

# The Hodgeheg: Activity Plan 2

## Reading Skill:

2g: Identify how meaning is enhanced through choice of words and phrases.

I can talk about word choices and how they affect the meaning of the text.

## Vocabulary and Key Phrases:

Sow, boar, zebra crossing, predict, prediction, evidence.

**Prior Learning:** Children will have read Chapters 1 and 2.

**Reading Task:** Read Chapters 3 and 4.

## Reading Questions

What do you think this chapter will be about?

How do you think Max was feeling at the beginning of Chapter 3? Why?

On page 17, what words and phrases does the author use to make the lorry seem more frightening?

What happened to Max in Chapter 3? Can you summarise what happened?

How do you think he is feeling now? Why?

Why did Max get his words in a muddle?

What did Max call himself at the end of Chapter 3? Why did he call himself that?

What did Ma and Pa do to make Max feel better?

What sort of crossing did Max find at the end of Chapter 4?

## Deeper Reading:

Why do you think the book is called 'The Hodgeheg'?

Can you think of another suitable title for the book?

## Related Activities

**Punctuation and Grammar:** Children find examples in the text (Chapters 3 and 4) where apostrophes have been used for contraction. Complete [Apostrophes for Contraction Activity Sheet](#).

**Challenge!** Children rewrite the passage on page 29 by writing the non-contracted form of the apostrophe words to see how it affects the text.

**Vocabulary:** Children find words and phrases to describe how Max is feeling in Chapters 3 and 4? They should draw a line and write stronger words and phrases on one end and weaker words and phrases at the other end.

**Challenge!** Children find their own stronger and weaker words to describe how Max is feeling. Order them on the line.

**Comprehension:** Children complete the [Comprehension Activity Sheet](#).

**Challenge!** Thinking about Max's character, children should discuss what they think might happen next in the story.

**Explain:** Children look at a copy of the conversation between Max, Ma and Pa in Chapter 4. Children decide which words and phrases suggest how Ma and Pa are feeling after Max got hurt by highlighting accordingly.

**Challenge!** Children should discuss: Do they feel sorry for him or do they think he shouldn't have gone to the road in the first place? They should now write an informal letter to Max advising him for the future.

**Imagine:** Children imagine they are Max. What would they try to do to find a safe way of crossing a busy road without getting injured? Write or draw some instructions for hedgehog road safety.

**Challenge!** Children create a road safety poster for hedgehogs. ✓

**Summarise:** Children write notes to summarise the story so far then write a brief prediction of what they think will happen next. They have a limit of fifty words.

**Challenge!** Children reduce their summary to twenty words.