

# RADIO BOY



## SCHEME OF WORK

**PERFECT FOR:** Students aged 9+; an uplifting, funny story about an ordinary boy with an extraordinary secret; PSHE discussions about what makes us special; creative writing opportunities including poetry, newspaper articles, raps, letters and scripts.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension; Creative Writing;

Writing to Entertain and Inform,

Writing to Persuade, Script Writing

Drama, Speaking and Listening

Design Technology & Art

History

Science

Geography

Computing

Music

PSHE & Citizenship



CHRISTIAN O'CONNELL

# RADIO BOY

SPIKE'S JUST AN  
ORDINARY KID...  
AND A SECRET  
SUPERSTAR DJ.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences from characters' actions and justify inferences with evidence.</li> <li>- Predict what might happen from details stated and implied.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional and appealing products.</li> </ul> <p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>- Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Use computer software to create a presentation.</li> </ul>	<ol style="list-style-type: none"> <li>1. What would you like to do when you're older? What would your dream job be? Why?</li> <li>2. Why does Spike get sacked from his job as a hospital DJ? (page 14)</li> <li>3. Read to the end of page 21. How do you think Holly and Artie will react?</li> <li>4. Why doesn't Spike want his mum to know he's been fired? (page 30)</li> <li>5. What are your first impressions of Holly? Can you describe her in three words?</li> <li>6. What does Dad mean when he says, "There will always be setbacks along the way. What's important is how you handle them?" (page 49) How might this advice apply to you?</li> <li>7. What 'mess' do you predict Spike will find himself in? (page 51)</li> <li>8. Describe the relationship between Spike and Amber using evidence from the story. What role do you think Amber will play in the story?</li> <li>9. How might the story have changed if Dad had joined the Dead Giraffes? Why didn't he join the band?</li> <li>10. Why does Spike hate organised sports and clubs? How do you think he will get on at karate? (page 60)</li> </ol>	<p>Holly's dad, Timothy Tate, is an inventor whose product has been voted 'Most Irritating Product of the Year'. Design and create your own gadget. You may wish to explore 'Until I met Dudley' by Roger McGough and Chris Riddell and write your own explanation text for your gadget.</p> <p>Write a letter to Mr. Harris, persuading him why he should allow the school to set up their own radio station.</p> <p>When was the radio first invented? Who invented the radio? Do you know any famous radio broadcasters? Using PowerPoint, prepare a presentation to be delivered to the class about the history and development of the radio. Try to include animations, interesting slide transitions and sound clips in your PowerPoint presentation.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Discuss and evaluate how authors use language and consider the impact on the reader.</li> <li>- Study different characters' perspectives.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some with vibrations.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Participate in a role play / improvisation task to perform scenes from the book.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the history of music.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a dictionary definition of the following words from Chapter 6: <i>proceeded, demonstrate, meekly, sacred</i>. Can you use them in a sentence of your own?</li> <li>2. Why does Spike hate Martin Harris so much?</li> <li>3. Can you explain the simile 'coiled like a cobra'? What image does it create? Is it effective? (page 71)</li> <li>4. What might Spike be thinking and feeling when he learns that Martin will be launching Merit Radio? What clues were there that this might happen? (page 90)</li> <li>5. Read to the end of page 92. What do you predict will be in the 'mysterious gift-wrapped box'?</li> <li>6. How does the author make the shed seem uninviting? Collect your favourite words and phrases that describe the shed. (page 95)</li> <li>7. Why does the author include a table on page 108?</li> <li>8. How would you define 'regret'? Have you ever regretted anything? What does Dad mean when he says, "Don't get mad. Get even!"? (page 112)</li> <li>9. Dad is wrong to encourage the children to set up their own radio show. Do you agree? Use evidence from the story to support your opinion.</li> <li>10. Spike says that most adventures begin with a feeling of excitement and fear. What does he mean? Do you agree? (page 119)</li> </ol>	<p>How does sound travel? What can you find out about sound waves? Find out how the ear works. Carry out a class investigation to explore how to change the pitch and volume of an untuned instrument.</p> <p>In a group of four, re-create the events from pages 103 to 105. One of you should play Spike, one should play Holly, one Dad and one of you should play Artie. Perform the scene four times; each time considering another character's perspective. Think about what is being said and what isn't being said. Think about how you will change your body language, voice and facial expression each time.</p> <p>If you were designing a radio show, which songs would you include and why? Make a list. Now create a timeline of famous singers, bands and groups from the 1960s to the present day.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Summarise the main ideas drawn from more than one paragraph.</li> <li>- Retrieve and record information.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand the physical geography of volcanoes.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Create a persuasive poster using persuasive features and language.</li> </ul> <p><b>English: Script Writing</b></p> <ul style="list-style-type: none"> <li>- Write a script for a radio show.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the information on page 124 to explain what a mixing desk is.</li> <li>2. Why does Mr. Taggart close the door on page 127? Summarise how he is feeling in one word.</li> <li>3. What might Dad be thinking and feeling when he sees Spike running towards him? Can you use the information to draw and label a picture of Spike? (page 135)</li> <li>4. Read to the end of page 143. Can you think of a name for the radio show? What name do you predict they will choose?</li> <li>5. Read to, 'An idea hit me' on page 161. What do you think Spike's plan will be? What would you do in this situation?</li> <li>6. Spike is wrong to steal the turntable from the hospital. Do you agree or disagree?</li> <li>7. How does the author create tension on page 166? Does it make you want to read on? Why?</li> <li>8. What is funny about Lois Morris's poem? (page 174)</li> <li>9. Why does Artie choose 'Revolution' by The Beatles as the first song? (page 187)</li> <li>10. Read to the end of Chapter 17. Do you think the show will be a hit?</li> </ol>	<p>On page 126, Spike is learning about tectonic plates and volcanoes. Conduct research into volcanoes. How are volcanoes formed? What different types of volcano are there? Why do people live near volcanoes? Draw and label the location of famous volcanoes around the world.</p> <p>Design your own advertising poster for Spike's radio show. Remember to include a catchy title, persuasive language, alliteration and puns!</p> <p>Listen to and read the lyrics to 'Revolution' by The Beatles. Why is this a good song choice for the radio show?</p> <p>Create your own script for a radio show, thinking carefully about the types of topics you would like to include.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify how language, structure and presentation contribute to meaning.</li> <li>- Draw inferences and justify inferences with evidence.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Write a biography, including typical conventions of this style of writing.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Develop a chronologically secure knowledge and understanding of British, local and world history.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Freeze-frame key moments from the book, considering the character's thoughts and feelings.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does the layout of the text change on pages 192 and 193? What impact does it have?</li> <li>2. Spike is wrong to make fun of Martin on the radio show. Do you agree? Why? Why not? How do you think Martin will react? (page 199)</li> <li>3. Spike starts the #bestfailures hashtag. What has been your 'Best Failure' and why?</li> <li>4. How do you think fame will change Spike?</li> <li>5. Use the description on page 216 to draw and label a picture of the tree house.</li> <li>6. What might Spike be thinking and feeling when Katherine calls in? Record your ideas in a thought bubble. (page 220)</li> <li>7. Why does Mr. Harris look like 'a dog chewing a wasp'? What might his facial expression look like? What might he be thinking and feeling? Is this an effective simile? (page 225)</li> <li>8. Do you agree with Mr. Harris that Radio Boy has 'polluted' the children's minds? (page 227)</li> <li>9. Read to the end of Chapter 21. What do you predict Spike will do? How is the show changing him?</li> <li>10. Re-write Chapter 23 from Holly's point of view.</li> </ol>	<p>On page 219, Spike performs a Viking rap. Create your own rap for a period in history of your choice.</p> <p>The students are set the homework task of finding out about the monarchy and why the Queen is so important. Write a biography describing the life and achievements of Queen Elizabeth II. Create a family tree showing the Royal Family.</p> <p>Role-play and freeze-frame key moments in these chapters:</p> <ul style="list-style-type: none"> <li>• The first radio show (page 190)</li> <li>• Katherine's phone call (page 220)</li> <li>• The start of the homework strike (page 237)</li> </ul> <p>How can you show the character's thoughts and feelings at these points in the story?</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Discuss and evaluate how authors use language, considering the impact on the reader.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Create a scene in the style of a movie.</li> <li>- Use intonation, tone and volume effectively.</li> <li>- Understand persuasive language used in debates and why it is effective.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Create a soundscape and think about how to build tension using sound and music.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Write a newspaper report, thinking about the correct layout and language for this style of writing.</li> <li>- Write a balanced argument and hold a class debate.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the arguments for and against carrying on with the radio show.</li> <li>2. Who do you think the phone number will belong to? (page 255)</li> <li>3. Is there a difference between Spike and Radio Boy? Who do you prefer and why? (page 267)</li> <li>4. How does the author create tension and excitement on pages 272 to 275? Which words or phrases are particularly effective?</li> <li>5. On page 280, Spike tries to use 'dormant' in a sentence. Can you write a definition of the word and use it in a sentence of your own?</li> <li>6. What might Spike be thinking and feeling at the end of Chapter 27? Is he getting what he deserves?</li> <li>7. Do you think someone will reveal Radio Boy's true identity? Do you think Spike can trust Holly and Artie? (page 286)</li> <li>8. How does Spike feel when Mr. Harris says, "I know it can't be <i>you lot</i>"? Why is 'you lot' written in italics? (page 298)</li> <li>9. Read to the end of page 302. How do you predict Spike will solve the problem? What would you do?</li> <li>10. Read to the end of page 305. What technique does the author use to make you want to read on?</li> </ol>	<p>In small groups, act out 'Radio Boy: The Movie' from pages 249-255. Think about your intonation, tone and volume. You could even make your own props and costumes!</p> <p>In pairs/small group create a soundscape using body percussion, your voices and instruments to accompany the tense events in Chapter 27.</p> <p>Write a newspaper report for the Gazette News about the pupil's protest in the playground. Remember to include a headline and witness statements!</p> <p>Write a balanced argument about homework in primary school, discussing the arguments for and against being made to do homework. Hold a class debate to share your ideas.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>- Draw inferences and justify inferences with evidence.</li> <li>- Review common themes or ideas in the story.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- To learn about great artists, architects and designers in history.</li> </ul> <p><b>Reading: Understanding Text Types</b></p> <ul style="list-style-type: none"> <li>- Identify and explain the need for different text types in the story e.g. newspaper articles, emails and text messages.</li> </ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss what makes you special.</li> </ul>	<ol style="list-style-type: none"> <li>1. Were you surprised by Katherine’s betrayal in Chapter 30? Why do you think she behaves like this?</li> <li>2. Read to the end of page 321. Who do you think the ‘crazy figure in the doorway’ might be? Why doesn’t the author say who it is?</li> <li>3. How is Mum feeling on page 332? How do you know?</li> <li>4. Read pages 338 and 339. Has your opinion of Amber changed? How has her character developed?</li> <li>5. Why does Spike say he created the Radio Boy persona? (page 343)</li> <li>6. How has Spike’s secrecy affected Mum and Dad’s relationship? (page 349)</li> <li>7. Summarise the events in Chapter 34 in six sentences. Now try and summarise them in three sentences. Can you summarise them in one sentence?</li> <li>8. What lessons do you think Spike has learnt over the course of the story? What might the moral of the story be?</li> <li>9. ‘Fear and doubt kill dreams.’ What does this mean to you? (page 364)</li> <li>10. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Fame, lies and secrecy, identity, power, friendship, bullying, revolution.</i></li> </ol>	<p>Using the theme of <u>music</u> as inspiration, create your own piece of artwork in the style of ‘Violin and Guitar’ (1913) by Juan Gris, thinking carefully about your use of colour.</p> <p>Make a list of all the different text types used throughout the story (newspaper articles, text messages, hashtags, emails). Why are they included? What impact do they have?</p> <p>At the end of the story, Spike asks us to think about what our own superpower might be. What makes you special? Who are the special people in your life?</p> <p>Create character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: Spike, Holly, Artie, Katherine, Amber, Mr. Harris.</p>

