentence below? (C7)
'After playing several party games, everyone finally returned home.' It implies that the party lasted for a long time.

S: (Q15) Why was Willie sick all over the carpet? (P2/2e) He may have eaten too much food at his party.

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Chapter Nine – Comprehension

Section A

1. Why is the chapter called 'Birthday Boy'? (C6/2b)

2. Why was Willie so pleased to have received a book? (P5/2d)

3. How did Tom try to make Willie's morning special for his birthday? (C6/2b)

4. Why was Tom trying to keep Willie out of the house? (P2/2e)

5. Why did Willie's face turn pink when Zach mentioned his drawing? (P5/2d)

Section B

6. Why is '*Cain and Abel*' written in italics in the text? (C7)

7. Why were people surprised to be unexpectedly visited by Tom and Willie? (C6/2b)

8. What is meant by the term 'contradicted'? (C1/2a)

9. For what reason did Willie not know what to do at a birthday party? (C6/2b)

10. Why did Lucy give Willie a voluminous smile? (P5/2d)

Section C

11. How might the postman, Matthew Parfitt, know it is Willie's birthday? (P2/2e)

12. For what reason did Willie and Tom agree that Willie has to practise writing each morning? (P2/2e)

13. Why does the author use the word 'lovingly' to describe how Tom looked at the paints and brushes? (C7)

14. Why was Tom's idea contradicted? (C6/2b)

15. Why was Willie sick all over the carpet? (P2/2e)

Section D

16. Why was Willie speechless at the presents and cards that he received? (P5/2d)

17. Why is an ellipsis used during Zach's speech at the bottom of page 113? (C7)

18. What clues are given to the reader that Tom is setting up a birthday party?
(C6/2b)

19. Why has the author chose to use the word 'finally' in the sentence below? (C7)
'After playing several party games, everyone finally returned home.'

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Chapter Nine – Challenge Activity

Section A

Write a brief diary entry by Willie using the correct features for this kind of text.

Section B

Highlight the relative clauses in the sentences below.

Willie, who had never had a party before, was overwhelmed with the attention.

Tom encouraged Willie to stay outside, which was unusual.

The twins and George were not at home, which confused Willie.

The postman who delivered the cards knew it was Willie's birthday.

Zach, who would not stop talking, came to find Willie in the church.

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Chapter Nine – Challenge Activity

Section C

Rewrite the sentences adding in frontal adverbial phrases.

Willie was surprised at the party.

Tom encouraged Willie to stay outside.

Willie got up early to practise his writing.

Willie went for a run with Sammy.

Willie drew a picture in the church.

Section D

Read the sentence below and explain why it is hard to follow. Rewrite the sentence so it makes sense.

Willie, after opening his presents in the morning, going for a run with the dog, attending school and having a surprise party, felt tired.

The correct sentence would be;

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Chapter Nine – Challenge Activity

Section A

Write a brief diary entry by Willie using the correct features for this kind of text.

Various answers. Pupils must include an opener such as dear diary, a day number (as we don't know the date) and it must be written in first person.

Section B

Highlight the relative clauses in the sentences below.

Willie, **who had never had a party before**, was overwhelmed with the attention.

Tom encouraged Willie to stay outside, **which was unusual**.

The twins and George were not at home, **which confused Willie**.

The postman **who delivered the cards** knew it was Willie's birthday.

Zach, **who would not stop talking**, came to find Willie in the church.

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Chapter Nine – Challenge Activity

Section C

Rewrite the sentences adding in frontal adverbial phrases.

Willie was surprised at the party.

e.g. After never having one before, Willie was surprised at the party.

Tom encouraged Willie to stay outside.

e.g. Unusually, Tom encouraged Willie to stay outside.

Willie got up early to practise his writing.

e.g. After agreeing the night before, Willie got up early to practise his writing.

Willie went for a run with Sammy.

e.g. Excitedly, Willie went for a run with Sammy.

Willie drew a picture in the church.

e.g. After a short day at school, Willie drew a picture in the church.

Section D

Read the sentence below and explain why it is hard to follow. Rewrite the sentence so it makes sense.

Willie, after opening his presents in the morning, going for a run with the dog, attending school and having a surprise party, felt tired.

The sentence is hard to follow because the subject (Willie) is separated from the verb (felt) by a long subordinate clause.

The correct sentence would be;

After opening his presents in the morning, going for a run with the dog, attending school and having a surprise party, Willie felt tired.

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	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
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices