

Notes for Lesson Powerpoint Slides

I find a lot of teacher's notes for lessons too detailed so I'm going to keep these simple. I have roughly chopped up the slides into lessons and I have separated the lessons with a picture of the front and back cover. Although I have called them 'lessons' for some tasks I spread these out over several lessons but I am leaving this to you - your lesson times are probably different and every class is individual when it comes to which tasks really get them going etc. etc.

The book was written with the Year 3 and 4 spelling words in mind - attached is an Excel sheet with the page references for each word listed. Could create spelling lessons/tests around the occurrence of these words.

Lesson 1: Predictive Questions

This is an attempt to get pupils using the 'point, evidence, explain' style answer for predictive questions. This is started by talking, developed by the teacher and then attempted in books. Then there is a tricky task of trying to decide if the blurb supports or contradicts the predictions made about the book, based on the front cover.

Lesson 2: Video Comprehension

This is a comprehension-based lesson using the promotional video on the Beyond the Bicycle website. I have divided the questions up by question-type. I decided to do the first 2 questions as a talk-based activity and then we did 3 and 4 in books. After question 3 I took pictures of the kids work and put them up on the screen and we peer-evaluated them but you could just type them up as a new slide (as you wish). Armed with the understanding of what made a good answer, we then went ahead and did question 4.

My children found the idea that the story was inspired by real events but was still a work of fiction very tricky. We came back to this idea a lot.

Lesson 3: Postcard Inference and Character Analysis

Read the first page of the story. Discuss the effect of starting a story this way.

Use the postcard and work in pairs to decide what the postcard tells us about the 2 characters Uncle Max and Mr Kubwa. This led to interesting discussion about what we actually know, what is safe to assume and what we can infer.

Lesson 4: Planning a Story (use the planning template)

The children will now start to plan an adventure story, built around a journey, of their own. It will start with a postcard. Firstly the children should produce a mindmap allowing them to start planning the three characters; the main character, the goody and the baddy.

This took my class a whole lesson with regular miniplenaries to discuss what was useful information to include and what would not really help in the story.

Then the children should fill out the planning template, using their mindmap to help them (my class did this for homework).

Lesson 5: The Postcard Story-Starter (use the postcard template)

Using the plan, the children should now try their own postcard. Leave the success criteria on the board as they complete this task. We had recently taught parenthesis so my class were able to understand this; you may need to teach brackets, commas and dashes discretely first if you have not taught this yet.

After this we peer assessed each others to see if their partner had achieved the success criteria (using another colour of pen). If they had not achieved one then their partner made suggestions of how they could do it.

Then the children can read over these suggestions and discuss how they could improve their work before attempting the final piece (my class asked if they could do a second draft before the final one but I think enthusiasm for rewrites is unusual!).

Lesson 6: Rhetorical Questions

This lesson is very self-explanatory. Work your way through the slides and then support the children in writing some rhetorical questions that the main character will ask in response to the postcard they have just received.

Lesson 7: Writing a list and making inferences

Read the list on page 14 of the book. Then read the list on slide 33. Talk and discuss what we can deduce from the list.

Then go through the next slides to revise the correct way to punctuate a list.

Then they need to make a packing a list for their character. The idea is to make a list that says something about the character or the story and for it to be correctly punctuated; leave slide 36 to remind them of the punctuation rules.

Lesson 8 and beyond: Continuing their story

Now they are going to write about the journey. The aim is to use some good adjectives as well as some figurative language to describe a long journey. Firstly let them talk in pairs, and then collect good adjectives from the class on slide 42 (there are some good ones in the slide notes to help bolster your class' efforts!).

Then the next slides teach simile, metaphor and hyperbole (you might want to ignore this last one). After these have been taught, the children can attempt to write their paragraph (leave slide 42 on the screen as they do this)

Again this can then be peer reviewed (have the adjectives and figurative language been used successfully?) and the done in best.

That is as far as well got. Obviously this can be continued if the children are really into it. The journey can end with a situation that relates to why the 'goody' asked for help. Then an action/battle scene with the 'baddy'. This is an opportunity for lots of 'zoom in' points where the action is slowed down. This could be preceded with some dialogue.

Then there can be a resolution scene where they meet the 'goody'. This is good point for some dialogue with the 'goody' and it could be a really nice touch to get the main character to reflect to themselves about what the adventure has taught them.

