WOW! facts

Non-fiction (P) Teacher Book
with Copymasters & CD

by Alison Hawes

Badger
L E A R N I N G

CONTENTS

INTRODUCTION

Non-fiction

It would be hard to overstate the importance of non-fiction in our daily lives. It may not be something we necessarily think about, but as adults at work and at home, the reading and writing we do every day is overwhelmingly non-fiction. The same emphasis on non-fiction reading and writing applies to children in junior and secondary schools.

To succeed at school therefore, it is vital that children become familiar with reading and writing a wide range of non-fiction texts and formats and understand the various structures and features they contain. This can be especially difficult to achieve if you are a reluctant reader.

What is a 'Reluctant reader'?

Reluctant readers don't get on with books!
- They may be reluctant to read because they have never really seen the point of books. Books are BORING! They don't *want* to read. They'd much prefer to be doing something else.

Or

- They may have a special educational need and, although keen to read initially, have found reading such a difficult and frustrating process, that they, too, have become reluctant readers.

But whatever the reason, students that have become disengaged from reading and the enjoyment of books will find themselves:
- struggling to catch up with their peers
- unable to fully access the curriculum.

The WOW! Facts series

The WOW! Facts books have been especially written with reluctant readers in mind. They have been written to spark students' interest in non-fiction and to help re-engage them in the reading process. To this end, the books have been written to the following brief:
- Reading age 7.5-8 (to allow struggling readers access to the text)
- Interest age 10-14 (so the content is age appropriate)
- 1000 to 1250 words in length — the short text and chapter breaks allow the student to gain satisfaction from reading a complete chapter or book
- A wide selection of subject matter (so there is something to engage everyone)
- A clear, clutter-free layout with plenty of space (to help the reader navigate the text and not lose their place)
- Books have a spine and the look and feel of 'real' books (so the reader does not feel patronised)
- Books have colourful, eye-catching covers with the book title in a font to match the title (to make the reader want to pick up the book and look inside)
- High-quality colour photographs, illustrations, maps and diagrams throughout (to add interest and give the book visual appeal as well as presenting opportunities for the reader to gain extra information from different formats).

The WOW! Facts Teacher Book

The WOW! Facts texts are designed to be used with groups of students or individuals, aged 10–14, who are reluctant or struggling readers — or both! This guide has been written to provide an extra resource for busy teachers and is packed with pages of notes and suggestions for mostly literacy-based activities and Copymasters to accompany each text.

There is also a CD to accompany this book. It contains:
- the text in Word of all the books in the series
- the Teacher Book
- the colour covers in JPG and PDF format.

Some suggestions for using this additional resource are given in the Teacher's Notes for each title.

The Teacher's Notes

The notes for each text are set out under the following headings:

About the author ~ a brief biography of the author and their work

Genre ~ the type of non-fiction text or texts used in the book

Features ~ a list of the non-fiction features that appear in the book

Summary ~ a précis of the text and the information it contains

Before reading ~ pre-reading discussion points for you to give students

Tricky vocabulary ~ a list of words that students may need help to decode

Technical vocabulary ~ a list of technical vocabulary that may need to be discussed before reading

After reading ~ suggested questions for you to use with students in group activities and discussions

Non-fiction essentials

1. **Feature finder** ~ a closer look at one or more of the non–fiction features in each book
2. **Text detective** ~ suggested activities to help students practise and improve their research and/or comprehension skills
3. **Let's write!** ~ some suggestions for non-fiction writing for different purposes for you to give to students

Curriculum essentials

Text-based introductory or revision exercises for you to work on with students covering some of the basics of grammar, punctuation, phonics and spelling for students who struggle the most with their literacy skills.
1. **Grammar**
2. **Punctuation**
3. **Phonics**
4. **Spelling.**

More ideas ~ more follow-up activities, either literacy-based or cross-curricular
About the Copymasters ~ summarising the content of the Copymasters
The Copymasters ~ there are two or three Copymasters for each book.

Curriculum links

As the texts in the WOW! Facts series are not aimed at any one year group, the table below has been created to help with planning and assessment, by setting out the areas students will broadly have covered if they have read the texts and worked their way through the discussion points, activities and worksheets in the Teacher Book.

General objectives	Word level	Sentence level
• To understand the terms: fact, fiction and non-fiction. • To identify the different structures and features of non-fiction text types including: report, recount, instruction, explanation and persuasive texts. • To write non-fiction texts, using texts read as models for own non-fiction writing. • To comment critically on the success of examples of non-fiction, the author's intentions and language choices.	**Reading and spelling** • Using phonic knowledge, context and high frequency words to read accurately. • Using a dictionary/spellchecker. • Unfamiliar words; new graphemes. • Soft and hard sounds. • Endings: –er, –est, –ing, –ed. • Apostrophes. • Question words. • Silent letters. • Alphabetical order. **Vocabulary** • Word meaning in context. • Unfamiliar words. • Subject/specialist vocabulary. • Using a dictionary and glossary. • Figurative vocabulary. • Acronyms.	**Punctuation and grammar** • Proper nouns. • Capital letters, full stops. • Commas (separating words in a list). • Apostrophes. • Exclamation marks. • Question marks. • Adjectives. • Organising writing into paragraphs. • Sequencing information logically. • Use of connectives. • Present and past tense. • Imperative verbs. • Variety of sentence structures. • Time connectives. • Synonyms. • Homophones.
Comprehension/Research/Planning	**Writing non-fiction texts**	**Speaking/Listening/Discussion**
• To read for meaning. • To use text to answer simple and higher order questions. • To use images, diagrams and tables to gain information. • To understand implied and explicit meanings. • To locate and extract particular information using headings, subheadings, contents page and index, scanning and skimming, as appropriate. • To be able to identify and select key words and phrases. • To summarise texts and make notes. • Turn notes into connected prose. • To plan writing non-fiction with the help of notes, topic webs and timelines. • To separate fact from opinion, fiction from non-fiction. • To formulate questions for own research and interviews.	• Write lists, labels, captions, headings and subheadings. • Draw diagrams and tables. • Write recounts, reports, instructions, explanations, letters, diary entries, notes and messages. • Write newspaper-style reports. • Write the same event in different formats. • Present an opinion or point of view. • To summarise key points and ideas. • Design an advert. • To use formal and informal language appropriately. • To make use of writing frames as required.	• Reading aloud. • Listening and responding to others. • Taking turns. • Clarifying ideas by talk. • Expressing a point of view. • Validating an argument. • Collaborating in groups or with a partner. • Predicting, explaining and evaluating. • To ask and answer pertinent questions.

1 WOW! FACTS: Rock Bands

About the author

John Rice used to be a primary school teacher and headteacher but now works as a writer, author and education consultant, though he still does some teaching as he enjoys it so much! His books for Badger include teacher and pupil books on maths and spelling for the Maths Sharpener and English Sharpener series.

Non-fiction genre

Information book; report text — partly chronological.

Non-fiction features

Vocabulary page, contents page, headings, subheadings, fact boxes, bullet points, tables, photos, lists, quiz questions and index.

Summary

Overview: This book explains the development of rock music and rock bands from the 1950s to today, looking at some of the biggest names in rock and the instruments and types of rock music they played.

Chapter 1: The first rock bands

 The book opens with a chapter charting the beginnings of rock music in the 1950s with artists such as Billy Haley and Elvis.

Chapter 2: Glam rock, punk and metal

 This chapter continues with the story of rock with the development of new styles of rock music, such as Glam rock, Punk rock and Heavy Metal.

Chapter 3: Rock

 The story of rock continues in this chapter with the development of stadium rock (with bands such as *U2*) and Indie rock (with bands such as the *Kaiser Chiefs*.)

Chapter 4: Instruments

 The book concludes with a look at the three instruments common to all types of rock music (guitars, drums and vocals) and looks at some of the most famous rock guitarists and drummers of the past few years.

Before reading

The *Rock Bands* book is partly chronological. What does it mean if something is written chronologically? *(It is written in time or date order, starting with the earliest to the most recent events.)* What information in this book might be written chronologically? *(The development of rock music and rock bands from its beginnings to today.)*

Tricky vocabulary

These words may be difficult for many students to decode as they are either phonically irregular or contain graphemes with which the student may be unfamiliar.

- For help with words such as style and dyed, see the phonics section below
- For help with words such as chords and rhythm see the spelling section in *Sherlock Holmes*
- For help with words such as wearing, see the phonics section in *Fighter Planes.*

  st**y**le
  d**y**ed
  w**ear**ing
  b**a**ss
  c**h**ords
  r**h**ythm
  micro**ph**one

Technical vocabulary

Students may need help both understanding and reading some of these words. Things to do:

- Ask whether the students have heard any of these words before
- Discuss together what the words might mean
- Practise using a dictionary to look up the some of the meanings
- Help the students to write their own glossary to go with the book.

  swing music
  touring
  virtual band
  amplified
  riffs and licks
  melodica

After reading

Look back at page 19 of *Rock Bands.* Find the questions the author is asking you, the reader, at the bottom of the page.

(If you had the chance to create a rock group what would it look like? Who would you want to be in it?)

Discuss your answers as a group or in twos and don't forget to think of a really cool name for your band – and for yourself, if you are in the band!

Non-fiction essentials

1. **Feature finder —** *text check*

   Non-fiction texts use lots of different ways of sorting and presenting information.

   Working slowly through the book so you don't miss anything, use the checklist on Copymaster (1) on page 11 of the Teacher Book to discover the different non-fiction features the author has used in this book. How many different ones can you spot?

2. **Text detective —** *descriptions*

   Chapter 2 of *Rock Bands* gives us information about the way Glam Rockers, Punks and Heavy Metal bands and their fans used to dress. Draw an outfit for each type of rocker based on the information and photos in Chapter 2. Then write a paragraph next to each picture, describing the outfit and giving details of the hairstyles and make-up worn with it.

   When we describe the way something looks we use *adjectives.* The author uses adjectives such as *wild, crazy* and *spiky* to help him describe how these rockers looked. Use these and other adjectives of your own choice in your writing.

3. **Let's write! —** *labels, captions, fact boxes*

   Draw or find pictures of the three types of guitar used by rock bands. Using the information about these guitars from Chapter 4 of *Rock Bands*, label the guitars and add captions and fact boxes about them. *(e.g. How many strings they have, how they are played, how they are amplified, who famously plays or played guitars like these).*

Curriculum essentials

1. **Grammar** — *the correct verb*
   Using the text from the CD of *Rock Bands,* highlight all the verbs on pages 6 and 7.
   What tense are they? *(The past tense).* Why is the author writing in the past tense here?
   *(The author is writing a report. Most reports are written in the present tense **except** when they are about events and people in the past. The author is writing about events in the 1950s and 60s, so is writing about the past.*
   Using the text from the CD of *Rock Bands*, highlight all the verbs on pages 24 and 25. What tense are they? *(The present tense).* Why is the author writing in the present tense here?
   (The author is writing a report — he is describing what things are like now. He is not talking about past events here.)
   Try and change the tenses in the text, past to present, present to past. Does the text still make sense? *(No, it doesn't sound right!)*

2. **Punctuation** — *capital letters*
   Capital letters are used for many things — including the names of rock stars, rock bands — and their songs! Make a playlist of your favourite ten songs — they don't have to be by rock bands. List the songs in order one to ten, giving the song title and the name of the band or artist and remembering all those capital letters! e.g.
   1. *Another Love* by Tom Odell
   2. *Only Love Can Hurt Like This* by Paloma Faith
   3. *We Were Made For This* by Train

3. **Phonics** — *grapheme 'y'*
   The grapheme 'y' can represent more than one sound. In the word st**y**le, the 'y' is making a long 'i' sound. In the word wack**y,** the 'y' is making a long 'e' sound.
   Check out these other 'y' words from the *Rock Band* book. Some of them have a long 'i' sound like st**y**le, others have a long 'e' sound like wack**y.** How quickly can you work out these 'y' words and sort them into two groups?
   st**y**le, d**y**e, spik**y,** ver**y,** craz**y,** wack**y,** hairst**y**les, Zigg**y,** heav**y,** Ozz**y,** b**y,** ke**y**board**,** melod**y**

4. **Spelling — *plurals***

   Plural means more than one. Most plurals are made by adding an –s (band becomes *bands*) but some are little more tricky (foot becomes *feet*). Use Chapter 2 of *Rock Bands* to help you complete this list of plurals. The first one has been done for you. Be warned, the last two are the tricky ones!

   One band, two bands
   One way, two
   One outfit, two
   One fan, two
   One hairstyle, two
   One boot, two
   One foot, two
   One person, two

More ideas

Webpage: Design a home page for a real or a fictional band. Discuss what information needs to go on the page and the style of writing — should it be formal or informal? What tabs should there be along the top of the home page *(e.g. contact, gigs, photo gallery and so on)*.

Poster: Design a poster advertising a gig by your favourite band or singer. What information will need to go on the poster? *(i.e. The who, when and where of the gig).* Consider how you can make your poster as eye-catching as possible. *(Consider different photos, artwork, colours, fonts and text until you are satisfied you have made the best design possible.)*

About the Copymasters

1. **Non-fiction checklist**

   Students are given a checklist, to record the non-fiction features they find within the book.

   Note: This Copymaster can be used with any of the other books in the WOW! facts series.

2. **Dressing up!**

   Students design an outfit for a Glam, a Punk and a Heavy Metal rocker and write a paragraph of description for each outfit. See the Text detective section above for more details.

Non-fiction checklist

Book Title	Author	Date
Does the book have	**Yes/No**	**Page Number**
A contents page		
An index		
Do the pages have		
Headings		
Subheadings		
Photographs		
Tables/Charts		
Diagrams		
Labels		
Captions		
Bullet points		
Maps		
Lists		
Fact boxes		
Question and answer section		
Quotations		
Quiz questions		

Rock Bands (2)

Dressing up!

Draw an outfit for a member of a Glam rock, a Punk and a Heavy Metal band (or for one of their fans.) The information and photos in Chapter 2 of *Rock Bands* will help you. Then write a paragraph underneath each picture, describing the outfit and giving details of the hairstyle and make-up worn with them. The author uses adjectives such as *wild, crazy* and *spiky* to help him describe how these rockers looked. Use these and other adjectives of your own choice in your writing.

Outfit

Description

Outfit

Description

Outfit

Description