



CLASSROOM GUIDE FOR *AdventureBox* MAGAZINE

Dear Teacher,

AdventureBox is a magazine for 6-9 year old children who enjoy the challenge of reading by themselves. The colourful cover, small format and range of contents will also appeal to those who perhaps need a little more encouragement to pick up a book.

Each month the magazine includes a main story, a comic-strip tale, craft activities, games and puzzles and a mini-quiz. It also provides exciting adventures, appealing characters and a good dose of humour, essential ingredients to help all children become readers, not only at school but for life.

Below is a wealth of ideas that you can use to get the most out of each issue of ***AdventureBox*** throughout the school year. To help you prepare your classroom sessions, you will also find useful additional information on our website www.bayard-magazines.co.uk.

Enjoy sharing the magazines in class!

Bayard's editorial guarantee: *AdventureBox* is developed by a team of education specialists and talented authors and illustrators from all over the world.

CLASSROOM GUIDE

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Discovering each new issue in class

1. The Front Cover

Ask the children to look at the cover and 'be detectives'!

- Who or what do you see on the front cover?
- Where do you think the characters are? Have they just arrived? Do they live there?
- What kind of characters are they?
- What are the characters doing?
- What is the *mood* of the picture: happy, humorous, anything else?
- Do you know any characters like this?
- Are there any smaller pictures on the cover that give clues about what else might be in the magazine?
- Does the main title give us any idea of what the story is about?

2. Contents page

Have a look at the contents page.

- Apart from the main story, what other features are included?
- Which are story and which information – what tells you this?
- Why is it useful to have a contents page?

AdventureBox: In each issue

1. Main Story

Each story is divided into short chapters to help children read at their own pace. Some will enjoy reading the entire story at one sitting. Others will prefer to read one chapter at a time over several days.

You could also read the story out loud to the class, one chapter each day, or simply read the first chapter out loud to help them get started. This creates a sense of suspense and allows everyone to share in the pleasure of beginning an exciting new story together.

Before reading the story, encourage the children to look at the title and illustrations and try to predict what *kind* of a story they think this will be. Look through the illustrations and ask:

- Will this be a funny, serious, inspiring story?
- What kind of GENRE is it likely to be?
- Can you predict the STORY-LINE by looking through the pictures?

Then let them *enjoy* reading the entire story before organizing too many of these suggestions for class discussion, role-playing and writing!

- Ask them to talk in pairs or small groups about what they liked about the story and why. If they didn't like it, ask them to explain! Offer some help by modelling a few reasons.
- Think about the story SETTING or LOCATION. Describe the setting, looking for evidence and descriptive words in the text. Does the story take place in a specific country? If so, locate this country on a map.
- Think about the TIME when the story takes place. Does the story take place today? In the past? Sometime in the future?
- Brainstorm what the children think makes a good OPENING to a story. Did they like this particular opening? Collect and display examples of different story openings: include some by children, some by published authors.
- Discuss KEY EVENTS in the story. Encourage the children to use relevant vocabulary to refer to different parts of the text (e.g. OPENING, BUILD-UP). Can the children think of a way of organising and recording these events? (e.g. a time-line of events or a story map.)

- Think about the **STRUCTURE** of the story: what is a **CHAPTER**? Why do authors use chapters?
- Ask them to re-read a **CHAPTER** and have them write a short summary of the main events – without taking a look at the one provided in the magazine at the start of the next chapter. Then read the children’s chapter summaries out loud to see how they are similar, how they are different.
- As a class, identify the **MAIN CHARACTER/S** and minor characters of the story. Work in pairs to describe a chosen character to each other. Think about physical characteristics, mannerisms, temperament, etc., justifying their views with evidence from the text where they are able to. Feedback ideas to the class.
- Write a letter to a friend telling them about one of the characters in the story, writing as if they were describing a new neighbour!
- Have a ‘hot-seating’ session: the teacher or a child takes the role of one of the characters, and the rest of the class interview or question this character.
- Ask the children to re-write a particular event or paragraph in the story through the eyes of one of the characters. If the story is told by the main character, they can re-tell a particular event through the eyes of a different character.
- Discuss the **MORAL** issues in the story.
 - *Why* does a particular character behave as he/she does? How does this affect the other characters in the story?
 - Does the hero/heroine of the story have any difficult decisions to make before s/he does what s/he does?
 - Has anything like this ever happened to you? If it did, what would you decide to do?
 - Have you ever had to make a choice about whether or not to do something and what you felt was the ‘right’ or ‘fair’ thing to do? Maybe this involved some kind of dare when you had to decide quickly how to respond.
 - Make up a ‘dialogue’ poem with alternate lines representing the different voices arguing in your head – for example in the case of a dare, or something you are afraid to do.

- Discuss questions of STEREOTYPING and GENDER issues.
 - If the story involves both boys and girls, do you think the author described accurately how boys or girls might respond to a particular situation? Might there be any difference?
 - Did anything surprise you about the way a girl or a boy acted in the story?

 - Write a story in which either a girl or a boy perhaps surprises you in the way they behave. You could keep the gender hidden until the very end of your story.
 - If the story includes an older person, how is that person portrayed by the author? Does the person seem to be 'typical' or unusual?
 - Discuss what the children see as 'typical' or 'unusual' in boys and girls, young and old.

- Go on the website to read the interview of the author and illustrator of the story. One of the children or the teacher could 'hot-seat' as the author or illustrator and think how he/she might answer the questions from the other children.

- Work in groups to make a *freeze frame* or still image of a part of the story. Use STANCE, BODY LANGUAGE, FACIAL EXPRESSIONS to help the children depict what was happening.

- Work in pairs to act out a short scene, imagining what two of the characters in the story might say to one another. Remind the children to *think* about the characteristics of their chosen person first. Perform the scene to the rest of the class. Add props and other items relating to the characters to add extra fun and help the children get into the roles!

- Ask them to write a simple REVIEW of the story, or a BLURB for it for the back of a book, or make a POSTER to advertise it.

- Write a SEQUEL to the story using the same characters, or write an alternative ending.

- Ask the children to make a *plan* for their own CHAPTER STORY, individually or in small groups. Think about setting, characters, sequence of events, possible chapter divisions. Children should try to include a few short chapters which they can then write over several sessions. The story could be made into a small 'chapter book', which will involve thinking about title page, illustrations, chapter headings.

2. Tom & Lili Comic Strip

As the children will become very familiar with this comic strip over time, they will be able to build up a good picture of the characters in it. A number of the activities mentioned in the **Main Story** section relating to characters would also work particularly well here: character profiles, hot-seating, drama activities based around dialogue between the characters.

Here are some other possibilities:-

- Children could invent and design a passport for Lili or Tom, with a picture of them inside and personal details. (e.g. What age are they? Where were they born?) The class could look at some real passports first to see the type of information that is contained.
- Make a simple family tree to show the relationship between different characters in the comic story (this would need to be modelled first). Children could add further imaginary relatives (grandparents, uncles and aunts, cousins...). They could follow on from this by making family trees of their own families; this could be an interesting homework to involve parents and carers too!
- Write and/or illustrate the diary for a day in the life of one of the characters.
- Discuss the job which Tom and Lili's father has. Has anyone been to a French restaurant? Create your own in a space in the classroom. Children could create menus, lay tables, design a sign for their restaurant. Props could include cloths, napkins, chef's hat and apron.
- Sit in a circle and play the restaurant 'memory game' by trying to remember as each person adds another dish to their 'order': how many items can be remembered? Remind the children to look at each child as a new dish is added to help them link each item with a person as they go round the circle!
- Children could try re-writing the comic strip as a story, just as they could also adapt a chapter of the main story into a comic strip!
- Make a class comic. The children can enjoy thinking up names and characters that could be included, perhaps having fun with alliteration when creating the names: *Dizzy Dan, Jolly Joel, Funny Freda...* They could then try to find alliterative adjectives to go with their own names!

- If you have digital cameras, use them to create class photo comic strips. Children can work in small groups or pairs to design a short cartoon around the school. Essential pictures could be planned together, then they could dress up or use props to help portray different characters. Photos are then put in order and captions and speech bubbles added to tell their tale.
- Make up cartoon characters to create a 'mood board' in the classroom, where children can indicate how they are feeling on a particular day. Again, the cartoon characters could have alliterative names: *Sad Selina, Tired Timothy, Excitable Emily, Happy Harry...* However, these should avoid names of children in the class! Children can help to identify a number of particular moods, then have fun making up the characters and how they might look, concentrating especially on their facial expressions and body language. These cartoon pictures could then be used for the mood board on a daily basis.

3. Craft Box

Children could work individually or in small groups on these do-it-yourself activities. Before starting they should decide *who* they are going to make them for: for themselves or a present for someone?

As the activities are mainly self-explanatory, work could be followed by a *review* of each activity:

- What went well?
- Were the instructions clear and easy to follow?
- Would you do anything differently if you tried this again?
- What do you think about what you made?

The children could also suggest other crafts to do in class.

- Write the instructions or explain to a classmate what you would need and how you would make something else of your choice.
- Make a class book of different recipes if the craft was cookery, or 'things to make with paper' if it is related to this.
- Make a class book of photographs to show the progress of whatever is being made.

4. Games

This section is also self-explanatory. Each child should have a his or her copy of the magazine to complete the games pages.

- Check first that all the children are clear about the instructions; if there are doubts, ask one who is clear to explain in his/her own words what is to be done.
- Make your *own* version of some of the games for a friend or classmate: maze, dot-to-dot, number grid, crossword, word search...
- Collate the children's own games to make class activity magazines.

5. Mini-Quiz

Children can work individually or in small teams to complete the mini-quiz.

Children can also respond and check out their score on the web site or they can wait for the next issue of *AdventureBox* where they will find the answers on the inside of the back cover.

- Divide the class into teams to complete the quiz as a change from trying it individually.
- Give them a time challenge: who can complete all the questions in less than 3 minutes?
- They can use the magazine to make up their *own* quizzes, giving alternative choices for answers. Test them on friends!
- Play 'tall stories' or 'word definitions' where you give them an interesting word with three alternative definitions: they have to choose the correct one!

We hope this guide will help you and your pupils get the most of each issue of AdventureBox and the activities will allow them to learn while having fun. This is only a starting point, and any new ideas or comments are welcome. So please share yours with us and other teachers!

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