



livello

INSPIRATIONAL MODULES FOR MATHS AND ENGLISH

INSPIRED BY

Blodin the Beast

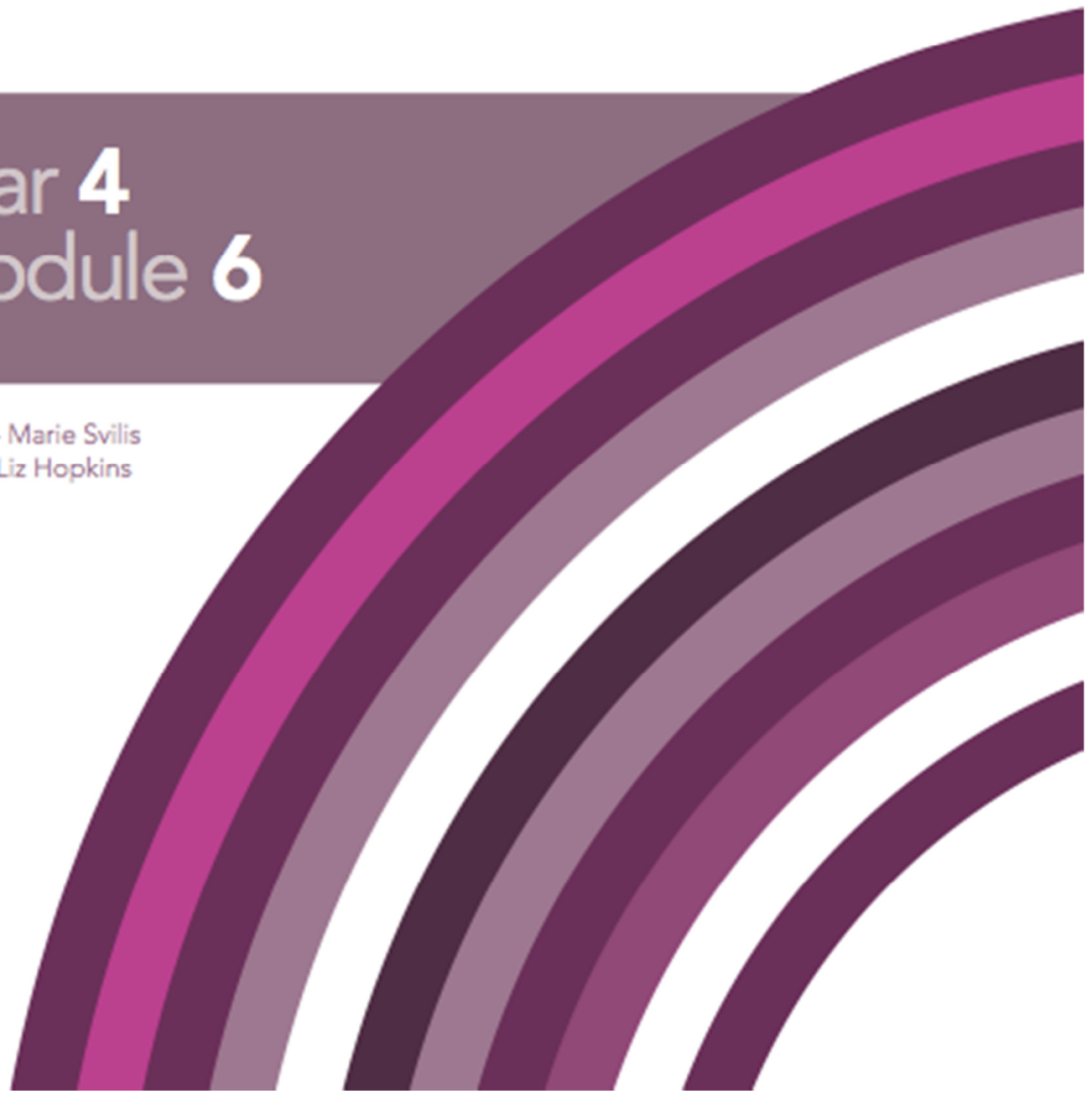
Michael Morpurgo

Published by Pan Macmillan Limited

Year 4 Module 6

English - Marie Svlis

Maths - Liz Hopkins





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Planning time again? Don't worry.

We've got it covered.



Inspirational modules for the new national curriculum

Maths and English

Our passion is about inspiring teachers and engaging learners and that's why we produced this flexible resource just for you.

Faced with a new term and hours of planning, panic no more. Our innovative and comprehensive resource will remove the worry of 'where do I start?' by providing a clear structure for your planning.

We have carefully selected and planned from a range of rich texts and images to motivate and inspire both you and your class.

This resource includes:

- Yearly maths and English overviews, of the new curriculum, which highlight the module's coverage.
- A 6 week medium term plan which clearly structures the objectives and provides a manageable focus for the learning.
- A range of engaging maths and English activities inspired by the selected book.
- Editable word documents of both the Yearly Overviews and the Medium Term Plans are available on request.

We have purposefully left space for you to personalise each module for your own class so all you need to do is adapt and apply it to your learners.

We strongly believe knowledge of your children is essential for appropriate pitch and expectation to ensure impact so feel free to integrate additional activities when you use our inspirational resource.

Liz Hopkins and Marie Sivilis

Note from the Authors

Mathematics:

The maths activities are designed to promote the aims of the national curriculum for mathematics, to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Many of the activities invite further exploration by asking the question “What if..?” and many of the games can be easily adapted to create further challenge. The areas of maths linked to the quality text for this module are not the only possibilities so use your assessment to decide on the emphasis and priorities for your class.

For other maths ideas have a look at www.kangaroomaths.com

English:

The English activities are designed to promote the aims of the national curriculum for English, to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Each module suggests a range of activities linked to comprehension, composition and grammar and punctuation objectives. Many of the activities include additional questions in order to secure or challenge the learner’s deeper understanding and can extend over more than one lesson.

Number and Place Value

Count in multiples of 6, 7, 9, 25 and 1000.
Find 1000 more or less than a given number.
Count backwards through zero to include negative numbers.

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Order and compare numbers beyond 1000.

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.

Fractions (Including Decimals)

Recognise and show, using diagrams, families of common equivalent fractions.

Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of any number of tenths or hundredths.

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Round decimals with one decimal place to the nearest whole number.

Compare numbers with the same number of decimal places up to two decimal places.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Number and Place Value

Displaced Villagers
More Displaced Villagers
Slave Line
Slaves Game
Number Systems

Fractions (Including Decimals)

Dig or Die

Filling Oil Barrels

Barrels of Oil

Geometry

Shanga's Carpet
Shapes and Symbols
Rashka's Carpet

Rashka's Design
More Designs
Shapes and Illustrations

Geometry Properties of Shapes

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Identify lines of symmetry in 2-D shapes presented in different orientations.

Complete a simple symmetric figure with respect to a specific line of symmetry.

Position and Direction

Describe positions on a 2-D grid as coordinates in the first quadrant.

Describe movements between positions as translations of a given unit to the left/right and up/down.

Plot specified points and draw sides to complete a given polygon.

Addition and Subtraction

Slave Totals
How much Oil?

Blodin the Beast
by Michael Morpurgo
Published by Frances
Lincoln Children's
Books

Measurement

A Slurp of Oil

Fuel Consumption

Hosea's Journey
Quest game
Another Quest

Multiplication and Division

(A Slurp of Oil)

(Another Quest)

Vedic Patterns

Statistics

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Addition and subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and division

Recall multiplication and division facts for multiplication tables up to 12×12 .

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Recognise and use factor pairs and commutativity in mental calculations.

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems, such as n objects are connected to m objects.

YEAR 4 Module 6

Measurement

Convert between different units of measure (e.g. kilometre to metre; hour to minute).

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.

Estimate compare and calculate different measures, including money in pounds and pence.

Read write and covert time between analogue and digital 12 and 24 hour clocks.

Solve problems involving converting from hours to minutes, minutes to seconds; years to months; weeks to days.

Medium term Plan

Year 4		Module 6	Blodin the Beast by Michael Morpurgo, published by Frances Lincoln Children's Books	
EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and - facts)				
Count through 0 to include negative numbers Order fractions Equivalent fractions			Recall tables up to 12x12 Multiply and divide by 10 or 100	
Days	Topic	Objectives; children will be taught to:		
7	Number and Place Value	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).		Displaced Villagers
		Identify, represent and estimate numbers using different representations.		More Displaced Villagers
		Round any number to the nearest 10, 100 or 1000.		
		Order and compare numbers beyond 1000.		
		Solve number and practical problems that involve all of the above and with increasingly large positive numbers		Slave Line Slaves Game
		Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.		Number Systems
3	Addition and Subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.		Slave Totals
		Estimate and use inverse operations to check answers to a calculation.		How much Oil?
6	Fractions (including decimals)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		Dig or Die
	Measurement	Recognise and show, using diagrams, families of common equivalent fractions.		Filling Oil Barrels
		Solve simple measure and money problems involving fractions and decimals to two decimal places.		Barrels of Oil
	Multiplication and Division	Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$;		
		Convert between different units of measure (e.g. kilometre to metre; hour to minute).		A Slurp of Oil
		Multiply two-digit and three-digit numbers by a one-digit number using formal written layout		

6	<p>Measurement</p> <p>Multiplication and Division</p>	<p>Estimate compare and calculate different measures, including money in pounds and pence.</p> <p>Solve problems involving converting from hours to minutes, minutes to seconds; years to months; weeks to days.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p>	<p>Fuel Consumption</p> <p>Hosea's Journey</p> <p>Quest game</p> <p>Another Quest</p>
8	<p>Geometry</p> <p>Multiplication and Division</p>	<p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>Shanga's Carpet</p> <p>Shapes and Symbols</p> <p>Rashka's Carpet</p> <p>Rashka's Design</p> <p>More Designs</p> <p>Shapes and Illustrations</p> <p>Vedic Patterns</p>

Displaced Villagers

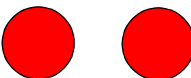
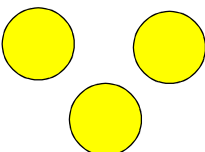
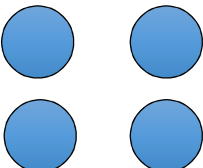
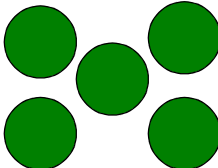
Learning: Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Identify, represent and estimate numbers using different representations.

You need: Place value counters, (coloured counters to represent thousands, hundreds, tens and ones,) place value cards, baseboard.

Blodin the Beast terrorised the land. He flattened town after town and people fled for their lives or became his slaves.

The activity: The population of one of the towns that Blodin emptied was 2345. Make this number using the place value counters on the baseboard.

Th	H	T	U
1000s	100s	10s	1s
			
2	3	4	5

Explain how the 3 can be worth more than the 4. How can a 5 be worth less than a 3?

Show the number using place value cards.

Use the same digits to make some different 4 digit numbers. Talk about them using the language of place value. What is the biggest number of displaced villagers you can make? Explain how you know.

What about the smallest?

Choose 4 new digits and make some new numbers.

Grab a mixed handful of place value counters. What is the number they represent? Make it with the place value cards.

More Displaced Villagers

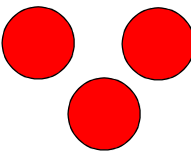
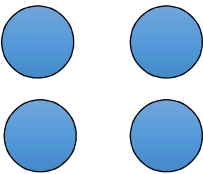
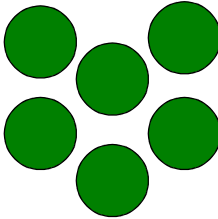
Learning: Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Round any number to the nearest 10, 100 or 1000.

You need: Place value counters, (coloured counters to represent thousands, hundreds, tens and ones,) blank or landmarked number line, baseboard.

Blodin had thousands of slaves working for him, digging for oil, day and night. He counts them to ensure none escape.

The activity: From one of the towns Blodin took 3046 slaves. Represent this number with the place value counters on the baseboard.

Th	H	T	U
1000s	100s	10s	1s
			
3	0	4	6

Talk about the value of the digits. Why do you need a zero?

Plot your number on the number line, then round it to the nearest hundred. Talk about the hundreds your number lies between and why it rounds off as it does.

3046 lies between 3000 and 3100. It is nearer to 3000.

Grab a handful of place value counters, make your number, plot it and then round it off.

Slave Line

Learning: Order and compare numbers beyond 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

You need: 0 – 10 000 landmarked number line, 0 – 9 dice.

Blodin's line of slaves went on and on, out of view along the valley. I wonder how many slaves were in the line.

The activity: If there were 5000 slaves, one behind the other, how long would the line be? How could you work it out?

If 1000 people lined up at your school gate, where would the end of the line be?

How many people could fit on your school playground?

Explore other challenges to develop a sense of the size of the numbers. You could link this to local events, for example, 500 parents want to see the school play, or 1500 cars queuing to get into the supermarket.

Draw a line to represent 10 000 slaves, or use the landmarked number line. Where would slave 2500 be? What about slave 7500? (You may want to link to decimals and fractions here.)

Throw the dice to get a 4 digit number and plot it on the number line. Repeat this for three numbers then talk about them using the language of comparison.

Use the language of place value to explain how you know where to plot the slave.

1975 is more than 1900 and less than 2000. It is only 25 less than 2000 so I will plot it here.

Slaves Game

Learning: Order and compare numbers beyond 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

You need:

0 – 9 dice.

As Blodin razes more and more towns to the ground his line of slaves gets longer.

To play:

One of you decides on a target between 3000 and 7000 slaves.

Target 4500

Take it in turns to throw the dice to get 4 digits. Choose which represents thousands, hundreds, tens and ones to make a 4 digit number as close to the target as possible. Explain your choices out loud to your opponent.

With the digits 3 1 4 and 8, I will try 4831 which is 331 bigger than 4500 but 4381 is closer as it is only 119 smaller than 4500.

Whoever is closest to the target scores a point. You may want to use a number line and jottings to work out who is closest.

You could record your results using < or >.

To win:

The winner is the first player to score ten points.

How much Oil?

Learning: Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation.

The slaves dig for oil and then it is stored in several large vats. Blodin uses the oil at an extraordinary rate.

The activity: If one group of the slaves collects 4673 litres of oil and Blodin drinks 487 litres, how much is left?

If they collect 2546 litres of oil and Blodin drinks 637 litres, how much is left?

How can you check your calculation?

What is the most efficient method to use?

Try using a number line to find the difference, or using a formal column method. Which is most efficient?

Start with 4637 litres of oil. Use the digits 5, 4 and 8 to make a 3 digit number that Blodin drinks.

How much is left each time? Use the inverse to check.

Which three digit number leaves the greatest amount of oil?

What if you try three different digits?

What do you notice? Is it always true?

Use the language of place value to explain how to get the greatest amount of oil left.

What about the least amount of oil?

Dig or Die

Learning: Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Some of the people tried to stand up to Blodin but most just became his slaves.

The activity: Blodin cornered a small group of rebellious villagers.

When cornered $\frac{5}{7}$ of them succumbed to slavery, but $\frac{2}{7}$ of them tried to run for it!

Choose a number between 20 and 50 and find $\frac{5}{7}$ of it.
Which numbers can you find this fraction of exactly?

What would $\frac{2}{7}$ be?

Number of villagers	$\frac{5}{7}$	$\frac{2}{7}$
35	25	10

What do you notice? What about finding sevenths of larger numbers of villagers?

What if $\frac{3}{8}$ of a group made a run for it?

What do you notice?

Why does it happen?

Try other fractions.

Hosea's Journey

Learning: Solve problems involving converting from hours to minutes, minutes to seconds; years to months; weeks to days.

Hosea set off on an unknown journey with just a carpet for guidance and protection.

The activity: On Hosea's second day, as the sun rose, he set off over the mountains. He walked over the mountains for $\frac{1}{6}$ of a day, he walked through the forest for $3\frac{1}{4}$ hours, then trekked over the first dune in 70 minutes. How long did this section of his journey take?

How many minutes was it?

Work in threes. One of you chooses a fraction of a day, one of you chooses a duration in hours, the other one chooses a number of minutes greater than an hour. Calculate the total duration of your times. Will you calculate in hours, fractions of hours or minutes? Can you convert from one to the other?

Fraction of a day	hours	minutes	total
$\frac{1}{6}$	$3\frac{1}{4}$	70	8 hours 25 minutes or 505 minutes

Work in threes again. One of you chooses a starting date and time of your trek, one chooses a number of days to trek, the other chooses a number of hours to trek. Calculate the length of the trek and the finishing date and time. You could set parameters to choose between if you like.

You may want to use a time line to keep track of the trek.

Start	days	hours	Finish
Tues 7 th Oct 13:30	$3\frac{1}{2}$	50	Sun 12 th Oct 21:30

Rashka's Design

Learning: Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Plot specified points and draw sides to complete a given polygon.

Rashka the carpet weaver is so busy he needs to get others to help him keep up with demand. His challenge is to make sure that they stick to his designs.

The activity: Rashka decides that the way to ensure his weavers use the correct shapes in their designs is to give them the shapes on a grid.

One of Rashka's weavers receives his scruffy handwritten grid but it is torn and part of it is illegible. He knows the shape is a kite. What could the missing point be?



List some coordinates that could complete the kite.

Work in pairs and challenge each other to complete given polygons.

What if three corners of a parallelogram are (1,3) (0,1) and (4,1) how many possibilities are there for the missing point? Why?

What if you only had two of the points? Are there more possibilities? Does it make a difference which two points you are given?

Investigate for other polygons.

More Designs

Learning: Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Complete a simple symmetric figure with respect to a specific line of symmetry.

You need: Squared dotted paper.

Other cultures use designs to celebrate and represent important values or events.

The activity: Investigate Rangoli Patterns.

They are drawn during the festival of Divali using coloured powders but can be replicated on squared paper, using bright colours and symmetry.

Lit lamps and Rangoli patterns in the doorway are used to invite the goddess Lakshmi to visit.

Hindus believe that she brings wealth.

Start with two crossed lines (like axes).

Draw three lines in one of the sections then reflect them into the other sections.

Add to your design ensuring each line you add is reflected into the other sections.

Use bright colours to make your design attractive, keeping it symmetrical.



This is an abridged version of
Year 4 Module 6 inspired by Blodin
the Beast – for a free copy of the
complete module go to
<http://www.buzzardpublishing.com>

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Medium Term Plan

Year 4		Module 6	Blodin the Beast by Michael Morpurgo, published by Frances Lincoln Children's Books		
	Comprehension		Composition	Grammar and Punctuation	
Wk	Objective		Objective	Objective	Teacher ideas
1	Asking questions to improve their understanding of a text		Discussing and recording ideas	Extending the range of sentences with more than one clause	Blodin The Beast Moving Mountains When ...
2	Increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally		Composing and rehearsing sentences orally progressively building a varied and rich vocabulary	Using commas after fronted adverbials	Magical Carpets Weaving Carpet Stories That Night, ...
3	Listening to plays + Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		Composing and rehearsing sentences orally (including dialogue), progressively building a an increasing range of sentence structures	Using and punctuating direct speech	Be Brave I Am Too Old Our Chance Has Come
4	Identifying themes and conventions in a wide range of books		Organising paragraphs around a theme	Using the perfect form of verbs to mark relationships of time and cause	I Shall Go West Being Brave He Swallowed The Fear
5	Discussing words and phrases that capture the reader's interest		Proof-read for spelling and punctuation errors	Choosing nouns or pronouns appropriately for clarity and cohesion	He Woke Blodin Is Destroyed Blodin:The Beast
6	Participate in discussion about both books that are read to them taking turns and listening to what others say.		Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Indicating possession by using the possessive apostrophe with singular and plural nouns	Book Awards Book Award Ceremony A Young Man's Courage

Moving Mountains

Learning: Discussing and recording ideas.

The activity: The poor villagers are destined to a life of drudgery, digging oil for Blodin, toiling for him under a hot sun.

Imagine what life must be like for the workers. Imagine the conditions they work in. Do you think you would survive as one of Blodin's slaves?

In pairs, explore the descriptive words and phrases you might use to describe the setting.

Focus of Setting	Example phrases
Working conditions	Toiling beneath a harsh sun Back-breaking labour
Smells	Acrid gases Pungent oil
Sights	Granite boulders Cowering slaves

Use the words and phrases to compose sentences to describe the setting.

As Blodin mercilessly loomed above the slaves...

Compare the illustration on the next page in the book depicting the villages.

How has the illustrator used colour to depict different atmospheres?

Weaving Carpet Stories

Learning: Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.

The activity: Shanga's lifework is to destroy Blodin but he knows that before he succeeds in his task he must finish his carpet. His carpet has all that is good woven into it and it will guide and protect the young boy on his quest.

This carpet is the antithesis of Pandora's box that was filled with all of everything wrong in the world. This carpet is filled with goodness.

What would you weave into your magic carpet?

Explore words and phrases that describe all that is good in the world including abstract nouns such as hope, forgiveness and fairness.

Explore metaphors that convey feelings;

E.g.

a child lying awake in bed on Christmas Eve

a lottery ticket holder

an owner awaiting the return of a lost cat

a handshake after a football match

Create carpet descriptions using metaphorical images.

Woven into my carpet would be...

a shared biscuit between two lonely people

the tweet of a newly hatched bird.

I Am Too Old

Learning: Using and punctuating direct speech.

The activity: The old man declined to join the young boy, as he felt unable to cross the mountains because they were too high.

Compare these two sentences.

“I am too old and the mountains are too high,” said Shanga.

“I am too old,” said Shanga, “and the mountains are too high.”

What is the same and what is different?

Now look at this sentence:

“Then come with me,” said Hosea. “We shall go together.”

What do you notice?

Find other examples of direct speech when the reported clause is not at the end of the sentence.

In pairs, formulate a rule for punctuating direct speech like this?

Examples of direct speech punctuation		
“I am too old and the mountains are too high,” said Shanga.	“I am too old,” said Shanga, “and the mountains are too high.”	“Then come with me,” said Hosea. “We shall go together.”
Rule 1:	Rule 2:	Rule 3:
My examples:		

I Shall Go West

Learning: Identifying themes in a wide range of books.

The activity: Hosea is determined to save the villagers from their dreadful fate so, under the guidance of the wise, old man, decides that he will make the long and arduous journey to the land of plenty and peace.

Think about the three main characters in the story.

Do they remind you of any other characters from other stories?

Main character	Characteristics	Abstract noun	Similar characters from other books
Blodin	<ul style="list-style-type: none">ThreateningHuge	Greed	
Shanga	<ul style="list-style-type: none">CalmThoughtful		Aslan
Hosea	<ul style="list-style-type: none">EagerBrave		

Hosea begins his journey, a journey that will challenge him to face some of his greatest fears.

Thinking of the story so far, what are some of the main themes or key messages that run through the book?

Themes might include:

- darkness and light
- growing up
- inner versus outer strength
- overcoming fear
- power and corruption
- wisdom of experience

He Woke

Learning: Discussing words and phrases that capture the reader's interest and imagination.

The activity: Michael Morpurgo is an accomplished writer who has written books for children of all ages, many of which have won awards or been adapted for screen.

He has an inimitable style of story telling, and his prose seems to flow like water, naturally linking one part of a story to the next.

Look back over Blodin The Beast and select any words or phrases, or examples demonstrating authorial skill (such as repetition) that capture you as a reader.

Continue reading and find additional examples.

Explain why you think the words/phrases you have chosen capture the reader's interest and imagination.

Word/Phrase	Author's intention	Why I like this word/phrase
Blodin the beast <u>stalked</u> the land.		
... it seemed as if the sun did not rise as it should.		
Dune after dune ...		
A great shadow loomed ...		

Read other Michael Morpurgo books and share your thoughts and ideas with others.

Book Awards

Learning: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The activity: Michael Morpurgo has published over 100 books. He won the:

- 1995 Whitbread Children's Book Award for The Wreck of the Zanzibar
- 1996 Nestle Smarties Book Prize for The Butterfly Lion
- 2000 Children's Book Award for Kensuke's Kingdom
- 2005 Red House Children's Book Award and the Blue Peter Book of the Year Award for Private Peaceful

Five of his books have been made into movies and two have been adapted for television.

He was named as the third Children's Laureate in May 2003.

Do you think this book is award winning?

Why?

Read, and discuss, the four book reviews on the following page.

Do you agree with the opinions expressed in the reviews?

Discuss your thoughts about the book with others.

Write a book review outlining the different viewpoints expressed in the class.

Blodin The Beast Book Review

Whether you enjoyed Blodin The Beast is a matter of personal opinion

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Blodin The Beast Book Reviews

1. *'Rare among children's picture books in its skilful blend of words and picture.'* Times Educational Supplement

2. A brilliant book by Michael Morpurgo about a terrible beast that stalks a far away place, destroying the land and wreaking havoc wherever he goes. The wise old Shanga, weaving his strange carpet, with the help of Hosea and his strength, defeats Blodin. The illustrations are little pieces of mosaic art and very detailed and in themselves could be used as a catalyst to a creative piece of writing.

3. *This is a superbly illustrated, exciting children's story from Morpurgo, which captures the attention of young readers. The fast moving narrative with graphic descriptions of both characters and action is bound to be a hit with all. I discovered this book whilst working in a junior school, and the constant demand for this story to be read time after time should give any adult ample confidence that this is a great book, and a fabulous read.*

4. The story of 'Blodin the Beast' was a popular story that I read with Year 6 children. This exciting book tells the story of Hosea's quest to save his people from the destruction of Blodin. Only Old Shanga, weaving his old carpet, has the power to stop Blodin on his journey but he is too old to cross the river. Recognising Hosea's strong determination, Shanga guides Hosea through his journey and gives him strong advice on how to defeat Blodin. This is an excellent story for exploring literacy through drama and involving the children in making decisions about dilemmas.