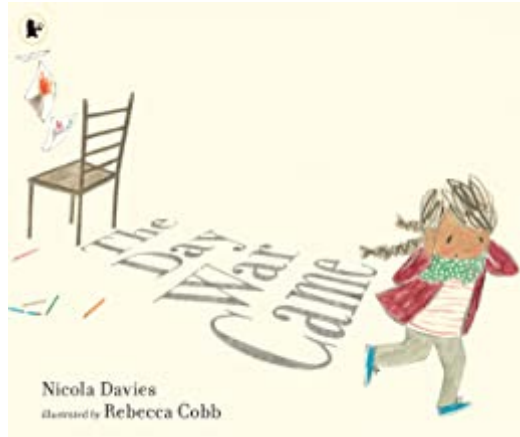


# Read for Pleasure

## The Day War Came

By Nicola Davies and Rebecca Cobb



Imagine if, on an ordinary day, war came and turned your town to rubble. Imagine if you had to make a dangerous journey all alone, with no welcome at the end. Imagine you had lost everything and everyone, and then a child, just like you, gave you something small but very, very precious...

### Title Talk

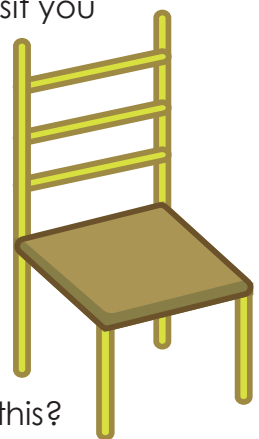
*The title of this story is: The Day War Came.*

- How do you think your life would change if war came to visit you today? Discuss.

### Cover Chat

*Now look at the cover of this picture book.*

- Who can you see? What is she doing?
- What do you think she is running from?
- Where do you think she is running from? Why do you think this?
- Crayons lie on the floor. Her school chair does not face her. Her pictures are floating in the air. What does this chaotic image suggest? Discuss.
- Why do you think she is covering her ears?

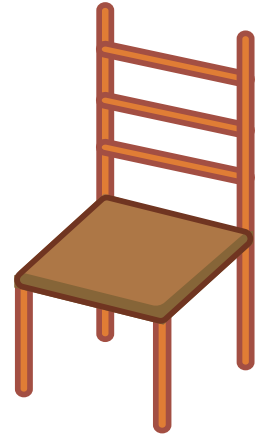


### **Page 1-2**

- What do you see happening in the picture?
- Why do you think everyone is smiling?
- On the day war came, how did the little girl's day begin?

### **Page 3-4**

- What did the little girl do at school before war came?
- How many helicopters can you spot on page 3?
- Why do you think they are flying towards the town?



### **Page 5-6**

- What came first: a voice of thunder or smoke and fire?
- What do you think the voice of thunder is?
- Why do you think the little girl does not understand what this noise is?
- What is the main colour we see on page 6?
- What do you think this colour represents?

### **Page 7-8**

- This colour is continued on pages 7-8. Why do you think this is?
- Where did this noise and fear come across and come into?
- What do you notice has happened to the school chairs that surround the little girl?
- It is hard to see how many chairs have fallen over. Do you think the illustrator made this difficult on purpose? Why might this be? Discuss.
- Why do you think this noise and fear brought the roof down and turned the little girl's town into rubble?

### **Page 9-10**

- Where does the little girl run to when the war begins?
- Would you do the same? Why would this be?
- We see the little girl kneeling amongst the rubble. Why do you think she cannot find the words to describe the blackened hole? Discuss.

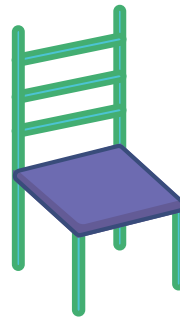
- What does she say the war takes on page 10?
- Is it significant that she is all alone at this point? Discuss.
- How would she feel at this time? Compare this scene with the breakfast scene we began the day with on pages 1-2.

### **Page 11-12**

- Here we see the little girl's journey as she tries to escape the war. What do we call someone who is fleeing war and trying to find a new place of refuge? (A refugee)
- How long and perilous could this journey be? Why?
- She ends her journey on the beach. What lays empty on the sand? Why might this be?
- How might she/you have felt if she/you had spotted these empty shoes on the sand? Why might you feel this way?

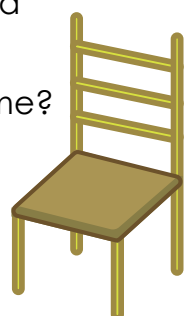
### **Page 13-14**

- The little girl eventually arrives at a row of huts. Why do you think she settles down with a dirty blanket? Discuss.
- She says the war had followed her. What do you think she means by this? Discuss...
- What was it underneath?
- What was it behind?
- What was it in?



### **Page 15-16**

- We see the little girl continue on her journey to escape the war. Look at the four pictures. What do you notice about where the little girl is and how she is being treated in each picture?
- How would this have made the little girl feel? Why? Discuss.
- How is this depicted in the last of the four pictures?
- Why do you think people closed their doors and shut their gates and did not smile when the little girl passed them? Discuss.
- What could they have done to make the little girl feel more welcome?



### **Page 17-18**

- The little girl eventually arrives at a school. What are the children doing when she peers inside the window?
- Does this remind you of anything? (Look back at pages 3-4)
- How might this have made the little girl feel?? Discuss.
- What do you think she will do next? Why might she do this?

### **Page 19-20**

- Read page 20. Describe what happens in your own words and how this would have made a) the little girl, b) the teacher and c) the other children feel.
- What do you think the little girl means when she says that the 'war had got here too'?

### **Page 21-22**

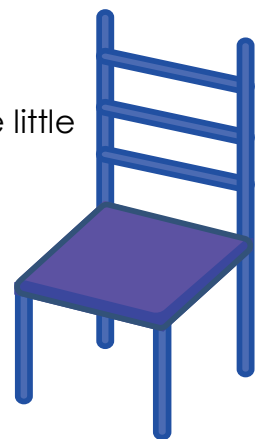
- Where does the little girl head back to?
- Again, the predominant colour here is black. Does this remind you of anything? Why is this?
- She says that 'It seemed that the war had taken all the world and all the people in it'. What do you think she means by this?
- Do you agree or disagree with this? Why? Explain your answer.

### **Page 23-24**

- On page 24 we see a little boy. Have we seen this character before?
- Where? Look back on pages 16, 18 and 19.
- What has he brought with him? Why?
- How might this simple act of kindness 'drive the war out' of the little girl's heart? Discuss.

### **Page 25-26**

- What is the road all lined with?
- Why is this significant? Discuss.
- How might this simple action 'push back the war with every step'?



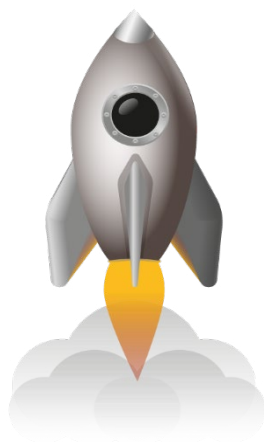
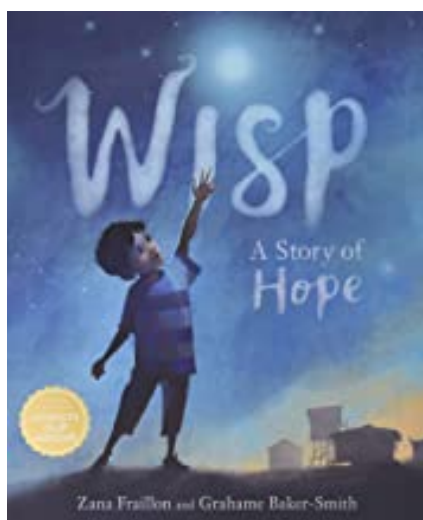
- Would you have given the little girl your chair? Why? Why not?

### Teacher's Note

After reading the author's note on page 27, you may want to visit [helprefugees.org](http://helprefugees.org) to learn more about the work of **Help Refugees** and how you and your class can help.

Setting up an empty chair sat at a desk is a powerful reminder of the key message of kindness this book aims to portray.

Should you wish to explore the theme of refugees further, **Wisp – A Story of Hope** by Zana Fraillon is perfect - a Reading for Pleasure pack for this book is freely available on John's Reading for Pleasure page of his website.



## John Murray

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John is a recognised specialist in developing children's reading and comprehension.

The creator of Reading Explorers, Top Class Comprehension and Reading Rocketeers, his seminars and CPD training focus on the teaching, learning and enjoyment of reading.

An independent Literacy consultant, he aims to support schools to improve their performance and secure best practice. Above all, it is to ignite within us a passion for books and a genuine love for the written word.

His enthusiasm and expertise can be seen throughout his work and his resources and training are used in classrooms worldwide.

“Books are the plane and the train and the road. They are the destination and the journey. They are home.”

Anna Quindlen