



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

by Alison Hawes

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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 8-8.5 (to allow struggling readers access to the text)
- Interest age 10-14 (so the content is age appropriate)
- 1250 to 1400 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 learn how 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 to 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
<ul style="list-style-type: none"> 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. 	<p>Reading and spelling</p> <ul style="list-style-type: none"> Using phonic knowledge, context and high frequency words to read. Using a dictionary/spellchecker. Unfamiliar words; new graphemes. Soft and hard sounds. Endings – -er, -est, -ing, -sion, -tion, -ies. Apostrophes. Silent letters. Alphabetical order. Syllables. <p>Vocabulary</p> <ul style="list-style-type: none"> Word meaning in context. Unfamiliar words. Subject/specialist vocabulary. Using dictionary and glossary. Synonyms/Homophones/Antonyms. Singulars/plurals. 	<p>Punctuation and grammar</p> <ul style="list-style-type: none"> Capital letters, full stops. Commas (list, fronted adverbials). Apostrophes. Exclamation marks. Question marks. Quotation marks. Colon. Adjectives/Adverbs. Hyphens. Italics. Brackets. Bullet points. Sequencing information logically. Use of time connectives. Present and past tense. Imperative verbs. Acronyms/Abbreviations.
Comprehension/Research/Planning	Writing non-fiction texts	Speaking/Listening/Discussion
<ul style="list-style-type: none"> 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 and timelines. To separate fact from opinion, fiction from non-fiction. To formulate questions for own research. 	<ul style="list-style-type: none"> 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. Formulating quizzes. Writing glossary. Writing index. 	<ul style="list-style-type: none"> 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 partner. Predicting, explaining and evaluating. To ask and answer pertinent questions.

About the author

Jayne Woodhouse thinks she must have the best job in the world as she spends all day doing what she loves best – writing books! She writes fiction and non-fiction for children and resources for teachers. She used to be a teacher herself but now goes into schools to talk to children about her love of writing books. She also teaches creative writing to adults. You can read more about Jayne and other featured Badger authors at www.newresourcesforschools.co.uk.

Non-fiction genre

Information book; report, some chronological.

Non-fiction features

Contents page, vocabulary page, photos, headings, subheadings, tables, fact boxes, labels, lists, quotations, quiz, questions, index.

Summary

Overview: A look at cycling; its history and information about track, road and off- road racing.

Chapter 1: History of cycling

From the hobby horse to the modern bicycle, the book opens with a brief history of the bicycle.

Chapter 2: Track racing

This chapter focusses on track racing, track bikes and some famous Olympic and Paralympic track racers.

Chapter 3: Road racing

This chapter gives information about the Tour de France (the most famous cycle race in the world) and Bradley Wiggins, the first Briton to win it.

Chapter 4: BMX

This section concentrates on BMX racing and freestyle BMX and the equipment and skills needed to take part. The section also includes a BMX quiz.

Chapter 5: Extreme mountain biking

This chapter introduces the reader to the sport of extreme mountain biking, in which cyclists race each other down the side of a mountain!

Chapter 6: Around the world

This chapter looks at some of the countries in which cycling is very popular, such as Holland, China and India.

Chapter 7: Bicycles of the future

The book ends with a short chapter focussing on three new, modern bike designs.

Before reading

Part of *Pedal Power* is written chronologically. (*In time order*). Look at the contents page and see if you can work out which chapter in *Pedal Power* is most likely to be written in chronological order. (*Chapter 1: History of cycling*).

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 spelling *people*, see the spelling section below.
- For help with words such as *huge*, see the phonics section of *How to trek the Himalayas*
- For help with words such as *national*, see the phonics section of *James Bond*
- For help with words such as *cycling*, see the phonics section of *Vampires*.

rough

huge

cycling

covers

people

built

national

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 some of the meanings
- Help the students to write their own glossary to go with the book.

bloomers

velodrome

asthma

tandem

pro-scene

Paralympics

After reading

With the help of chapter one of *Pedal Power*, make an illustrated timeline from the first bicycle to the modern bicycle.

Non-fiction essentials

1. Feature finder – a bigger table

The author of *Pedal Power* uses a table on page 7 to compare the features of an early bike called a Boneshaker and a modern bike. Using Copymaster 1 on page 11 of the Teacher Book, extend the table with two more columns, to compare them with the features of a penny farthing and a hobby horse, too.

2. Text detective – BMX quiz

Using the contents page, find the chapter in *Pedal power* that focusses on BMX. At the end of this chapter is a BMX quiz, where you are asked to match five BMX tricks to their descriptions. If you haven't already done so, have a go at the quiz and check your answers at the end.

Now using the same design, write your own BMX quiz in which the five different types of freestyle BMX competitions need to be matched to their descriptions. The five different types of freestyle BMX competition can be found on page 21 of *Pedal power* but you will need to research their descriptions yourself. Don't forget to write the answers as well, using a similar format to the one the author uses for his BMX quiz. Try your quiz out on a friend.

3. Let's write! – a complaint

Imagine you have ordered a new bike. When you unpack it, you find it is not only the wrong colour, but there is a dent in the handlebars. You go back to the shop to ask them to swap the bike for one in the correct colour and without a dent. The shop manager refuses, saying the bike was perfect when it left the shop, so you must have damaged it yourself. (Which you know you didn't do!)

You email the company that owns the bike shop to complain but your email is ignored. So in the end you decide to write a letter to the chairperson of the company to let her know of the poor service and treatment that you think you have received from her company.

Use the writing frame (Copymaster 2) on page 12 of the Teacher Book to set out your letter. Remember your letter will need to

- be written in formal language
- set out the facts, as you see them, as clearly as possible
- be firm in tone but not rude.

Curriculum essentials

1. Grammar – *singular words*

These words from *Pedal Power* are written in the plural. Write the singular of each word. Take care- some of the words are tricky!

pedals – *pedal*

wheels – *wheel*

brakes – *brake*

skirts – *skirt*

feet – *foot*

people – *person*

2. Punctuation – *brackets*

Do you know what brackets look like and what they are used for?

Flick through Chapter 1 of *Pedal Power* until you find where the author has used brackets.

Read the sentence containing the brackets. Now read it again, leaving out the information in the brackets. Does the sentence still make sense without the information in the brackets? (Yes). So what is the information in the brackets for? (*To give extra information, relating to the sentence, to the reader*).

3. Phonics – *comparative endings*

Adding a different ending to a word can change its meaning. Look how the endings **-er** and **-est** change the meaning of these words from *Pedal Power* and fill in the blanks:

fast-faster-fastest

big-bigger-biggest

healthy-heathier-heathiest

rough-

fit-

heavy-

old-

long-

steep-

hard-

4. Spelling – *people*

People is a word that we frequently use in writing but it is one that many students find difficult to spell. Using this mnemonic may help anyone struggling to spell the word.

People eat oranges, people like eggs

More ideas

BMX course: Design a course for a BMX bike race and label the different features of the course. (*start, finish, berms, straights, different types of jumps and so on*).

Olympic medals: In the 2012 London Olympics Great Britain and Northern Ireland won more medals in the track and road cycling events than any other country. GB was also at the top of the Paralympics 2012 medal table for cycling events. Choose one Team GB Olympic and one Paralympic gold medal cyclist and research and write a profile of each of them.

About the Copymasters

1. A bigger table

Students add their own information to the author's table from *Pedal Power* to compare four different bikes

2. A complaint!

Students write a letter of complaint to a company that refuses to swap the damaged bike they delivered for a new one. See the Copymaster and the *Let's write* section above for more details.

A bigger table

The author of *Pedal Power* uses a table on page 7 to compare the features of an early bike called a boneshaker and a modern bike. Your task is to extend that table with two more columns, to compare the features of a penny farthing and a hobby horse, too. Chapter one of *Pedal Power* and some of your own research should give you all the answers you need. Draw or glue pictures of the different bikes under their names.

Hobby horse	Boneshaker	Penny-Farthing	Modern bike
	Made of wood		Made of metal
	Pedals turn front wheel		
	Saddle made of metal		
	No brakes		
	No tyres		
	No chain or gears		

A complaint!

When you unpack your new bike, it is the wrong colour and there is a dent in the handlebars. The shop manager refuses to change the bike saying the bike was perfect when it left the shop, so you must have damaged it yourself. (Which you know you didn't do!)

You email the company that owns the bike shop to complain but your email is ignored. So in the end you write a letter to the chairperson of the company to let her know of the poor service and treatment you have received from her company.

(Write your address here)

(Write the date here)

Dear.....

(Write Paragraph 1 here – Briefly introduce yourself and your reason for writing.)

(Write Paragraph 2 here – Explain your complaint in more detail. State the facts as you see them.)

(Paragraph 3 here – Write your final sentence or sentences here, indicating the outcome you are looking for.)

(Sign off here.)