

Objectives

- To enjoy reading and following the development of a story in English.
- To demonstrate **comprehension of a variety of words and expressions** used throughout the story by using them in related activities.
- To be able to **understand parts of the story at both word and sentence level**.
- To **sympathise with the plight** of the characters.
- To be able to **use imagination and creativity** to work out the mystery.

Word bank

Key vocabulary

Nouns related to werewolves: fur, fangs, claws, paws, tracker

Verbs related to werewolves: change, howl, track, sniff, whimper

Adjectives: messy, smelly, hairy

Key structures

Comparative adjectives (When Buster Changes from boy to werewolf and back.)

Understanding meaning from context (Keeping track of the storyline.)



Tips and ideas

Before reading

- Encourage higher level thinking by getting students to predict the theme of the book from the cover picture and blurb.
- Elicit what the class knows about werewolves and what life might be like for them.

During reading

- Ask quick and frequent concept checking questions.
- Elicit mini summaries from volunteers – different students each time – after each chapter. Give a structure for students to follow: "To begin with..., next..., and finally..."
- Lower order thinking skill activity: application. Get students to guess what is going to happen to Buster each time he Changes.

After reading

- Higher order thinking skill activity: evaluation. Do the students think Miss. Snotgrass's laboratory is bad? How could she do things better?
- Have a class debate on the pros and cons of testing on animals. Students vote on the best motion.
- Apply the knowledge of new vocabulary and structures by re-telling the story in small groups.

Teacher support activities

Great Games: Buster Says...

- Check that everyone remembers how to play Simon Says by eliciting the rules from the class. Firstly, the teacher is Buster and describes what happens when he Changes from boy to werewolf and vice versa.
"Buster says, my arms get longer."
"Buster says, my back gets more arched."
"Buster says, my belly gets hairier."
- The students have to mime the Change.
- If "Buster" doesn't begin with "Buster says...", then the students must stay as they are. If they move, then they are out of the game.
- Once the teacher has led the game a couple of times, then a student can take over the role of Buster. The winner is the last student in the game!

CLIL Link: History, Common Lore–Culture – Mythology & Folklore

- Brainstorm what students know about werewolves – from the story and their own knowledge.
- Encourage the class to suggest other creatures from mythology and folklore that they know about. What physical features and powers do they possess? What kind of character or personality do they have?
- Groups of 4 or 5 students choose a creature they have never heard of before and investigate. They prepare a short presentation, accompanied by an image of their creature and two questions for their classmates.
- The teacher collates the different questions from all the groups onto one sheet.
- Set up tables around the classroom each staffed by two group-members who will present their creature. The rest of the class move around from table to table finding out about the creatures and trying to answer the questions.

English Theatre: Changes

As a group, try to reconstruct some of the episodes from the story when Buster or his family Change from humans to werewolves or back again. Do students remember the reactions of the other characters?

For example, when Uncle Wal came back to The Tower at the beginning of the story, he was angry with Buster and Auntie Paws for not being humans, and he told Buster to Change and then to get dressed, because: "Humans don't go naked!"

Or the time when Buster Changed in town and the old lady saw him, she was terrified and started shouting: "Help! Magic! That dog!... It turned into a boy!" "A naked boy!"

Divide the class into groups – some smaller (3/4), some larger (6/7) – and give them a Scene Card.

Ask them to think about who might be present to witness the Change and how each character might react – What do they say? What do they do?

Remind them that everyone has to do and say something!

Groups re-enact their scenes for each other.

Suggestions for Scene Cards:

- In Prunella's mum's office
- At the police station
- In the laboratory
- On top of The Tower
- At school