

WORLD
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WORLD BOOK DAY 2016

CLASSROOM IDEAS

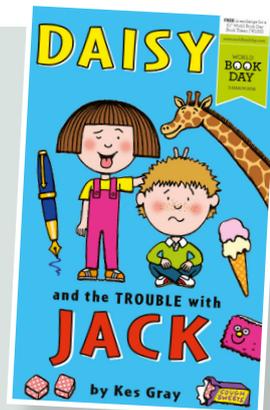
These ideas for teaching use the **World Book Day £1 books** as their inspiration. You do not need to have the **£1 books** in order to teach this lesson.

1 KEY CONCEPT/ FOCUS

Curious questions for non-fiction writing

£1 BOOK which is the inspiration for these ideas:

The Trouble with Jack
by Kes Gray



2 YOU WILL NEED:

- The World Book Day £1 book *The Trouble with Jack* (not essential)
- A range of high-quality non-fiction texts and authentic, age appropriate websites, e.g. all with information about giraffes.
<http://www.kids.sandiegozoo.org>
<http://www.animalfactguide.com/animal-facts/giraffe>
- Any of the *Where I get my Inspiration* videos from the World Book Day website.
- Writing and drawing materials

3 IDEAS FOR USING THESE RESOURCES:

- Watch one or more of the 'inspiration' videos from the World Book Day website. Notice how authors and illustrators get their inspiration from a range of sources.
 - It would be helpful if you could read *The Trouble with Daisy and Jack*. On pages 40-46 and pages 98-105 both Daisy and Jack pose questions about giraffes and share their ideas about them with the reader. However, if you don't have the book, start with a picture of a giraffe or a short factual film and ask the children to pose their own questions.
 - Present the children with a chart (overleaf) in which Daisy and Jack's questions, hypotheses and findings
- can be recorded, filling it in with the children – or fill it in with their own questions and hypotheses.
 - Consider areas of interest that the children may wish to find out more about, perhaps linked to topic work or subjects keenly discussed in the playground.
 - In groups, ask the children to consider what they would like to find out about their chosen topic then record their questions on their own chart. Through discussion, elicit hypotheses or ideas that they have in response to each of the questions posed. Encourage children to value similar and differing ideas, recording all on the chart. Model how these can be discussed effectively and respectfully
 - Ask the children to decide how they will find the answers to their questions and check the facts they think they know. *Who will they ask? Where will they look? What kind of books will help them find answers? How will they navigate the books, TV programmes and websites suggested? Spend time investigating and modelling how to use a range of authentic sources.*
 - Model the composing and writing of questions and hypotheses in the chart, thinking out loud to prompt and extend, e.g. *I wonder if..., Perhaps...*
 - Ask the children to collaborate to research their questions, check hypotheses and record their findings in the final column of their chart.
 - Throughout this project, encourage the children to discuss and record further questions that are stimulated by the research. The research could lead to a presentation to the class in person or filmed, a factfile or a handmade book on paper or using digital and interactive resources.

(please turn over) ►

4 OTHER IDEAS TO TAKE THIS FORWARD

- Support and challenge the children’s ideas about the sources they will use. What do non-fiction books look like? *How are they written and presented to the reader? Who writes them? How can you tell if they are written by somebody you can trust? Can poetry or fiction books help us find answers?*

5 CROSS CURRICULAR LINKS

- There is extensive cross-curricular learning to be gained from the research that the children conduct.
- Children can learn more about how to identify authentic material and how to navigate websites effectively. They could create fact files that include a range of technology, such as the use of a computer to present information using text, sound and image.

What I <i>want</i> to know	What I <i>think</i> I know	What I have <i>found</i> out
<i>Why don't giraffes have voices?</i>	<p>It is because they have spent too many millions of years showing off to all the other animals so their voices ran out.</p> <p>It is because their necks are too stretched.</p>	
<i>What do giraffes find the tastiest?</i>	<p>Leaf flavour would be best for a giraffe.</p>	
<i>Why do giraffes have blue tongues?</i>	<p>Maybe it's all the blue cough sweets they've been sucking.</p> <p>I guess it's because they live at high altitude... because it's so cold.</p> <p>A giraffe's tongue is the length of about one and a half rulers.</p> <p>No two giraffes have the same pattern on them.</p> <p>A giraffe's feet are the size of dinner plates.</p>	