













Year 5

Ben Miller – The Boy Who Made the World Disappear



KS2 Guided Reading Planning

Text	Linked Texts	Curriculum Links
<p><i>The Boy Who Made the World Disappear</i> by Ben Miller</p>  <p>Prologue</p> <p>https://www.lovereadings4kids.co.uk/book/17026/The-Boy-Who-Made-the-World-Disappear-by-Ben-Miller.html</p>		<p>Science - black holes. Writing - diary entry as a crew member or passenger. Interview with the captain. Geography - North America, the Atlantic Ocean. PSHE - rescue, teamwork, emotions.</p>
<div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div style="text-align: center;">Enjoy </div> <div style="text-align: center;">Decode </div> <div style="text-align: center;">Define </div> <div style="text-align: center;">Retrieve </div> <div style="text-align: center;">Summarise </div> <div style="text-align: center;">Infer </div> <div style="text-align: center;">Predict </div> <div style="text-align: center;">Relate </div> <div style="text-align: center;">Explore </div> <div style="text-align: center;">Compare </div> </div>		
Adaptive Teaching		
Support	Challenge	
<ul style="list-style-type: none"> Some children might work with a reading buddy. Pre-read of the text. Teacher or TA support when accessing the questions. Thinking and stems provided for helping pupils articulate their opinions on the text. Option to focus on developing retrieval skills using the extract. 	<ul style="list-style-type: none"> Plan a new paragraph for the prologue with an example of a tantrum Harrison had, what happened and why. 'Magpie' effective words and phrases from the book to use in their own writing. Write the next chapter, describing events at the birthday party. Write advice for Harrison to regulate his emotions. 	

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Session 1: Get Ready

Assessment Notes and Next Steps for Learning

Hook: Show images of the black hole gallery [Black Holes Images - NASA Science](#) and ask children to describe what they see. Do they know what they are? Discuss what they know about them already.

Text Introduction: Read the blurb and set the scene about the main character. Do the children know anyone like Harrison who struggles to control their temper? Why do we need to have empathy for Harrison?

Background Knowledge and Experiences: <https://www.youtube.com/watch?v=IS0DIhnZd9k> Watch this video, or read: <https://kids.nationalgeographic.com/space/article/black-holes> Share information from this site or <https://www.nasa.gov/learning-resources/for-kids-and-students/what-is-a-black-hole-grades-k-4/> and ask children to summarise what they think a black hole is. Talk partners work together to write this on a whiteboard.

Predictions:

1. What might happen in this story if it involves a black hole and a boy with a temper?
2. What might go into the black hole on purpose or by accident?

Thinking Question: *Why is it important to have empathy when people are angry?*

Session 2: The Wonder of Words	Assessment Notes and Next Steps for Learning
<p>Teach Key Vocabulary in Context:</p> <ul style="list-style-type: none"> • <i>exception/ no exception</i> – link to prefix ex- <i>Stories are often about a good person who does a Bad Thing, and this is no exception.</i> • <i>snuck</i> - <i>He never stole from shops or cheated in Monopoly or snuck into the circus without paying.</i> • <i>flaw</i> - <i>Well, you see, as kind and honest and good and big-hearted as he was, Harrison had a BIG flaw.</i> • <i>frustration</i> – <i>‘Euuurrghhhhh!’ Harrison would groan, in pure frustration.</i> • <i>Code Red</i> - <i>‘Code Red!’ his father would cry, using his parents’ nickname for Harrison’s rages.</i> • <i>bawl</i> - <i>‘WHY WON’T ANYONE LISTEN TO ME?!!’ he might bawl...</i> • <i>barricaded</i> - <i>... as he slammed the door to his room and barricaded it with every single one of his toys.</i> • <i>meltdowns</i> - <i>They’d wait out Harrison’s meltdowns...</i> <p>First Read: Teacher reads the text aloud (Prologue) with children following and ask them to identify the key vocabulary.</p> <p>Discussion: Discuss children’s initial thoughts around the text. Ask if there is anything that they would like explaining. Consider children’s predictions from day one. Do they want to refine their predictions? You could discuss:</p> <ul style="list-style-type: none"> • <i>What might happen at the party?</i> • <i>Why might Harrison find the party difficult?</i> • <i>Why might Hector behave the way he does?</i> <p>You may also want to revisit the thinking question introduced in the first session, allowing children time to explore this will help them to understand that their thoughts may change, be challenged, or be extended as they learn more.</p>	

Session 3: Exploring the Text

Assessment Notes and Next Steps for Learning

Re-Read for Fluency: Teacher models reading the final paragraph of p.3 using the correct prosody. Class to then engage in echo reading that paragraph, sentence by sentence, following the teacher’s direction.

Reading Gems Focus: Infer

I do (teaching and modelling): Quick recap of the reading gem and any key strategies already taught. Reintroduce the idea of using graphic organisers to support our thinking and responding to texts. Show the graphic organiser for inference and discuss children’s first impressions.

Focus on the question: *How might Lana feel about Harrison?*

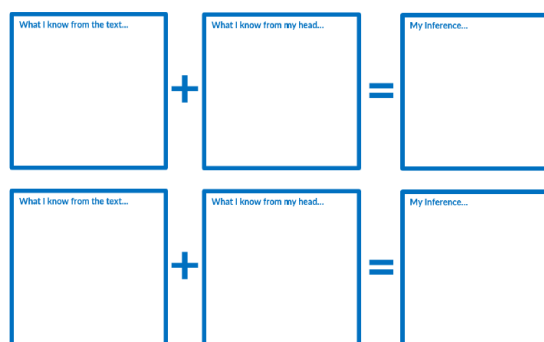
Discuss together what the question is asking (e.g. who is Lana?), and where we might locate supporting information in the text. Model using the graphic organiser to organise your thoughts, modelling how to locate and record evidence from the text, add your own understanding and then construct an inference. Children to give feedback using A.B.C.

We do (practise with others through back and forth talk):

Focus on the question: *How do you think Harrison feels after he’s been angry?*

Ask children to discuss this question with their learning partners, ensuring they are referring back to the text whilst responding to the text. Can they use the graphic organiser to organise their thinking and help them formulate an inference? Feedback as a class. Explore the range together and encourage children to A.B.C.

Graphic Organiser - Inference



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You Do (independent application): Children to use the graphic organiser independently to respond to the following question,

Why might Harrison's parents move breakable objects to safety during his tantrums?

Feedback together as a class, sharing children's evidence from the text, and personal schema first. Explore the range together and encourage children to A.B.C. Share children's inferences. Co-construct a final inference together that draws together the best evidence.

Session 4: Becoming Skilled Readers

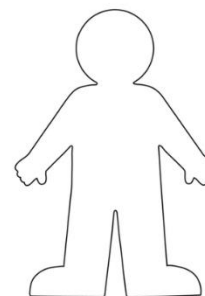
Assessment Notes and Next Steps for Learning

Re-read for Fluency: Paired reading of the dialogue from p.4, focusing on intonation and volume. Can children use the reporting clauses to influence how each character sounds at each point?

Activity to Respond to the Text: Children to complete a role on the wall activity in groups focused on Harrison, after teacher modelling.

Alternatively, you could ask children to complete the Treasure Chest to show their independent response to the text using a range of reading skills and strategies.

Revisit the Thinking Question *Why is it important to have empathy when people are angry?* Extend on to: *Are Harrison's parents empathetic? What might you do if you were in Harrison's family.*



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Session 5: Book Club		Assessment Notes and Next Steps for Learning
Text: Chapter 1.		
Choose a Focus: <ul style="list-style-type: none">• Revisit the Thinking Question• Guided Book Talk• Book Blether• Developing Reader Identity• Library Skills	<p>Text: Teacher reads as a good model of reading fluency. Discuss Harrison's reactions at different points in the story. Predict what might happen next.</p> <p>Linked Texts: Discuss characters from other texts who have shown anger. What happened in those texts? What did those characters do? Did they act rationally? Compare them to Harrison. What advice would those characters give Harrison?</p> <p>Curriculum Links: Revisit the thinking question - <i>Why is it important to have empathy when people are angry?</i> Discuss together their own experiences of being angry, or being around people who are angry. How did they feel? How did they get through it? How did it make them feel?</p>	
<i>If extracts are used within the Reading Gem sessions from texts that will not be used for English, story time or other lessons within the curriculum, then we advise that you ensure a copy of the book is available for children to read independently afterwards.</i>		