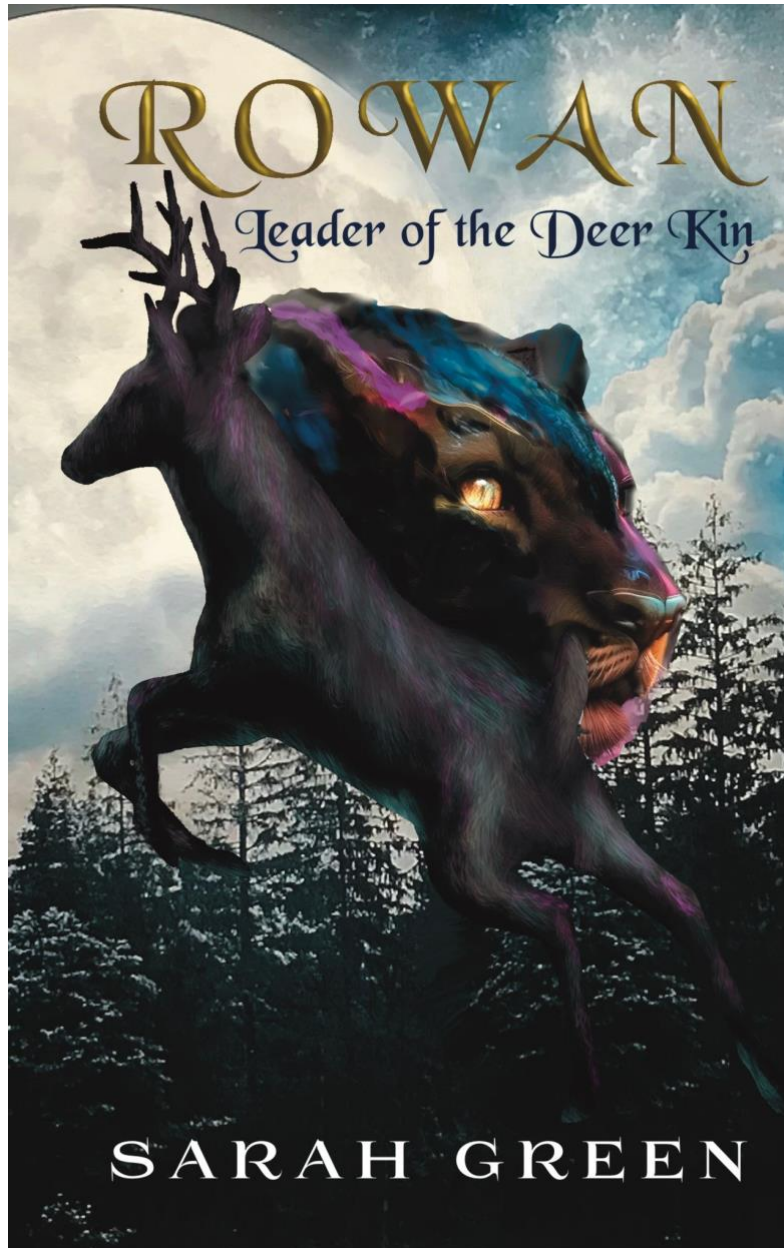


The Teachers'

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With PowerPoint slides and
photocopiable material.
Linked to the National Curriculum

Welcome to your Teacher's Handbook for *Rowan, Leader of the Deer Kin*.

Just in case you're wondering...

Sarah has a degree in Language and Literature from the University of Hull and has extensive experience of teaching in a number of secondary schools. She has been Head of a range of Departments, including English, Media, and Careers. Her pastoral roles included being a Year Head and Sixth Form Deputy. She was involved in piloting GNVQ, writing and lecturing about it during its induction period. She now writes full time and has written ten books for children and teens. She is co-Founder of Thumbnail Books, with author and illustrator, Roger Haines.

In writing the teaching guides and PowerPoint presentations that go with her books she has taken into account key requirements of the National Curriculum.

The KS3 Curriculum states that students should:

- Read a wide range of fiction and non-fiction, including in particular whole books, including contemporary material.

- Learn new vocabulary.

- Know the purpose, intended audience and context of the writing.

- Check their understanding

- Understand how language, including figurative language, vocabulary choices, grammar, text structure and organisational features present meaning.

- Study setting, plot, and characterisation and the effects of these.

- Apply their growing knowledge of language to their own writing.

- Discuss reading, writing with precise and confident use of literary terminology.

Reading *Rowan, Leader of the Deer Kin*, and working with the supporting materials will help students achieve those goals.

Happy Reading!

Teacher Pack Contents.

Units contain a range of material. Some units require more than one lesson to deliver them.

Unit 1: Making the most of the first Chapter [P1]: The Animal Called Man. [PowerPoint 1; slides 1-11]

Includes comprehension; terminology; first, third person, POV; Cliff-Hanger; language work [using the senses] and discussion points.

Unit 2: Chapters: Attack [P5] and Sirrah Tor [P10] [PowerPoint 2; slides 1-14]

Includes comprehension; terminology; story structure; set up > development > payoff ; inciting incident; antagonist; protagonist; character arc. Writing task and extension writing task.

Unit 3 : World Building mythology [PowerPoint 3; slides 1-9]

Reading from P 134 in the book; discussion: using descriptive language; then a focus on culture and belief; comprehension Chapter The Word of the Duir, P 44 in the book; reading an extract in the churchyard P144; discussion and writing tasks; reading an extract Skylar's Myths P163; writing task and extension research task.

Unit 4 : Kennings; Compounds [PowerPoint 4; slides 1-10]

Terminology; building understand of technical terms; applying this knowledge to their own writing. Extension task, identifying nouns, verbs and adjectives..

Unit 5 : Research deer [See your photocopy pack. Also available at the back of the book]

An opportunity for students to read non-fiction, the author's notes. It includes a quiz and requires close reading.

Unit 6 : Roe Deer Fight: Notetaking [PowerPoint 5; slides 1-4; you will also need to access the relevant YouTube video beforehand.]

A link to the video the author used in her research; note-taking and writing task.

Unit 7 : News Reporting [PowerPoint 6, slides 1-8]

Includes on-line research [if you have access to computers]; speaking and listening assignments: assessing headlines and images; pair work interviewing a witness; writing: an article; extension : produce a front page; template provided.

Unit 8 : Settings [PowerPoint 7, slides 1-6]

Includes reading non-fiction, the author's notes on settings. [See your photocopy pack or 248-250 in the book.] Discussion point: write from what you know; drawing a fantasy map for a story of their own; writing part of the story or a blurb for that story.

Unit 9 : Tracking Quiz [See your photocopy pack also available P 252 - 255 in the book]

Speaking and listening: students work in pairs on this fun quiz to see if they can match tracks with various animals.

Unit 10 : Bullying [PowerPoint 8, slides 1-5]

Read chapter 'Old Buck of the Stones, P24 and 'Battle of the Ford, P 29; discussion prompts and student task to make a poster.

Unit 11: The Environment [PowerPoint 9, slides 1-7]

Read two extracts: P 56-59; and 142 highlighting environmental issues; writing task, design a leaflet; extension writing task, write a story about an issue they care about.

Unit 1
Making the most of Chapter 1.
PowerPoint 1
The Animal Called Man

There are a range of suggestions here, including comprehension, terminology, language work and discussion points.

Begin by reading the first chapter with the class!

Check understanding.

There is a lot going on in this chapter so begin by checking understanding.

[[PowerPoint 1, slide 3] lays out the following questions as a comprehension but they should be talked through first.

Chapter : The Animal Called Man

1. What are the men doing? What makes you think so?
2. What do you think the 'Long sticks' are that the men are carrying?
3. What do you think the 'something in tangles' is?
4. Why are Rowan and Bracken hiding?
5. Pick out the detail that tells Rowan that Brack is frightened.
6. How does Mother disguise her approach?

Terminology referred to here as 'Key Words':

As with any writing there is an opportunity to introduce technical terms.

[PowerPoint 1, slides 4-8.]

Information for Teachers:

First person; POV; Third Person.

The book is written in the FIRST PERSON from the POV (POINT OF VIEW] of Rowan.

Third person: he/she/they

Discussion points:

-Why choose first person? [Slide 4]

-More personal? Easier for readers to identify with?

But can be tricky:

-important to get the 'voice' right and sustain it.

-in terms of plot, it restricts scenes to those where the narrator is present.

Why choose third person? [Slide 5]

- Can move between characters and points of view.
- Can move between scenes more easily because the main character does not always have to be present.

Point of View:

First person limits you to a single point of view whereas third person can allow you to shift between characters. The key here is not shift too often, and the writer should always make it clear whose point of view is being used.

Advanced discussion point: [Slide 6]

The **GENRE** of your story might be an important factor in deciding whether to choose first or third person. E.g. a diary-based story like the Wimpy Kid series is best in the first person; a wide ranging story where a lot of things have to be explained, like Harry Potter, is best in the third person.

Note: genre: the type of story such as fantasy; science fiction; romance.

The chapter ends on a CLIFF-HANGER [Slide 7]

Discussion point:

What is the effect of a cliff-hanger on the reader?

Writing Tasks [Slide 9-11]

Using the senses:

Writing can be made richer by using the senses. In Rowan, Leader of the Deer Kin, the author mixes up the senses to try and build the perception of an animal. For example, Rowan is 'blinded by smell, suffocated by noise.'

Discussion Point:

Discuss with the students how they might use the senses for descriptive purposes.

[Slide 11]

Unit 2
Looking at Story Structure
PowerPoint 2
Chapters : Attack; Sirrah Tor

Begin by reading these two chapters with the class.

Check their understanding:

[Slide 3- 4 , PowerPoint 2] lays out the following questions as a comprehension but they should be talked through first.

Chapter : Attack! [Slide 3]

1. What is a fang-claw?
2. What is that scares Rowan when the men have moved away?
3. Why is Rowan's mother in particular danger?
4. What kind of creature attacks Brack? What happens to it?
5. What do you think the 'shadow of fluid darkness' might be?

Chapter: Sirrah Tor [Slide 4]

6. Why does Rowan think that the tree is speaking?
7. Who is Sirrah Tor?
8. Why is Sirrah Tor angry with Rowan?
9. Why doesn't Rowan's mother believe him when he say he saw a 'dark thing' took the fox?
10. What does Sirrah Tor do?

Author's discussion point:

Do the students think that a female roe deer like Mother could really fight off a fox?

(The answer is yes, but canvas opinion. As the author, I would point out that research can turn up some interesting moments to use in a story!)

So the message for would-be writers: research, research.

Terminology: [Slides 5-10]

The main theme of Unit 2 is beginning to look at **Story Structure**.

Information for Teachers:

Most stories are broadly structured like this:

Set up > Development > Payoff. [Slide 5]

THE SET UP

This can also be known as **THE PROMISE**.

-The first few chapters introduce the key characters , the **ANTAGONIST**, the black panther 'One' and the **PROTAGONIST**, Rowan. [See Slide 9 for detail]

-They also feature the **INCITING INCIDENT** that triggers the rest of the story, the appearance of One when she kills the fox.

-It sets up expectations for the readers [the promise.]

Crucially, the set-up is linked intensely to the Payoff.

-In other words the ending of the story must satisfy the expectations we set up in the opening section.

DEVELOPMENT. [Slide 7]

As the story progresses, complications, set-backs, surprising incidents, other characters can be introduced but everything is building towards:

The PAYOFF. [Slide 8]

A 'good' ending is one where the expectations we set up at the beginning are brought to a satisfying conclusion. It can be unexpected but it needs to answer the questions raised at the start in some way.

Author's discussion point:

When readers think that it's a 'good' book, they generally mean that the ending was strong. It worked in the context of the story. Would the students agree? Can they give examples of books with 'good' endings and books which disappointed?

You are advised to cover the following terms in a separate session to avoid overloading the students.

Protagonist: [Slide 9 and 11]

The hero of the story; the main character; the character we are most interested in; it's their story that we are following. In this book it is Rowan.

Author's discussion point:

The danger for a writer is making the protagonist too perfect. It's important to give them some flaw or weakness and above all, ensure that they learn from their mistakes so that the story is a **CHARACTER ARC**.

Antagonist: [Slide 9 and 11]

The villain of the story. In Rowan, Leader of the Deer Kin, the main antagonist is One, the panther.

Villains are a crucial element: no villain; no hero!

Villains usually cause the inciting incident. They are an important catalyst for the story. They also act as a whetstone for the protagonist, forcing them to hone their skills. The antagonist represents challenge, gives them problems to overcome; the protagonist will need to grow and develop if they are to defeat the antagonist.

Terminology introduced: [Slide 10]

Set up > development > payoff

Inciting incident

Protagonist

Character arc

Antagonist

Pulling it all together:

Terms applied to Rowan, Leader of the Deer Kin **[Slide 12]**

Thinking; Planning; Writing Tasks **[Slides 13-14]**

Unit 3

World-Building

[PowerPoint 3]

Note: you will need to photocopy some extracts from your pack for this unit.

Author's note: every story has to be set in context. This is world-building. If the setting is contemporary, that may be a little easier but we still have to create a sense of that world... the smell of coffee... the sound of traffic... But some story-worlds can be created from imagination. For example, science fiction, fantasy. Some story worlds require research. For example, historical stories.

Rowan's world falls somewhere between the two. I researched very carefully the life of roe deer, what they eat, the kind of terrain they prefer etc. However, this is a story written in the first person and that took me into thinking about the culture and yes, spiritual beliefs of the deer. Research told me that roe deer are often seen alone. Being hidden is clearly one of their survival techniques. I interpreted this as Stillness, a state of mindfulness where the deer seek to be one with the earth. I think this is relevant to our own mental health.

Information for Teachers

So world building in the book breaks down into:

- the language and perspective of a first-person narrator.
- Description of the deer and their various habitats.
- Cultural habits such as Stillness.
- Spiritual beliefs such as the Lord Roe, and the Duir.
- The deer have stories and traditions that explain their beliefs.

So lots to unpack! I have divided the work into two sections. We begin by looking at some description of physical detail. Then, probably in a separate lesson, we explore issues about culture and spiritual belief which also contribute to world building.

Physical Description [with an emotional element!] [Slides 4-5]

Begin by asking the students to read the Author's Note **[Slide 4]**

Look closely at the brief extract [Slide 5]

Speaking and listening: students discuss a couple of questions in pairs.

Culture and Belief [Slides 6-7]

Read and discuss the Author's Note. Then read/re-read Chapter 'The Word of the Duir', Page 44, with the class.

There's a lot going on in this chapter, so begin by checking understanding.

[Slide 7 lays out the following questions as a comprehension but they should be talked through first.]

Chapter : The Word of the Duir

1. What are the men doing? What makes you think so?
2. What are they wearing? What makes you think so?
3. How does Rowan and the other deer respond when they see the men?
4. How does this make them feel.
5. What is the Duir?
6. Why is it important to the deer?
7. What does 'taboo' mean?
8. What effect does the Duir have on Rowan?

Read the extract about the deer arriving in the churchyard **[In your photocopy pack]**, taken from P144 in the novel.

Speaking and listening: students talk in pairs about what the deer think about the churchyard and about man.

Writing task: student write an extract from a story where someone arrives in a puzzling and unfamiliar setting. This could be arriving on a strange planet or a time-traveller arriving unexpectedly in the past.

Myth

Read Skylar's Myth **[[In your photocopy pack]** p163-164 in the book.

Writing Task: Students to write some deer myths of their own.

Possible extension: research myths of First Nation People of North America.

Unit 4

Looking at Kennings/Compounds

[Power Point 4]

Information for Teachers:

First a technical point: Kenning is a *literary* term, originally used to describe poetic devices in Anglo-Saxon poetry.

The process of combining two words to create new meanings is also known as compounding, combining words to create *literal* meaning, a grammatical term. [As defined in the National Curriculum]

Key Words [slides 3-4]

Begin by introducing the terms, kenning and compound. [Slide 3]

Check that the students understand metaphor and simile [Slide 4]

Discuss the kennings quoted from Beowulf [slide 5]

Read the author's note [Slide 6]

Rowan does not understand the world of man. The author shows that by making up some language for him, such as Fang-claw. This use of kennings is characteristic of his language and also his way of thinking. For example, 'kill-stick' is quite revealing about what he understands.

Rowan's Kennings [Slide 7-8]

Students work on decoding some of Rowan's kennings and then creating some of their own for him.

Answers to the slide: Fang-claw: enemy; Kill-stick: gun; Man-hive: city; Sky-throb: helicopter; Cave-trail: tunnel; Noise-monster: JCB; Stone-tree: church; Wing-fire [this one is hard!] the sudden glimpse of bird in flight.

Kennings, Compounds. What's the difference? [Slide 9]

Working with Compounds [Slide 10]

Students find current compounds and create dictionary entries for them. [Extension: identify noun, verb or adjective]

Unit 5 Research

[See photocopy pack]

This unit gives students an opportunity to read some non-fiction and learn the importance of research. You will need to photocopy the Sheets ‘Some Facts About Roe Deer’; the quiz ‘How savvy are you?’ and the answer sheet. Also available in the back of the book, beginning on P 244.

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Unit 6 Taking Notes **[PowerPoint5]**

Below is a link to the video I followed in order to write the battle scene, P86 in the book. If the link doesn't work, apologies, but you should be able to simply search his name on YouTube and click on the roe deer battle.

- Run the video for the class **[Slide 3]**
- Read the chapter ‘Battle’ , p86 with them
- Ask them to close the book
- Run the video again; ask the students to make notes as they watch, pausing the video if necessary.

Students have a choice of the following tasks: **[Slide 4]**

Now either

1. Write a commentary of the battle as if it was a sports event.

OR

2. Write a commentary for a nature programme using this footage.

If you wish, they could record this as a piece of speaking and listening.



Servee Wijsen <https://www.youtube.com/watch?v=guLKsc4Q7y4>

Unit 7

News Reporting

[PowerPoint 6]

Author's note: [Slide 3]

I wrote *Rowan, Leader of the Deer Kin* for two reasons. Firstly that I see a lot of roe deer around my home in Gloucestershire. Secondly, I became interested in the idea of big cats roaming the British countryside when a close friend saw one at Pauntley, near Gloucester. That set me thinking and this book is the outcome.

Review press coverage [Slides 4-6]

A look at some headlines and images in the press.

If you have access to computers, the students could research stories in the press about big cats.

Discussion Point: what is their opinion? How reliable is the evidence? Could photographs be faked, for example?

Witness Interviews. [Slide 7]

[Speaking and Listening]

Students to work in pair.

1. Prepare a witness statement of how you saw a big cat in the British countryside.
2. Prepare questions that a journalist might ask.
3. Students interview each other.
4. Write the Article.

Extension : [Slide 8]

Students can produce a front-page newspaper article covering this 'sighting' of a big cat, using the template on the slide as a guide to layout.

Unit 8

Settings

[PowerPoint 7]

This unit begins with reading non-fiction, the detailed author notes on the setting for the deers' epic journey, **[in your photocopy pack or p248-250]**

Discussion point: writing from what you know.

Students can read the notes and also see the map that belongs to the story.

Student tasks:

-Draw a fantasy map for story of their own.

-Writing task: write part of their story or write the blurb for the story.

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Unit 9

Tracking Quiz

Speaking and listening: Working in pairs, students can tackle this fun quiz trying to match tracks with various animals. **[See your photocopy pack or p252-255]**

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Unit 10

Bullying

[PowerPoint 8]

Read chapter 'Old Buck of the Stones, P24 and 'Battle of the Ford, P 29.

Bullying is clearly a highly sensitive issue and one that needs to be discussed frequently. Bullying is a strong theme in the novel, and Rowan really struggles to overcome the bully Twayblade. Reading literature can help students explore their feelings about such issues.

Discussion prompts **[Slides 3-4]** and student task to make a poster.

[Slide 5]

Tip: if students reluctant to talk, ask them to write a comment about bullying on a post-it note and use that as the basis of discussion.

Unit 11

The Environment

[PowerPoint 9]

The focus of this unit is the way writing can move us or make us think. The key is the very challenging writing task. Students are asked to write a story to highlight an issue they care about.

Read the author's note: [slide 3]

Author's Note: when you write about wildlife in the first person, it really makes you think about the impact that man is having on the environment. And when you map an epic journey across the British landscape it does focus the mind!

The roe deer live in the 'fringes' of human existence and man is eroding their territory more and more. This is a theme that runs throughout the book.

[Slides 4 and 5] Two extract to read: the first when the deer see the men building a road towards the territory [P 56-59 in the book;] the second when they find themselves in the man-hive [P. 142 in the book.]

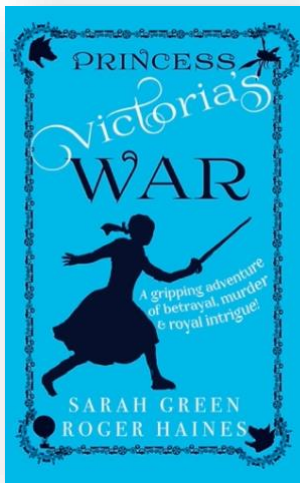
[Slide 6] Students design a leaflet

[Slide 7] Key challenge: students write a story to highlight an issue they care about.

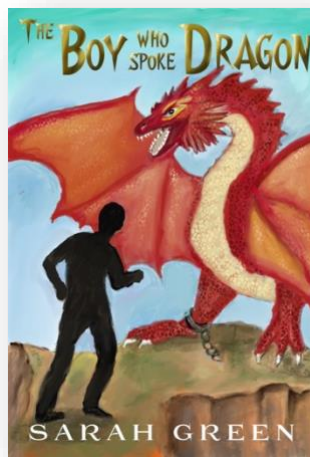


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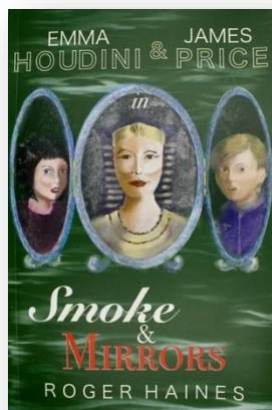
Princess Victoria battles to save herself and her



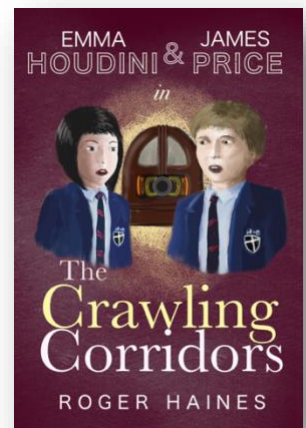
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James Price's little brother is kidnapped by a phantom jailer. Can Emma Houdini help?



Houdini and Price Book 2. The fair is in town



Houdini and Price Book 3. Can James and Emma

