Contents sheet

The following activity pack includes activities and teaching notes for The Family Reading Breakfast Planning Toolkit. It also includes activities linking to the Conservation at Seven Stories brochure and Children’s Book Week webpage. We’ve specified the ability range that activities are intended for in order to help with your planning/differentiation.

Activity 1 - Working out the words (Mixed ability)

This is a pre-reading activity using the text of paragraphs two and three, to consider the subject, audience and purpose of the whole text.

Depending on your class, you might want to move swiftly on to a closer look at the text. If you want to ease them in more slowly, bridge the gap with Task 3 from Activity 2.

A further stepping stone to engaging with the full text is suggested in the Teaching ideas (3).

Activity 2 - First impressions (Lower ability)

An alternative to Activity 1. Use the Magnet tiles and ask students to sort the tiles into categories. Allow them free choice, or specify word classes (nouns, verbs, adjectives), or groups of synonyms.

Get them to draw conclusions about the text’s audience, purpose* and subject and write some simple sentences linking their ideas to words from the text.

* You might want to defer a discussion of purpose until they have looked at the front cover, or you might want to discuss it as a group/class.

Activity 3 - Spot the odd one out (Mixed ability)

An activity to encourage reading and re-reading, and secure understanding of who the toolkit is for, what the toolkit is and the ideas behind it (its ideas and perspectives). Can be done in pairs/groups. Introduce an element of competition by giving points to teams for correct answers and/or plausible reasons.

Task 1 is more suitable for more able students and you may therefore wish to omit Task 2. Alternatively, Task 2 can act as a ‘self-mark’ activity. You could consolidate understanding with the interactive task.

For your less able students, doing Task 2 first will effectively lead them to have identified the odd one out in each row, and also given them the reason why it is.

Answers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Other two are specified as audience for the toolkit (para 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>schools</td>
<td>countries</td>
<td>children’s centres</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other two are specified as audience for the toolkit (para 1)</td>
</tr>
<tr>
<td>2</td>
<td>handouts</td>
<td>learning</td>
<td>step-by-step guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(para 1) what the toolkit contains</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sentence a</td>
</tr>
</tbody>
</table>

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Activity 4 – Wordy team challenge (Higher ability)

Opportunities for stretching the more able, with independent work, peer teaching and higher-level language analysis.

Note: There is some overlap between the Fact and Opinion topic here and Q3 in Activity 5 (comparing this text with the Conservation at Seven Stories brochure). This could therefore be a useful preparation for Activity 5, or you may want to tweak Activity 5 to minimise repetition.

Activity 5 – Fact or opinion? (Mixed ability)

For students who have studied the Family Reading Breakfast Toolkit and Conservation at Seven Stories brochure.

You could invite feedback on any controversial examples after Task 1 to ensure understanding is secure. Task 1 and 2 are designed to secure their understanding of how the bulk of the texts are factual (reflecting their primary purpose of informing) but that adjectives (particularly) are sprinkled around which present reading in a positive light and which draw attention to the value of the work of Seven Stories.

For your weakest students, you could simplify the list by omitting those which have ‘an opinion word’ in them.

Activity 6 – Presentational devices bingo (Higher ability)

This activity can be used to kick-start a comparison of Family Reading Breakfast Toolkit with the Children's Book Week webpage. It works as follows:

Students each get a blank bingo sheet and create their own unique card by choosing nine of the terms from the list below, also on their task sheet but without the definitions.

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<table>
<thead>
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<tbody>
<tr>
<td>3</td>
<td>carers</td>
<td>mums</td>
<td>primary schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other two are people who the organisers could talk to/involve (para 3)</td>
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<td></td>
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<td>Sentence f</td>
</tr>
<tr>
<td>4</td>
<td>celebration</td>
<td>fun</td>
<td>pleasure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other two are how reading is described (para 3 and 2nd text box)</td>
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<td></td>
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<td></td>
<td>Sentence e</td>
</tr>
<tr>
<td>5</td>
<td>bite-sized</td>
<td>short</td>
<td>tough</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Other two describe Quick Reads (2nd text box)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sentence b</td>
</tr>
<tr>
<td>6</td>
<td>£1 book token</td>
<td>downloads</td>
<td>podcasts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available to help stimulate interest in Quick Reads (2nd text box)</td>
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<td></td>
<td></td>
<td></td>
<td>Sentence c</td>
</tr>
</tbody>
</table>
Read out the definitions of the various terms (or you could put them on PowerPoint and ask students to read them). Students who have the relevant term on their cards tick it off. (You might want to take feedback at each stage here, checking students understand the term, and briefly getting them to explain why each device is used/what effect it can create). Proceed until someone has all nine and the game ends. (Note, any terms not covered at this point can either be picked up during the plenary, given to any groups who finish quickly, or set for HW.)

You could use the interactive Matching game to check whole-class understanding of some of the terms, and for quick reference.

Following this, students could form small groups and do further work on analysing and comparing this aspect of the two texts. A suggested approach is for them to create a single set of ‘ticked’ squares, taking it in turns to select a card and talk about how this device is used in one or both of the texts. Students annotate their texts.

A useful plenary might be to make a whole-class list of techniques found in both (similarities) and those used only in one (differences).

**Extra teaching ideas/approaches**

A range of additional/alternative ideas for introducing your students to the Family Reading Breakfast Toolkit and encouraging them to focus on various aspects of content and language.
Activity 1 - Working out the words

Task 1

This image contains all the most important words from part of the text you are going to read. (The bigger the word, the more often it has been used.)

- What do you think the subject of the text is?
- Who do you think it is aimed at (audience)?
- What do you think its purpose is?

Task 2

What clues did you use to form your opinions?

What sorts of images and colours would you expect to be on the pages of this text?

Sketch out your idea of what the text might be / look like.

Task 3

Now look at the front cover (the first page of your text). This will give you some more ideas about the subject, audience and purpose of the text.

How is your version different to the actual text? What did you get right?
Activity 2 - First impressions

Task 1

Look at the words used in this text. (Some words like ‘and’, ‘for’ and ‘to’ have been left out.) Can you sort them into groups of words that seem to go together?

Task 2

When you have sorted the words into suitable categories, answer these questions:

a. What do you think is the **subject** of the text?

b. Who do you think it is aimed at (audience)?

c. **Extension**: What do you think is its **purpose**?

Record your answers in the form of full sentences, with reasons for your ideas if you can.

For example:

a. I think this text is about ......................... because of the words .........................

b. The word(s) ..................... make me think that this text has been written for ....................

If you have more than one idea for any of the answers, write separate sentences but remember to give a reason for your answer.

Task 3

Now look at the front cover (the first page of your text). This will give you some more ideas about the subject, audience and purpose of the text.

Discuss with a partner which of your answers in Task 2 seem right. What is it about the words or the picture on the front that makes you sure? Which of your answers would you change if you could? Why?
Activity 3 - Spot the odd one out

Task 1

Once you have read the text, see if you can work out what two of these words or phrases have in common and which one is the odd one out. (You have to have a reason - don't just guess!) Use the text to find the reasons why.

<table>
<thead>
<tr>
<th></th>
<th>schools</th>
<th>countries</th>
<th>children’s centres</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>handouts</td>
<td>learning</td>
<td>step-by-step guide</td>
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<td>3</td>
<td>carers</td>
<td>mums</td>
<td>primary schools</td>
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<td>4</td>
<td>celebration</td>
<td>fun</td>
<td>pleasure</td>
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<td>5</td>
<td>bite-sized</td>
<td>short</td>
<td>tough</td>
</tr>
<tr>
<td>6</td>
<td>£1 book token</td>
<td>downloads</td>
<td>podcasts</td>
</tr>
</tbody>
</table>

Task 2

Complete these sentences with the most appropriate pair of words from each row in Task 1.

a) In the Toolkit you will find ............................................ and a ..........................................................

b) The Quick Reads books are described as ............................................ and .............................................

c) Organisers can use ............................................. and ............................................. to build up excitement about the new Quick Reads books.

d) The Toolkit is designed for ............................................. and ..........................................................

e) ............................................. and ............................................. are two things you can get from reading.

f) If you were organising a Family Reading Breakfast, you might want to talk to ............................................. and ............................................. about getting involved.

(Hint: If you complete the sentences correctly, you see that the words you have not used are the odd-ones-out.)

Extension: Can you explain why the odd ones out ARE odd?
Activity 4 - Wordy team challenge

This is a chance to do some in-depth research and analysis. You will be responsible for one of the topics below.

You will find out about the specified language feature, investigate how it is used in the text and comment on the purpose and effect of its use.

Then you will teach someone else about it!

Sentence types (1)

a) How does the text use simple, compound and complex sentences?

b) What is a simple sentence? Are simple sentences always short? What simple sentences can you find in this text?

c) What is a compound sentence? Where is the connective positioned in a compound sentence? What compound sentences can you find in this text? What range of connectives do they use?

d) What is a complex sentence? In what ways can clauses be ordered in a complex sentence? What complex sentences are used in this text? What range of connectives are used?

e) To what extent are the three different types suitable/unsuitable for this kind of text?

f) What is the balance between the three types of sentence; is there any pattern? What effect does this have on the reader? How does it affect the ‘readability’ of the text?

g) What does it suggest about the ‘author’ or producer of the text?

Pronouns

There are different kinds of pronouns. You are going to focus on how personal pronouns and possessive pronouns are used in this text.

a) First, find out what the two terms mean.

b) In two different colours, highlight the examples of each type.

c) Are they mainly 1st, 2nd or 3rd person pronouns?

d) Now that you have identified the different types, think about what effects they create.

For example:

How do they help the text to ‘flow’?
What effect do they have on the ‘tone’ of the text?
How do they establish a relationship between the reader and the writer?
Does this relationship stay the same throughout the text? Why/why not?
Is their use what you would expect in a text ‘to inform’?
### Fact and opinion

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>a)</strong> What is meant by ‘statement of fact’ and ‘statement of opinion’?</td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> Would you expect an information text to consist of more of one than the other, or for the balance to be more or less equal? Why?</td>
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<tr>
<td><strong>c)</strong> In this text, what is the split between fact and opinion?</td>
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<tr>
<td><strong>d)</strong> Which statements are ‘pure’ opinion? What is the effect of these?</td>
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<tr>
<td><strong>e)</strong> Are there any statements which combine fact and opinion in a single sentence? Highlight them.</td>
<td></td>
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<tr>
<td><strong>f)</strong> What ‘opinions’ are expressed in these sentences? Why are they included?</td>
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</table>

### Informal or formal expression

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<table>
<thead>
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<tbody>
<tr>
<td><strong>a)</strong> Why would the writers of this text (in view of its audience and purpose) want to create a ‘chatty’, informal tone? What examples of an informal style can you find? Look at:</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>individual word choices that are ‘everyday’ or colloquial</td>
</tr>
<tr>
<td></td>
<td>use of punctuation.</td>
</tr>
<tr>
<td><strong>b)</strong> Why would the writers of this text (in view of its audience and purpose) want to create a formal or professional tone?</td>
<td></td>
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<tr>
<td><strong>c)</strong> What examples can you find of the writers choosing a more formal style of expression? Look at:</td>
<td></td>
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<tr>
<td></td>
<td>individual words or expressions</td>
</tr>
<tr>
<td></td>
<td>use of jargon, acronyms or technical terms.</td>
</tr>
<tr>
<td><strong>d)</strong> What relationship between the writers and readers is created by this mix of formal and informal styles? Can you link your ideas to specific examples from the text?</td>
<td></td>
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</table>

### Sentence types (2)

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</thead>
<tbody>
<tr>
<td></td>
<td>Sentences can be declarative, interrogative, exclamatory or imperative.</td>
</tr>
<tr>
<td><strong>a)</strong> Find out what these mean.</td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> Which is the most commonly used in this text?</td>
<td></td>
</tr>
<tr>
<td><strong>c)</strong> Can you explain the writer’s choice by referring to the purpose of this text?</td>
<td></td>
</tr>
<tr>
<td><strong>d)</strong> Of the other types, can you find examples?</td>
<td></td>
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<tr>
<td><strong>e)</strong> If yes, what is the effect of using each of these?</td>
<td></td>
</tr>
<tr>
<td><strong>f)</strong> Which one(s) is/are missing? Why?</td>
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</table>

### Modal verbs

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</thead>
<tbody>
<tr>
<td><strong>a)</strong> What is a modal verb (give examples)?</td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> Why are they used?</td>
<td></td>
</tr>
<tr>
<td><strong>c)</strong> Which modal verbs are used in this text, and where?</td>
<td></td>
</tr>
<tr>
<td><strong>d)</strong> What do these particular modal verbs suggest about the intention of the author/producer of the text?</td>
<td></td>
</tr>
<tr>
<td><strong>e)</strong> What ‘relationship’ do they help establish between the reader and the writer? How?</td>
<td></td>
</tr>
</tbody>
</table>
Activity 5 - Fact or opinion?

Task 1

Look at the definitions of fact and opinion. Write down examples of two facts and two opinions related to the subject of books or reading. Share your examples with a partner and give each other feedback on whether you have understood the difference between fact and opinion.

**Fact:** something that can be proven to be true or false

**Opinion:** a thought or belief about something that cannot be proven to be true or false.

Task 2

These twelve sentences (or clauses) have been selected from two texts (Family Reading Breakfast Planning Toolkit and Conservation at Seven Stories).

Identify which ones are statements of fact and which ones are statements of opinion. Colour code each using different coloured highlighters or coloured pencils. For any which you think combine elements of both, circle the parts that stop it being a statement of fact.

1. Much of our material dates from the post-war period and has become brittle and discoloured with age.

2. World Book Day is the ideal time for families to experience reading together ...

3. Repairing this kind of damage is a time consuming but rewarding process, requiring skill, patience and a steady hand.

4. Quick Reads are bite-sized books specially written for adults by bestselling writers and celebrities.

5. They are a great way to encourage reading for pleasure ...

6. Specialist holdings include over 640 counting books ... and a small but beautiful collection of historic children's books ...

7. Priced at £1.99, they are ideal for regular readers wanting a short, fast read ...

8. It includes a step-by-step guide to organising your activities and a range of teaching resources and handouts to help you ...

9. Introducing World Book Day books for children and Quick Reads for adults, could be a great start to activities.

10. These are replaced with acid-free folders, to protect the contents from dust and provide a buffer against changes in temperature and relative humidity.

11. We continuously monitor and control the environment both in store and in our exhibition galleries ...

12. Ten new Quick Reads books will be published on World Book Day ...
**Task 3**

a. Re-read the two texts, and underline/highlight all the areas of the texts which are ‘fact’. With your original partner, discuss what you notice about the balance of fact and opinion? Can you explain this by referring to the purpose of each text?

b. In each text, look closely at the places where opinion statements or phrases have been included. With your partner, agree on one example in each text and discuss:
   - what ideas or impressions it will give to the reader
   - why the writers have included this opinion.

c. Write up your ideas in a paragraph. You can follow the point/evidence/explain paragraph structure if you find it helpful. You may also use any of the sentence stems below to get you started:

   *The opinion statement ... gives the reader the impression that ...*

   *As an audience, we are encouraged to feel ... when the writer includes the opinion ...*

   *The writer has included this opinion because ...*

   *The impression given to the reader is ...*
Activity 6 - Presentational devices bingo

Task 1

Fill in your blank bingo card by entering the names of nine presentational devices from the list. (You can choose any nine you like.)

bulleted list  
numbered list  
hyperlink  
heading  
text box  
font  
picture/photograph  
italic script  
sub-heading  
bold text  
derlining  
paragraph  
uppercase script  
logo  
colour

Task 2

Listen carefully as each a series of definitions is read out. If you have the term that matches a definition, tick it off on your card.

The winner is the person who ticks off all of their nine terms first.

Task 3

Now, working in small groups, cut up your bingo cards into the individual squares. Throw away any unticked squares and any duplicates. You are trying to create a single set.

Turn them face down on the desk and give them a good shuffle so that no-one knows which is which.

Take it in turns to choose a card and turn it over. When it is your turn, you must:

- read out the term
- say whether it is used in both texts (Family Reading Breakfast and Children’s Book Week web page) or only one of them
- identify an example in the text(s)
- suggest how this presentational device has been used in your example(s) to help the text do a good job (bearing in mind who it is aimed at and what it is trying to do).

When it is not your turn, you must listen carefully to the speaker in your group and annotate the key points on your own copies of the two texts.
Teaching ideas

1. Get students to design a poster to persuade families to take part in a Family Reading Breakfast.

2. Put the title (Family Reading Breakfast Planning Toolkit) into Magnet and play around with making meaning of this condensed language. An example of how you could do this is included in this activity pack. What parts of speech are the individual words? Do some words go together? Could they make a title of it? Is there more than one plausible title? With a title, brainstorm what you think the contents will be/any questions you would want the text to answer.

3. After Activity 1 or 2 (depending on which you have done) you could have a first look at the text (without most of the text!) by reformatting page two to black out the body of the paragraphs. (Use the highlighter tool and choose black as the highlighting colour).

   Leave only the headings and subheadings, then display the text and use it to a) further refine their expectations of audience/purpose and subject and b) lead into a discussion of how the text has been organised/structural features. (Headings, sub-headings, paragraphs, text boxes, bold text to serve as sub-headings.)

4. Select from some of the quotations in Teachit’s ‘Book Posters’ resource (8764), or use some of your own. Display them around the room and ask students to stand next to the one they like best and invite people to give their reasons. Or, distribute a different quotation to different groups and give them time to discuss how much they agree with the opinion expressed therein, then stick it in the middle of a piece of sugar paper and get students to write their names around it, closer or further away, depending on how much they agree. Next, they could annotate the sheet with their reasons/thoughts about the quotation.

5. Reformat the text without any paragraphs, sub-headings, colour etc. (You can find it on the internet to copy and paste, rather than retyping it). Tell them that it is an information text, and discuss how layout/presentation can help make such a text more effective. Focus on what people need from an information text, e.g.

   • main points clearly identifiable
   • easy to find (and ignore) information depending on what a reader’s needs are
   • complex information must be easy to digest.

   Use Word to reformat the text and ask them to explain/evaluate their choices.

6. Put some of the sentences into Teachit’s Syntex (or put the words on the board in random order) – with or without punctuation, depending how challenging you want the activity to be. An example is included with this activity pack.

   **Example 1:** Quick reads are bite-sized books specially written for adults by bestselling writers and celebrities.

   **Example 2:** World Book Day is the ideal time for families to experience reading together, with lots of events taking place across the country.

   Ask students to produce sentences – they can experiment with the placement of clauses and phrases and discuss the effect of their choices.