**Suggested Activities**

- Are the children aware of any ‘local myths or legends’ surrounding a particular building or area? Share stories and discuss their origin and purpose
- Do not show pupils the book cover. Read the introduction to the text and summarise the information provided. Sketch a quick diagram of the watertower and discuss in terms of features based on facts and features that have been inferred. Compare the sketches to the image on the book cover and on the introductory page
- Teacher in role introduces a rumour about the watertower (see Watertower Rumours)
- (Chinese Whispers) Pass a simple statement about the watertower around a circle and compare the final version with the original
- (Pairs) Make up a story based on the watertower and tell it, in the form of a ‘rumour’ or urban myth, to partner. Swap pairs and retell the story. Encourage embellishment and refining of detail. Continue to swap pairs and retelling the rumour as necessary, allowing children time to improve the story and to build suspense
- Share the stories as a group. Summarise and reflect upon skills required to tell a story orally
- Record the story in the form of a plan, ensuring all main points are included
- Examine the illustrations of the watertower. Collect vocabulary to describe the tower (search for, and note, alternatives e.g. synonyms). The description could be based on the senses (Watertower Senses Plan)
- Introduce similes to describe the tower – practise creating similes together, selecting vocabulary from pupils’ lists and developing a simile to develop the image
- Repeat above, using metaphors. Create metaphors using similes as a stimulus
- Personification – can the children create a ‘personality’ for the tower? If it were alive, what would it see, hear, touch, taste and smell? What would it think about? What is its purpose?
- Read up to Spike’s descent into the tower. What do we know about the characters of Spike and Bubba so far? What can we infer? Annotate pictures of the characters with vocabulary describing their appearance and personality, or complete Who Am I task
- Hotseat children in role as Bubba and Spike. Encourage questions exploring the nature of their friendship and their feelings about the watertower. Record using Interview Sheet or as a radio interview
- Role play conversations between Spike and Bubba, for example; Spike persuading Bubba to enter the tower. Encourage pupils to swap and take over roles, attempting different approaches to persuade
- Read the extract in which Bubba appears to be alone in the tower. Thought track Bubba – add thought bubbles to the scene. Use to create a monologue
- Stop the story at key moments and role play what happens next
- Role play/improvise events which precede those in the text
- Write a diary entry which must include detailed references to events in the text and the friendship between the two characters as well as information about the setting
- Which character do you prefer? Use Comparing sheets to explore similarities and differences. Hold a debate based around a statement such as Bubba is braver than Spike or Spike is a bully
- Recreate a scene from the text e.g. ‘zombie’ scene and thought track/touch and tell/bring to life
- Improvise/innovate scenes before and after the story
- Create a playscript of extracts/additional scenes to the story
- Write a Newspaper Report about events from the text or a rumour created about the tower. This could involve working in role to interview characters. Prepare suitable questions beforehand and explore real newspaper reports, noting key features of the genre. Draft an Incident Report about the events as a plan for the writing
- Design a book poster promoting the book

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Resources provided

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