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Extract 3

- Read this extract from Chapter 4, where the author uses the reader's knowledge and experience to contrast with Max's, emphasising the hero's vulnerability and youthful ignorance.
- Invite the children to note how the author shares a joke with the reader ('Max Speed 5 mph') – encourage them to decipher the contraction (maximum) and abbreviation (miles per hour).
Ask: If it does not develop the plot, why is it there? (to entertain)
- Challenge the children to identify the verbs and verbal phrases that show Max's progress and actions, highlighting in the process: 'trotted on', 'kept going', 'seeking', 'drew nearer', 'Creeping closer still', 'reached', 'sat and watched', 'wished', 'edged forward', 'watched'. Re-read them together in the order they appear. Ask what they tell the reader about Max's progress. (It is slow, cautious, observant, steady, thoughtful, careful and patient.)
- Discuss how the author uses paragraphs to break up the stages of progress and Max's fresh discoveries on the way.
- Invite the children to find examples of how Max's interpretations of the human world conflict with the reader's understanding. Underline 'at random'; 'bunch of humans' (not the usual collective noun); 'peep-peep-peeping noise warned the traffic not to move'. Discuss Max's fascination with the changing lights and his lengthy reflection on how they work. Ask how and why he would feel differently if they were red and green hedgehogs.
- Point out how the term 'pelican crossing' is never used, as this would be meaningless to a hedgehog.

Extract 4

- Read the extract and discuss its title: 'Green' (means 'go'), 'Cross' (it is about crossing the road), 'Code' (rules, method).
- Ask the children to determine the purpose of the text (information and guidance).
- Underline the names of safety crossings and explain their meanings: 'zebra' (no stop and go signs, just Belisha beacons to alert drivers), 'puffin' (stop and go signs triggered by pedestrians' presence), 'pelican' (stop and go signs synchronised with traffic lights) and 'toucan' (allowing *both* pedestrians and cyclists to cross). Write 'two can' above 'toucan' explaining how the homophone inspired its name.
- Focus on the text's structure. Highlight the numbers, subheadings and bullet points. Elicit their purposes: numbers indicating reading order, subheadings showing the focus of each respective section, bullet points listing a fresh instruction. Query how the bullet points are ordered – circle 'If possible', 'Otherwise', 'Try to'. Discuss the variety of roads the children might cross, from a town centre to the countryside. Discuss how far the instructions cover different circumstances.
- Check the children's understanding of 'islands' (in this context), and 'diagonally'. Sketch crossing a road with a straight line and a diagonal line. Ask which is safer and why.
- Remind the children how subheadings help in retrieving information. Test this by asking which senses help most when crossing roads. Highlight 'Look' and 'listen' in the third subheading. Challenge the children to find each further reference, underlining each use of 'see', 'look', 'listen' and 'hear'. Highlight 'where drivers and riders can see you' (bullet point 3 in section one). Reiterate how *being seen* is as important as seeing.



Extract 3

He trotted on, past the garden of Number 9A with its widow and six kids, until the row of houses ended and a high factory wall began, so high that he would not have been able to read the notice on it beside the factory entrance: Max Speed 5 mph it said.

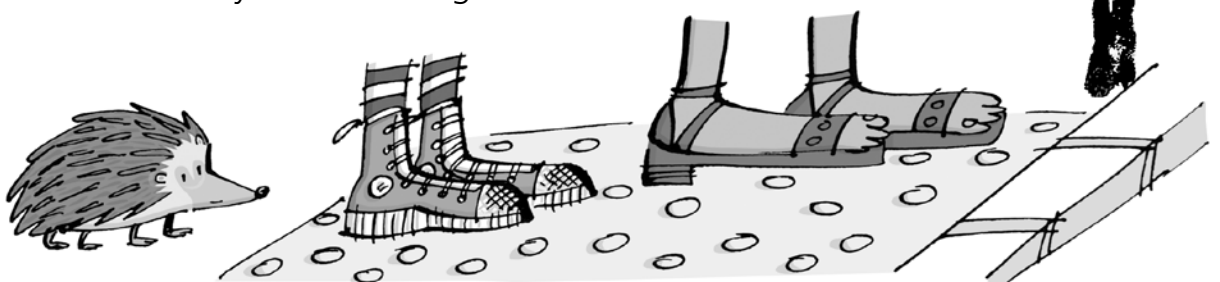
Max kept going (a good deal more slowly than this), and then suddenly, once again, he saw not far ahead what he was seeking. Again, there were people crossing the street!

This time they did not go in ones and twos at random, but waited all together and then, at some signal he supposed, crossed at the same time. Max drew nearer, until he could hear at intervals a high, rapid peep-peep-peeping noise, at the sound of which the traffic stopped and the people walked over in safety.

Creeping closer still, tight up against the wall, he finally reached the crossing-place, and now he could see this new magic method. The bunch of humans stood and watched, just above their heads, a picture of a little red man standing quite still. The people stood quite still. Then suddenly the little red man disappeared and underneath him there was a picture of a little green man, walking, swinging his arms. The people walked, swinging their arms, while the high, rapid peep-peep-peeping noise warned the traffic not to move.

Max sat and watched for quite a long time, fascinated by the red man and the green man. He rather wished they could have been a red hedgehog and a green hedgehog, but that was not really important, as long as hedgehogs could cross here safely. That was all he had to prove, and the sooner the better.

He edged forward, until he was just behind the waiting humans, and watched tensely for the little green man to walk.



PLOT, CHARACTER & SETTING

1. Contrasts

Objectives

To discuss words and phrases that capture the imagination.

What you need

Copies of *The Hodgeheg*, photocopiable page 29 'Contrasts'.

What to do

- Read Chapter 3 and ask the children to look for contrasts between day and night in the town, paying particular attention to sights and sounds. Ask: *Does Max feel safe at the beginning of the chapter? Why? What changes put him in danger?*
- Retrieve contrasting words that describe or imply noise and silence ('rush-hour', 'deafening', 'thunderous', 'roar'; 'quiet', 'silently').
- Discuss words that are used emotively to convey Max's fear ('sheer horror', 'great monster', 'blind panic') and how these add tension to the atmosphere.
- Invite the children to compare the lorry driver's and the cyclist's post-event responses. Ask: *What choices did the driver have? How long did he have to decide what to do? Why did he grin as he drove off? Why did the cyclist pedal 'sadly away'?*
- Hand out photocopiable page 29 'Contrasts'. Encourage the children to use the dramatic words from the chapter when they write their own sentences in the characters' thought bubbles.

Differentiation

Support: Ask children to work in pairs to find the words on the worksheet in context.

Extension: Challenge the children to add a sentence under each speech bubble to describe the event in their own words.

2. Knowing or thinking?

Objective

To participate in discussion about books, taking turns and listening to others.

What you need

Copies of *The Hodgeheg*.

Cross-curricular link

PSHE

What to do

- After reading Chapter 4, sum up how Pa had warned Max 'firmly' that he was 'not going anywhere'; how Max waited until 'Pa was out of the way' before setting off on his second evening of research, and of his response to Ma's question, 'Did Pa say you could go?' Discuss Max's response, and its implications (he goes anyway).
- Write these questions on the board: *Has Max fully recovered from the bump on his head at this stage? Why doesn't he ask Pa's permission? Should Ma stop him leaving? Is Max's disobedience justified? How might the story have ended badly?*
- Explain that you want the children to discuss the questions in groups. Encourage each group member to take a turn to say what they think, while the others listen.
- Bring the class back together to discuss the questions. Close by reiterating 'stranger danger' warnings, such as never getting into cars with strangers, and not going anywhere without asking their parents first. Point out that even in Max's situation, Ma knew where and why he had gone.



Contrasts

- Read these words from Chapter 3 and add them to suitable boxes below. Some fit in more than one box.

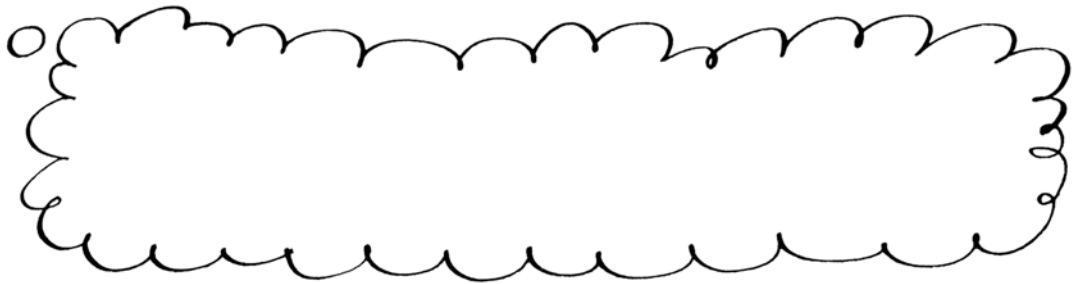
thunderous	painfully	roar	brilliant	tiny	quiet	
deafening	huge	silently	great	horror	panic	blinding

sound	light	size	feelings

- Write a sentence in each character's thought bubble to show their feelings *after* human and hedgehog met in *The Hodgeheg*.



Max



lorry driver



cyclist

