Objectives: R4 Versatile reading  
R12 Independent reading

Resources: Strategy check-card

As a whole group we have:
• established the ground rules for guided reading;
• looked at effective strategies for reading (starter activity and Strategy check-card).

Now you are going to:
• Discuss what we learn about the characters in the opening pages and predict their future importance in the novel.

Group reading
Read together pages 1-20.

Group task

1. In pairs, discuss the front cover of the novel. Given the font, images and title, what sort of things do you think will happen in the story?

2. Label yourselves A-F around the group. (A=Bruno, B=Gretel, C=Bruno’s mother, D=Bruno’s father, E=Maria, F=the serious young man in the uniform)

3. Skim re-read pages 1-20 very quickly:
   i. What have you learnt about your character in the opening chapters?
   ii. What can you predict about the future importance of this person in *The Boy in the Striped Pyjamas*?
   iii. What evidence in the text helped you to make this prediction?

4. Share what you’ve learnt about your character and your ideas about their future importance, with the rest of the group.

5. Select one person in the group to read aloud from, ‘He felt as if he was about to cry again…’ (page 19) to ‘…and his hands stayed by his sides because something made him feel very cold and unsafe.’ (page 20)

6. As a group, predict what Bruno has seen through the window…
The Boy in the Striped Pyjamas

Lesson 2

John Boyne

Group card TBITSP2

Objectives: R4 Versatile reading
R12 Independent reading

Resources: Narrative hooks prompt sheet, Strategy check-card

As a whole group we have:
• revised the range of reading strategies you have available.

Now you are going to:
• look at the narrative hooks used by the author.

Group reading
Read together pages 21–38.

Whilst you are reading:
• think about the strategies you are using (look at the Strategy check-card);
• think about the evidence you may use to support your ideas.

Group task
1. In pairs, look carefully at the narrative hooks prompt sheet. When you have completed your reading of pages 21–38 discuss together the following questions:
   i. Which narrative hooks has the writer used in this section to entice you as a reader?
   ii. Can you find evidence in the text to support your ideas about this?
   iii. Be prepared to share your findings with the others in conversation.

2. In your group, share your discoveries about the narrative hooks in use and then discuss:
   i. What do you already know about Germany and Poland during the last months of World War II in Europe?
   ii. Which books have you previously read, or films have you seen, that help us understand the background to The Boy in the Striped Pyjamas?
   iii. What kind of story is The Boy in the Striped Pyjamas?
   iv. What are the clues in terms of mood/tone/setting/action that helped you decide?
   v. What can you speculate about how things are likely to change for Bruno in the future?
Objectives: R4 Versatile reading
R13 Interpret a text

Resources: None

As a whole group we have:
• revised the range of reading strategies you have available to you;
• explored narrative hooks.

Now we will:
• explore how the characters are developing.

Group reading
Read together pages 39–54.

Group task
Sometimes people’s views on a subject are easy to find in a novel, they are explicit, on the surface. Sometimes they are harder to locate for the reader, lying buried beneath; we have to dig them out using inference and deduction. Between pages 39–54, Bruno and his parents reflect upon how their lives have changed because of the visit of Adolf Hitler, the ‘fury’ (the Führer), to their house.

1. As a group, discuss the following:
   i. The different attitudes shown towards Hitler and the impact he has had on their lives;
   ii. The different feelings members of the family have about the ‘fresh beginning’ at ‘Out-With’;
   iii. The Commandant’s attitude towards the people in pyjamas Bruno sees through his window;
   iv. The soldiers’ attitudes towards their new commanding officer;
   v. Bruno’s confusion about the move from Berlin and his father’s job.

2. In pairs, improvise an imaginary telephone conversation that takes place that night when Bruno sneaks into his father’s study and speaks to his grandmother about life at the new house, ‘Out-With’.

3. Select one pair to repeat their improvisation for the rest of the group.

Homework
Read pages 55–66.
The Boy in the Striped Pyjamas
Lesson 4
John Boyne
Group card TBITSP4

Objectives:  R4 Versatile reading
            R12 Independent reading

Resources:  None

As a whole group we have:
•  revised the range of reading strategies you have available to you;
•  explored narrative hooks;
•  explored the developing relationships between character and place.

Now you are going to:
•  explore the characterisation in more depth.

Group reading
Read together pages 67–85.

Group task
In the previous lesson you examined Bruno’s frustration and confusion about moving house. In these pages he learns more about the people around him.

1. One person re-caps briefly on events in pages 55–66.

2. In pairs, decide who will role play being Bruno and who will be Gretel.
   Improvise an imaginary conversation that takes place between them following Lieutenant Kotler’s extraordinary rudeness towards Pavel.

3. Select one pair to repeat their improvisation for the rest of the group.

4. As a group, discuss the accident with the swing and Pavel’s help.
   Because of this incident, what does he learn about:
   i.  Pavel and his former life?
   ii. His mother and her attitude towards Pavel?
   iii. His father and his attitude towards Pavel?
   iv. Can you identify why this minor incident might be significant for Bruno’s understanding of adults and their behaviour?
   v.  Do these pages provide any clues that might help you predict what might happen next?

5. Discuss the reading strategies you have used during the lesson so far.
   Select one member of the group to feed back on the reading strategies you have used today, during the plenary.

Homework
Read pages 86–103.
The Boy in the Striped Pyjamas  
John Boyne  
Lesson 5  
Group card TBITSP5

Objectives:  
R4 Versatile reading  
R12 Independent reading

Resources:  
A3 plain paper, pens, pencils, a pair of large compasses (or circular object to trace around).

As a whole group we have:  
• revised the range of reading strategies you have available to you;  
• explored narrative hooks;  
• explored the developing relationships between character and place;  
• begun to explore themes and how the characters contribute towards them.

Now you are going to:  
• continue to trace developments, including themes.

Group reading  
Read together pages 104–125.

Group task  
1. One person re-caps briefly on events in pages 86–103.
2. In pairs, discuss the following:  
   i. Look at the chapter heading; what do you notice about the sentence structure?  
   ii. Is it significant that Shmuel is introduced in this way?  
   iii. How does the writer describe Shmuel’s features, build and clothing?  
   iv. What does the writer suggest about his behaviour, attitudes and interests?  
   v. Is their joint birthday likely to be significant in some way?  
   vi. Does the writer want the reader to make comparisons between Bruno and Shmuel? How can you tell?
3. One person in the pair should copy out the Venn diagram below onto A3 plain paper.  
4. Discuss how the writer presents the similarities and differences between Bruno and Shmuel. Map your thoughts on the comparison chart.  
5. Share your findings with the others in the group

![Comparison chart]

Bruno
Differences
Similarities
Shmuel
Differences

Homework  
Read pages 126-149.
The Boy in the Striped Pyjamas
Lesson 6

John Boyne
Group card TBITSP6

Objectives: R4 Versatile reading
R12 Independent reading

Resources: None

As a whole group we have:
• revised the range of reading strategies you have available to you;
• explored narrative hooks;
• explored the developing relationships between character and place;
• explored themes and how the characters contribute towards them.

Now you are going to:
• explore the role of the author.

Group reading
Read together pages 150–160.

Group task
The characters are not the only ones who have a voice in a story. Readers are often given a
strong impression of the author, the teller of the tale, and this can influence your experience of a
story.

1. One person recaps briefly on events in pages 126-149.

2. As a group, share ideas on the following question: Why do you think John Boyne wrote
The Boy in the Striped Pyjamas?

3. In pairs, write down five more questions that you would like to ask John Boyne about
The Boy in the Striped Pyjamas.

4. One member of the group should take on the role of the author and be hot seated as
John Boyne.

5. When you have done this, as homework, visit the author’s own website where he talks
about himself, his books and his life. It can be found at
http://www.johnboyne.com/home.htm. You can find out even more about the writer by

6. As you look at this material, think about how close your group’s impressions of the
author were to the impression created here.
The Boy in the Striped Pyjamas
Lesson 7

Objectives:
R4 Versatile reading
R12 Independent reading

Resources:
None

As a whole group we have:
• revised the range of reading strategies you have available to you;
• explored narrative hooks, character, setting and mood;
• explored the developing relationships between character and place;
• explored themes and how the characters contribute towards them.

Now you are going to look at:
• narrative style.

Group reading
(Do not start to read until you have seen and understood the group task!)
Read together pages 161–185.

Group task
In these pages the writer shows the growing importance of their friendship to the two boys. You are going to examine together the author’s use of language features in these pages.

1. Divide your group into two groups of 3. Label the groups A and B.

2. Group A will examine pages 161–175.


4. **DO NOT READ EACH OTHER’S SECTIONS UNTIL INSTRUCTED!**

5. Read your section carefully. As you read, discuss and make brief notes on:
   i. What Bruno does;
   ii. What Bruno learns;
   iii. The attitudes people show towards Bruno;
   iv. Any unusual or significant events;
   v. How the author uses language to make clear Bruno’s thoughts and feelings.

6. Share your findings with the other group (Group A go first).

7. Discuss any similarities in the content of both presentations.
   • Have you been able to identify any language features that made a real impact on you as a reader in these pages?

8. Read the section that the others described. As you read, try to identify any gaps that they left, or additional features that they should have discussed during their presentation.

Homework
Read pages 186–192.
The Boy in the Striped Pyjamas
Lesson 8

John Boyne

Objectives:
- R4 Versatile reading
- R12 Independent reading

Resources:
Introduction to narrative/authorial voice prompt sheet

As a whole group we have:
- revised the range of reading strategies you have available to you;
- explored narrative hooks, character, setting and mood, relationships between character and place, emerging themes, the difference between authorial voice and narrative voice.

Now you are going to:
- think about the author's voice and narrative voice.

Group reading
Read together pages 193–199.

Group task
Despite all of the things he has seen Bruno still does not seem to understand what life is like behind the fence. In these pages his innocence shows through in several ways.

1. In pairs discuss:
   i. how the writer portrays Bruno;
   ii. how Bruno contrasts with Shmuel.

2. Re-read the ‘Introduction to narrative/authorial voice’ prompt sheet used during today’s starter and then, in the same pairs, discuss:
   i. The narrative voice in these pages – what tone does it have? Is it calm, objective, removed from the action and unfeeling? Or is it excitable, subjective, uncertain and fearful?
   ii. The authorial voice in these pages – do the views of John Boyne show through anywhere in these pages? If so, where?
   iii. Are there any clues about Bruno’s big adventure and how it might turn out?
   iv. Can you find evidence in the text to support your ideas on these points?

3. Share your findings with the others in the group.

4. In your group, agree the best examples of narrative voice and of authorial voice, you can find in these pages. Select one person to share these examples in the plenary.
### The Boy in the Striped Pyjamas
**Lesson 9**

#### John Boyne

**Group card TBITSP9**

**Objectives:**
- R4 Versatile reading
- R12 Independent reading

**Resources:** None

**As a whole group we have:**
- revised the range of reading strategies you have available to you;
- explored narrative hooks, character, setting and mood, relationships between character and place, emerging themes, narrative style, the difference between authorial and narrative voice.

**Now we will look at:**
- the resolution.

**Group reading**
Read together pages 200–216.

**Group task**

1. In pairs, discuss any questions you feel have been left unanswered by the ending of *The Boy in the Striped Pyjamas.*

2. In the same pairs, discuss these questions:
   
   i. What lessons does the Commandant learn whilst investigating Bruno’s disappearance?
   
   ii. Have his ideas and attitudes altered in any way?
   
   iii. What evidence can you find in the final pages to support your ideas?

3. Share your findings with the others in the group.

4. As a group, consider the ending of the story:
   
   i. Did the deaths of Bruno and Shmuel have an impact on you as readers?

   ‘*Of course all this happened a long time ago and nothing like this could ever happen again.*
   
   *Not in this day and age.*’

   ii. Why do you think John Boyne finishes his book with these words?
   
   iii. Is this the truth or a warning of some kind?
   
   iv. Was this story like any other that you have read? How?
   
   v. Did you enjoy the story and its ending? Why?
   
   vi. If you were to suggest an alternative ending what might it be?
<table>
<thead>
<tr>
<th><strong>The Boy in the Striped Pyjamas</strong></th>
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| **Teaching objective(s):** | R4 Versatile reading  
R5 Trace developments | **Resources:**  
Strategy check-cards  
Narrative hooks prompt sheet |

| **Text focus:** | *The Boy in the Striped Pyjamas* by John Boyne  
pages 21–38 |

<table>
<thead>
<tr>
<th><strong>Teaching sequence:</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>Introduction to text:</strong></td>
<td>Clarify objectives. Recap of the story so far, key characters, storyline, emerging themes, personal responses.</td>
</tr>
<tr>
<td><strong>Strategy check:</strong></td>
<td>Teacher distributes Strategy check-cards, Narrative hooks prompt sheets and then discusses expectations for developing active reading skills.</td>
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</tbody>
</table>
| **Independent reading and related task:** | Students read pages 21–29 independently. They are reminded of the need to find textual evidence to support their ideas. In pairs, they are asked to discuss, with reference to this chapter:  
  • Which narrative hooks the writer uses in these pages to entice the reader. |
| **Return to text: developing response** | Students share findings with the whole group. Teacher introduces the idea of prior knowledge enhancing our reading and aiding our speculations. The group then discuss these questions:  
  1. What do you already know about Germany and Poland during the last months of World War II in Europe?  
  2. Which books have you previously read, or films have you seen, that help us understand the background to *The Boy in the Striped Pyjamas*?  
  3. What kind of story is *The Boy in the Striped Pyjamas*?  
  4. What are the clues in terms of mood/tone/setting/action that helped you decide?  
  5. What can you speculate about how things are likely to change for Bruno in the future? |
| **Review (reading target and next steps):** | Which strategies did they use whilst reading?  
Set next task: read pages 30–38 before the plenary. |

**Evaluation:**
## The Boy in the Striped Pyjamas

### Lesson 8

<table>
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<th>Resources: Narrative/authorial voice prompt sheet</th>
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<tr>
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### Text focus (attach text extract):

*The Boy in the Striped Pyjamas* by John Boyne pages 193–199

### Teaching sequence:

#### Introduction to text:

Clarify objectives. Recap of the story so far, key characters, storyline, emerging themes, personal responses. One student recaps in particular on pages 186–192.

#### Strategy check:

Teacher distributes Strategy check-cards and the Introductory notes on narrative/authorial voice (page 20 of Introduction) and the Introduction to narrative/authorial voice; then discusses expectations for developing active reading skills.

#### Independent reading and related task:

Students read pages 193–199 independently. They are reminded of the need to find textual evidence to support their ideas. In pairs, they are asked to discuss, with reference to this chapter:

- how the writer portrays Bruno;
- how Bruno contrasts with Shmuel.

Students share findings with the whole group. Teacher reminds students about differences between narrative and authorial voice with reference to the introductory sheet.

The group then discuss:

1. The narrative voice in these pages – what tone does it have? Is it calm, objective, removed from the action and unfeeling? Or is it excitable, subjective, uncertain and fearful?
2. The authorial voice in these pages - do the views of John Boyne show through anywhere in these pages? If so, where?
3. Are there any clues about Bruno’s big adventure and how it might turn out?

The group agree the best examples of narrative voice and of authorial voice they can find in these pages. Select one person to share these examples in the plenary.

**Which strategies did they use whilst reading?**

### Evaluation: