



CEREAL SUPERFAN

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BOOK BAND: LIME

BEFORE YOU START

Prepare a **group journal** to help you record group discussions and responses to the text as you work through the book.

SESSION 1: BOWL ONE



Focus: Predicting, Questioning and Thinking Aloud

Begin by sharing the illustrations on pages 4 and 5 that show Stephen's daily meals, but do not read the accompanying text or reveal the front cover or title yet. Ask the children to look closely at the illustrations and to discuss what they notice.

- Do the illustrations remind you of any cereals you know of in real life?
 - What do you think about these different cereals?
 - Would you like to eat these? Why / Why not?
 - What do you enjoy having for breakfast?
 - What do you notice about this menu?
 - Would you eat cereal for every meal? Why / Why not?
 - Is this a good idea?
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Ask the children to predict what they think the story will be about based on these two pages, as well as what kind of characters might feature.

Reveal the front cover and the title of the book to the children. Clarify and explore the word 'superfan'. Explore the children's own connections to the book.

- Are you a 'superfan' of anything?
- How do you feel about it?
- Do you like any food as much as this boy seems to like cereal?
- What might happen in the story?

Read Bowl One until page 9, 'All in all, Stephen Rice was a happy boy.' Ask the children to share their initial responses. Once the children have heard the first part of the book aloud, the class can begin to explore their responses to it with the help of the **four basic questions**.

- Tell me...was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns...any connections that you noticed... ?

As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **group journal** and return to any queries as the sessions continue.

Read the whole of page 9 and ask the children to predict what will happen next.

- What impact will the factory closing have on Stephen and his mum?



SESSION 2: BOWLS TWO AND THREE



Focus: Questioning, Clarifying and Close Reading

Read pages 10 and 11, including the information on the cereal packet. Stop at different points to clarify the children's understanding and allow for discussion around the **four basic questions**. Pause and ask the children to predict what they think could happen next.

- What do you think Stephen will do?
- How might this help him?
- How might this help his mum?

Give the children time to consider what they would do if they were designing a new cereal.

- What flavour would you make?
- What colour would it be?
- What shape would work best?
- Is there a texture you would like best?
- What name would you use for your cereal? Why?

You may want to give the children time to write about and draw their own cereals.

Read until page 15, 'But Bruce just suggested silly things like Soggylumps and Grottygrain.' Go through all of the text you have read so far and explore the different cereal names featured in the story, such as Cracklewheat, Sunny Snaps and Sultana Stars. Discuss the names and the language used in them.

- What do you notice about the names?
- Which name do you like best? Why?
- Is there anything the names have in common?
- Why do you think alliteration has been used frequently?
- Which names are examples of a play on words?
- Which words sound like the sounds they are describing?
- Did you use any of these techniques in your cereal name?
- Would you want to change your cereal name now you have learnt about these techniques?



Read on until the end of Bowl Three, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

Reflect on the name Stephen has chosen for his cereal: Brick-a-Breck.

- What do you think this means?
- What kind of cereal do you imagine when you hear this name?
- What style will it be?
- Do you think Stephen will win the competition? Why / Why not?



SESSION 3: BOWLS FOUR AND FIVE



Focus: Close Reading, Predicting and Empathising

Read Bowl Four. Reflect on the interview and the fact that Stephen has won the competition.

- What do you think of Stephen's cereal?
- Would you like to eat a cereal like this?
- What will be the impact of winning the competition?
- How do you think his mum feels?
- Have you ever won anything? How did it feel?

In order to support the children's developing fluency and expression you could re-read this chapter, in which Stephen is interviewed by the presenter of *Kidsnews*, and **role-play** the different parts. Assign different roles to the children: presenter, Stephen or narrator. Ensure they are clear who needs to read which parts of the text and give them time to practise their parts. Once they have done this, they can **role-play** the interview using the text as a script. You could ask the other children to be an audience for them, or to record it and then play it back.

Read Bowl Five until page 30, ' "Cut," said Jasper.' Consider what has happened since Stephen won the competition – he is also now the star of a television commercial.

- How do you think Stephen feels?
 - Do you think he ever expected anything like this to happen?
 - What do you think it would be like to be in a commercial?
 - What do you think will happen next?
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Read on until the end of the chapter. Discuss how difficult filming the commercial is and all the different things that go wrong.

- Do you think Take Three will be the last? Why / Why not?
 - What other things might go wrong?
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SESSION 4: BOWL SIX



Focus: Questioning, Re-reading and Close Reading

Read Bowl Six until page 41, ' "Take Fourteen," said Jasper.'

Look back at the paragraphs on pages 36-40 which describe the different 'takes' they have had to shoot. As you revisit this section, ask the children to think about how the author has created a sense of how long, boring and frustrating this process is from Stephen's point of view.

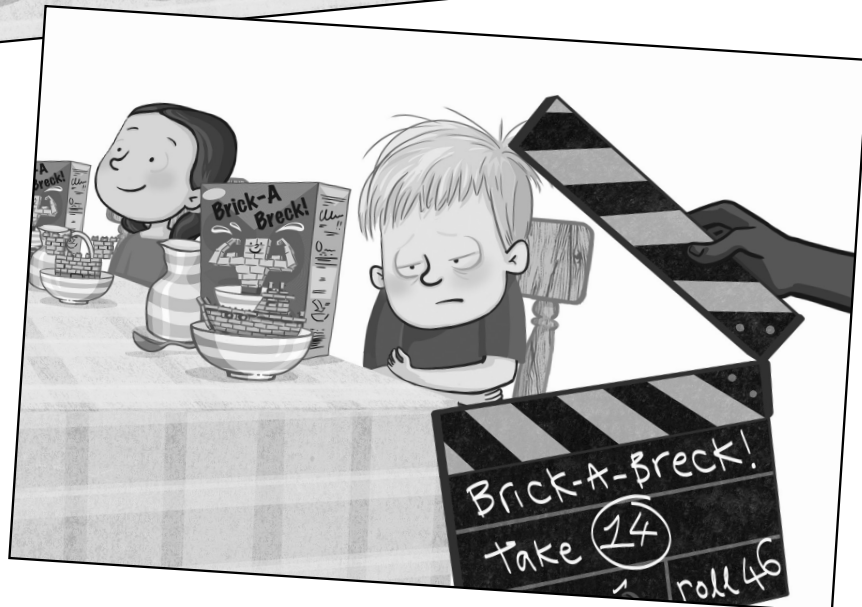
Work with the children to prepare a **performance reading** of this section of the text. Ask them to think carefully about the language the writer uses. Discuss the different strategies which could be used to emphasise and clarify the meaning of different words or phrases, such as:

- Which words or phrases would you like to say together?
- Are there some sections where one or two voices might be more effective?
- Which words need to be whispered, shouted, sung, echoed, repeated, etc.?
- Are there places where you might add some movement, music or sound effects?

When the children are ready to perform the passage, you could ask other children to be an audience for them, or record it and then play it back for them to listen to.

- Do you get the sense that Stephen is enjoying filming the commercial?
- Why / Why not?
- What do you think will happen next?

Read until the end of the chapter, asking the children to discuss their responses to what has happened.



SESSION 5: BOWL SEVEN



Focus: Re-reading, Empathising and Summarising

Read on until the end of the story and talk about the book as a whole. Engage the children in **book talk**, discussing how the book made them feel, allowing them time and space to tell you their likes and dislikes and encouraging them to refer to different parts of the text or illustrations.

Discuss the children's responses to the ending, using the **four basic questions** to structure the discussion.

- Why do you think Stephen has moved onto pasta?
- What do you think he will do next?
- Do you think it is a good idea for him to design a new pasta shape?
Why / Why not?

Ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, for example: *the most memorable part of the story was... because... ; my top moment in the story was... because...* and in pairs ask them to identify their favourite part of the narrative. Encourage the children to give reasons for their choices and invite some children to share these.

Discuss how the children felt about the book compared to their original expectations.

- When you first saw this book, even before you read it, what kind of book did you think it was going to be? What made you think this?
- Now you've read it, was it as you expected?
- Have you read other books like it? How is this one the same? How is it different?
- Would you recommend this book to a friend?



IDEAS TO SUPPORT THE SESSIONS



These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

Developing wider reading experiences

You may want to use the book as a springboard for an author study of Julia Donaldson. You can find out more about her books here:
www.juliadonaldson.co.uk

You could also use the themes in the book to share and explore a range of books about food, such as:

- *Daisy: Eat Your Peas* by Kes Gray, illustrated by Nick Sharratt – Red Fox
- *Fruits* by Valerie Bloom, illustrated by David Axtell – Macmillan
- *Hooray for Bread* by Allan Ahlberg, illustrated by Bruce Ingman – Walker
- *The World Came to My Place Today* by Dr Jo Readman, illustrated by Ley Honor Roberts – Eden Children's Books

Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).
- Occasionally, you could hide some words with a post-it note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.
- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

Vocabulary building

- Children could make **word collections** which describe a particular character and their feelings or a place, event or situation.
- The text could also be used to explore compound nouns such as *superfan*, *prehistoric*, *flapjacks*. Children might consider how the meanings of the two base words have been combined to create a new word. Does the new word blend the two meanings or take on a whole new meaning of its own? Could the children create their own compound words?
- The text could also be used to investigate the structure, impact and placement of prefixes and suffixes. For example, children could investigate any patterns in adding -ing to verbs (*wondering*, *coming*, *washing*) or they could look at regular and irregular past tense verbs (*worked*, *watch*, *allowed*, *closed*, *took*).

Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.

- Allow the children to re-enact the story through play; revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Create **freeze frames** of key events or scenes in the book. When presenting the **freeze frame**, one of the group could act as a commentator to talk through what is happening, or individual characters could be asked to speak their thoughts out loud.
- Use **hot-seating** to explore the main character further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.

Experiences linked to the text

- Encourage children to talk about their own favourite foods and the things that they really like and enjoy.
- You may want to use the text as a starting point for conversations about healthy eating and a balanced diet.

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

www.bloomsburyguidedreading.com

www.clpe.org.uk

