

LOOK BOTH WAYS

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KS2 NOTES FOR TEACHERS & LIBRARIANS

RESOURCES: BLOCK BY BLOCK

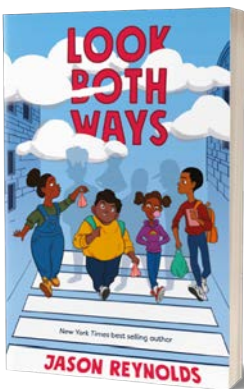
For use in the classroom or at home.

Includes for each story:

- Comprehension and Inference Questions
- Writing Tasks
- Suggestions for Extra Activities



ABOUT THE BOOK



A Tale told in Ten Blocks.

When the bell rings and school is finished for the day, the walkers are finally set free. For ten blocks they have no-one telling them what to do; they can talk about bogies, skateboard, plan dramatic escapes, make jokes, face bullies, and hear about the school bus that fell from the sky... In ten stories (one per block), find out what really happens on the walk home from school, when there are no parents or teachers to supervise (or stop the fun!). From hilarious escapades to brave challenges, join the walkers for one journey and many, many detours...

BLOCK	COMPREHENSION AND INFERENCE	WRITING TASKS	EXTRA ACTIVITIES
1. Marston St.	<ul style="list-style-type: none"> • How do all the 'best' stories begin? How do all the 'good' ones begin? • What are your first impressions of Jasmine? • Who is TJ to Jasmine? • What has happened to Jasmine? Why has she had a 'rough' time? • What is Marston Street like (page 12)? • Why do you think Jasmine chooses to be 'a water bear'? • What does TJ mean when he talks about his 'old mother'? • Why do you think Jasmine and TJ tell Ms. Macy they learned 'nothing'? 	<p>In the final few pages of this story, Jasmine and TJ decide that they can call themselves 'water bogey bears'. Write a list of the reasons that bring the two friends to this conclusion.</p>	<p>LITERACY / ART / PSHE = Draw the insides of the locker described on page 3. Create some 'Friendship Flags' for your own best friend.</p> <p>SCIENCE = Jasmine suffers from something called 'sickle cell anaemia'. Carry out some research into what this is. How can it affect someone, mentally and physically?</p> <p>GEOGRAPHY = Imagine your own walk home from school. Draw and label a map of your journey. What is around you as you walk?</p>

<p>2. Placer St.</p>	<ul style="list-style-type: none"> • Who or what are ‘the Low Cuts’? • Why do the Low Cuts feel like they have to steal? • What do Bit, John John, Francy and Trista have in common? • Why is Bit the ‘obvious leader’? • How does Ms. CeeCee treat the children? Why? • What did you expect the Low Cuts to do with the money they made? • What do they really do with the money? What does this tell you about them? • What do you learn about Bit? 	<p>Complete Ms. Broome’s English homework: write about being something else (page 28). What do Bit and Trista choose?</p>	<p>LITERACY = Write a diary entry in role as one of the Low Cuts, sharing their challenges in life, their worries and their fears.</p> <p>MATHS = Present the calculations that the Low Cuts make when selling their sweets. What is their profit?</p> <p>PSHE / ART, DESIGN & TECHNOLOGY = Design a sweet or an ice cream especially for someone you love. Give your design a name and a special type of packaging.</p>
<p>3. Bastion St</p>	<ul style="list-style-type: none"> • What would Pia have done if she’d known ‘that the journey home would be different’? • What does Pia’s skateboard represent for her? • What is happening to Stevie at school? Why doesn’t he do anything? • What are the possible reasons for Marcus’s behaviour? What do we learn about him on page 57? • How is the theme of miscommunication or misunderstanding explored? • What happened to Santi? • What does the broken skateboard signify? • How does this story make you feel? 	<p>Re-write the scene in which Pia is confronted by Marcus – from Stevie’s point of view. How does he feel here? What is going on inside his mind? What does he observe about the characters around him?</p> <p>Write a poem inspired by Pia’s skateboard and what it means to her.</p> <p>Make a note of any elements in the story that you can connect to the previous two stories.</p>	<p>PSHE = This story explores the effects of bullying and how it can damage people’s lives. Write a list of bullying behaviour. How do bullies hurt people? Then, write down possible reasons for this behaviour. What emotions lie behind it? Consider how this can help you manage bullying behaviour.</p> <p>LITERACY / PSHE = The phrase ‘maybe if...’ is used quite often in this story. Find examples of where it is used and what it leads to. How does it contribute to the miscommunication between the characters? How many ‘maybe ifs’ do you experience in your own life?</p>

<p>4. Portal Ave..</p>	<ul style="list-style-type: none"> • What ‘differences’ does Fatima note down in her checklist? What can you tell about Fatima’s personality from these lists? • How does Fatima describe the houses on page 66? • What do you think is the significance of the ‘school bus’ image in the book? • Why is Fatima interested in the boy with the notebook? • Who or what does Benni represent? • What does it mean to ‘look both ways’ in the story? 	<p>Using Fatima’s as a model (pages 63–67, 76–78), write your own checklist of your journey home – noting down the things that stay the same, and any ‘differences’ on the particular day you choose to write your checklist.</p> <p>Complete Ms. Broome’s English assignment. What do you wish you could become to change the world? Do you think the small actions that Fatima mentions at the end of the story can change the world (78)?</p>	<p>LITERACY / PSHE = Think about what it means to ‘look both ways’. Choose a situation or character from one of the stories that you’ve read. Draw a signpost template; inside the template, write down the different ways you can interpret that situation or character. Then, do the same thing for yourself or someone you know. Why is it important to ‘look both ways’ or see different sides to a person or situation?</p>
<p>5. Burman St.</p>	<ul style="list-style-type: none"> • Why does Bryson’s mother let him stay home? • Why do you think Bryson’s mum makes him delete his apps? • How are video games important in this story? Why do you think the author chooses to reference them? • How does Ty feel at school? Why? • What is meant by the phrase: ‘Ty knew the anxiety of a kind of war’? • How does Bryson defend Ty? • What does Bryson’s father’s phrase mean? ‘Those that scar you are you.’ • Why are rumours and gossip important in the story? • What is the significance of the thorns and the roses at the end of the story? 	<p>Write a summary of why the story’s title ‘Call of Duty’ is important. What does the title mean in a literal sense? How does it refer to the main characters: Bryson and Ty? What about the game, Call of Duty? Note down where this features in the story and what it might symbolise.</p>	<p>PSHE = Consider the phrase ‘Toxic Masculinity’. What does it mean? Draw an outline of a male figure. Around the outside of the figure, write down all the things that boys are ‘meant’ to do. For example: be strong, dependable, boisterous. On the inside of the figure, write down all the things that boys might really feel or want to do deep down. How does this diagram help to show what we mean by ‘toxic masculinity’?</p> <p>DESIGN & TECHNOLOGY = Design a video game that you think summarises your experience of walking home or travelling home.</p>

<p>6. Chestnut St.</p>	<ul style="list-style-type: none"> • What are the differences between Simeon and Kenzi? • How is the theme of 'opposites' explored in the story? • Why does Simeon act as Kenzi's 'bodyguard'? • Why is Chestnut Street a 'paradise' to Simeon and Kenzi? How do other people see it? • What does Kenzi wish for? How does this bond him to Simeon? • How is the theme of 'looking both ways' important in this story? 	<p>Write an imaginary dialogue between Simeon/Kenzi and another person who does not live in their neighbourhood. Show the different perspectives of Chestnut St. between those who live there and those who don't. How would Simeon and Kenzi defend their 'kingdom'?</p>	<p>LITERACY / PSHE = Write down all of the 'opposites' that you can find in the story. Use them to create a game of Pairs for your classmates. Can they find the pairs of opposites? Why do you think it's important to understand that opposites can be bonded together – even if they are completely different?</p> <p>PSHE / LITERACY = Create your own secret handshake with a friend and write down instructions for someone else to learn it!</p>
<p>7. Nestle St.</p>	<ul style="list-style-type: none"> • What does Satchmo Jenkins 'never miss'? • What is Satchmo scared of? How is 'fear' important in the story? • Why do you think the author describes the incident between Brutus and Satchmo as 'a game'? • How does Satchmo feel when he sees a dog? Pick out any words or phrases. • What is the effect of the italicised text on pages 132–137? • Do you think Satchmo needs his 'master plan'? Why or why not? • What does the phrase 'love-love' signify? What does the dog mean to Mr. Jerry? 	<p>Write a Master Plan of your own using Satchmo's as inspiration (pages 132–137). What fantastical plan can you come up with to defeat your biggest fear? Why do you think we come up with plans like this when we are fearful and anxious?</p>	<p>LITERACY / PSHE = What is FEAR? How do we feel when we're afraid?</p> <p>Read the story again. Draw a small circle. Inside it, write down the fear Satchmo has – where it begins. Then draw an overlapping medium-sized circle. How does that fear become something bigger? Then draw a final, larger circle. How does Satchmo's fear get so big, it almost takes over his life?</p> <p>Complete this exercise again but for yourself. When have you felt fear that takes over or overwhelms you?</p>

<p>8. Southview Ave.</p>	<ul style="list-style-type: none"> • Why do you think Cynthia is called Cynthia “Say-So” Sower? • Why does Mrs. Stevens give Cynthia ‘these five minutes at the end’? • Who are Cynthia’s heroes and superheroes? • What does humour mean to Cynthia? What is the importance of ‘laughter’ in the story? • Why does Cynthia choose the time of 3.33pm for her live show? • What is Cynthia doing for Cinder? • What is the significance of Cinder’s joke at the end of the story? 	<p>Write down your Top Five favourite jokes in the story. Have a go at writing one of your own!</p>	<p>HISTORY / CITIZENSHIP = Carry out some research into the history of comedy. Create a chronological timeline of important figures and events. Who is Charlie Chaplin (mentioned on page 157)?</p> <p>DRAMA = Host your own Classroom Comedy Show. Try to give everyone a turn at delivering a joke or performing a longer monologue a bit like Cynthia’s. What skills do you need to have to do this?</p>
<p>9. Rogers St.</p>	<ul style="list-style-type: none"> • Why does Gregory’s crew want to help him out, today ‘of all days’? • How does each of the friends offer something different to Gregory? • Can you find examples of humour in the story? Does it make you laugh? • Is it important to be honest with your friends? Why or why not? • How does Sandra react when Gregory reads out his note? • Why is the awkwardness between Gregory and Sandra effective? • Why is the final line powerful? What does it suggest might happen? 	<p>Write a list of the things that Gregory’s crew does for him to help him prepare for meeting Sandra.</p> <p>Write down some advice for one of your friends going into a nerve-wracking situation.</p> <p>Write the rest of Gregory’s note to Sandra. What other awkward but sweet compliments do you think he gives her?</p>	<p>LITERACY / ART = In a template of a school bag or rucksack, note down or draw each item that the friends use to ‘beautify’ Gregory so that he is ready to meet Sandra.</p> <p>LITERACY / GEOGRAPHY = Using all the clues in the book so far, find connections between the different stories and the characters. Draw a map connecting all the streets, with the school at the centre.</p> <p>LITERACY / PSHE = Find examples of good friendship in the story.</p>

<p>10. The Corner of Portal Ave.</p>	<ul style="list-style-type: none"> • 'A school bus is many things' suggests that there is so much more to everything (people, situations, objects) than meets the eye. How is this idea expanded in the book? • How is the creativity of young people explored in this story? • Is the explanation of the school bus falling from the sky what you expected? Why or why not? • How are all members of the community celebrated in the story? • How does everything come together in this final scene? 	<p>Write notes like Canton's about your own school environment or neighbourhood (page 196).</p> <p>The book ends with the line: '[...] a school bus is many things. So is a walk home.' Reflect on what this means. Write your own short story inspired by your walk / journey home.</p>	<p>LITERACY / ART = Create a template of a school bus. In each window, illustrate moments or characters from the story. Who is your favourite character? What is your favourite story? Why?</p> <p>LITERACY / CREATIVE WRITING = 'A school bus is many things' (page 181). What is a school bus to you? Write a poem inspired by this image or by the stories in Look Both Ways. How has this book inspired you to think about things differently?</p>
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