

# THE BREAKFAST CLUB ADVENTURES

## THE BEAST BEYOND THE FENCE

# Teacher's guide

This resource includes support and guidance to help teachers explore *The Breakfast Club Adventures* in the classroom and accompanies the children's activity pack. You do not need to have copies of the book to take part and the first chapter is included in the children's activity pack.

This guide is for teachers of Year 4, 5 and 6 pupils. It contains activities that can be easily differentiated to suit the needs of your pupils.

This guide includes two easy-to-follow lesson outlines and links to an exclusive film featuring co-author Alex Falase-Koya and illustrator Marta Kissi.



This Marcus Rashford Book Club resource and the accompanying children's activity pack have been produced by BBC Teach, the National Literacy Trust and Macmillan Children's Books.

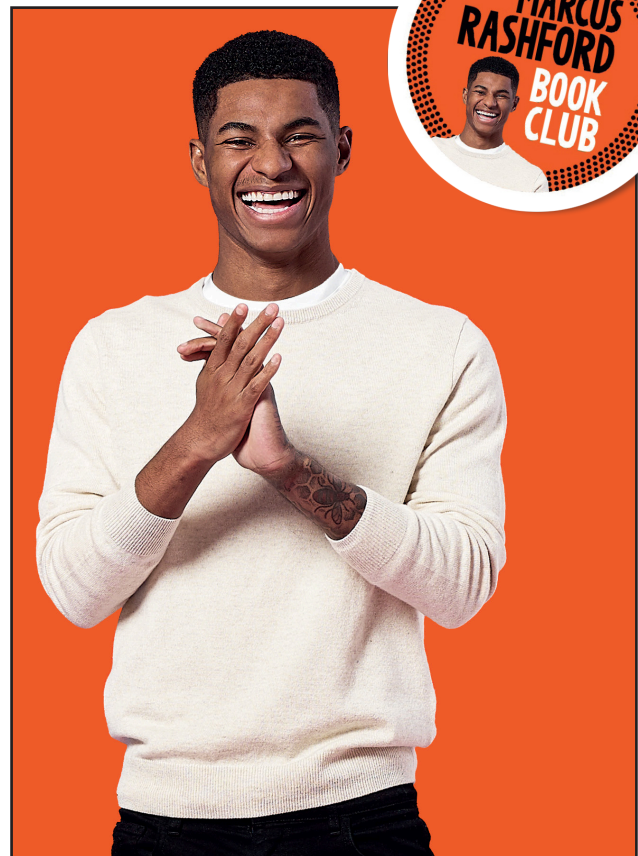


## Contents

Curriculum links.....	page 3
Lesson outline 1.....	page 4
Lesson outline 2.....	page 8

## About the Marcus Rashford Book Club

- The Marcus Rashford Book Club is a reader-recommends programme created by England international footballer and food poverty campaigner Marcus Rashford, MBE and Macmillan Children's Books to encourage and nurture a love of reading in children.
- The book club aims to encourage reading for pleasure among children who do not have access to books at home.
- Published by Macmillan Children's Books and co-written with Alex Falase-Koya and illustrated by Marta Kissi, *The Breakfast Club Adventures* is the first fiction book by Marcus Rashford, inspired by Marcus' own experiences growing up.



Marcus Rashford, MBE photo © Suki Dhanda

## Curriculum links

### English

#### LKS2 Reading for enjoyment and comprehension

- develop positive attitudes to reading, and an understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- discussing words and phrases that capture the reader's interest and imagination
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying how language, structure, and presentation contribute to meaning

#### LKS2 Writing composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

#### UKS2 additions

- reading comprehension: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- writing composition: draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

## Lesson outline 1: Language and presentation choices

### Overview

This lesson provides pupils with the opportunity to read and explore chapter 1 of *The Breakfast Club Adventures*, concentrating upon reading for enjoyment whilst exploring the writers' and illustrator's language, layout and presentation choices. Throughout the lesson, pupils will explore how word emphasis and presentation can enhance meaning.

This lesson uses a short film to engage pupils with the book and activities, whilst providing insight into the writing and illustrating process.

### Learning objectives

Pupils will:

- Enjoy reading, show a positive attitude towards it and an increased motivation to read
- Identify how meaning is enhanced through word emphasis
- Explore how language and presentation enhance meaning

### You will need

- A laptop and a screen
- [This interview](#) with co-author Alex Falase-Koya and illustrator Marta Kissi
- A copy of *The Breakfast Club Adventures* [children's activity pack](#) for each pupil
- Paper, pens and colouring pencils for each pupil

### Starter

Hand out *The Breakfast Club Adventures* children's activity pack to each pupil (you could also give out copies of the book if you have them).

### Who is Marcus?

Introduce pupils to Marcus Rashford and his book club. Prior knowledge of who he is will differ depending on the age of pupils. Ask pupils what they already know about Marcus. Responses may include:

- Marcus is a professional footballer
- He plays for Manchester United
- He is passionate about reading and encourages children all around the world to read
- He campaigned for free school meals during lockdowns
- He continues to campaign to end child poverty
- He has been awarded an MBE for his campaigning work

Explain that Marcus has written his own book *The Breakfast Club Adventures*, along with Alex Falase-Koya and illustrator Marta Kissi, which pupils are going to start reading today.



## Reading

As a class, read aloud the first chapter of the book (included in the children's activity pack). Discuss the following as a group (you may like to give pupils time to discuss their ideas in pairs before feeding back to the class):

- What are your first impressions of the book?
- What did you like/dislike?
- Did anything surprise or puzzle you?
- Did it leave you with any questions?
- What do we learn about Marcus in this chapter?

## Optional activity

Pupils can complete bonus challenge 1 (a short comprehension quiz) in the children's activity pack (page 15) to check their understanding.

## Main activities

### Activity 1: Word emphasis

Pupils may notice that some of the words in the text are emphasised through the use of different fonts (NB: this would have been a joint decision between the writers, illustrator and publisher). Ask pupils to reflect on the following:

- *What do you notice about the way the book has been written?* Prompt pupils to think about the presentation and layout (they may notice the different fonts and presentation techniques used to emphasise some words, as well as the illustrations).

Introduce the term *emphasise* and display on the screen or whiteboard for pupils to refer to during the lesson. Explain that to emphasise something is to show that it is important or to make it stand out to the audience.

Read the opening paragraph of chapter 1 again:

Marcus pushed open the doors to the canteen and strode into Breakfast Club. The room was bright, airy and warm, filled with the sound of kids talking loudly. The smell of *freshly made toast* and *sweet orange juice* wafted into Marcus's nose.

Ask pupils why they think the phrases 'freshly made toast' and 'sweet orange juice' have been emphasised. *What does it make them think of or feel? What does it help them to understand about the story?* Responses may include:

- It appeals to their senses – imagining the taste or smell of the toast and juice, helping them to better imagine what breakfast club is like.
- It might make them think of home comforts, a bakery, or eating a tasty meal somewhere.
- It might evoke feelings of hunger or comfort.
- It might make them think of someone who cooks tasty food for them, or somewhere they go where they can smell delicious food.

Help pupils to understand that the opening of a story is important in setting the scene for the reader. Emphasising these particular noun phrases draws our attention to the setting, appeals to our senses and helps us to better imagine what the breakfast club is like. The positive adjectives 'freshly' and 'sweet' suggest that it is a comforting and homely place for Marcus, and that he enjoys being there.

Ask pupils to find a few more examples of emphasised words in the text and consider why they may have been emphasised. Encourage pupils to take note of the fonts used for these words – *do they add to the meaning in any way?*

Pupils complete activity 1 in the children's activity pack (page 7) to help them reflect on the emphasised words in chapter 1 and the impact this might have on the reader. After completing the activity, discuss the following as a class:

- *What impression do the writers give us of the breakfast club in chapter 1? How do they do this?*
- *How does Marcus feel about breakfast club? How do you know?*
- *When does Marcus' mood change? Why does it change?*

## Activity 2: Analysing language and presentation

When thinking about why a writer may have emphasised words, it can be helpful to ask the following questions:

- Why is it an important word/phrase in the story?
- What does it make you think of or how does it make you feel?
- What does it suggest about the setting, events or characters?

Ask pupils to independently read the extract in activity 2 of the children's activity pack (page 8). Then discuss the phrase '**footballing machine**'. Using the question structure below, ask pupils to think about why this phrase has been emphasised:

- *Why is it an important word in the story? **It shows that football is a big part of Marcus's life/ an important hobby.***
- *How does it make you feel or what does it make you think of? **It makes me think of a super skilled footballing robot who never makes mistakes/is programmed to make perfect shots/is unstoppable and never gets tired!***
- *What does it suggest about the setting, events or characters? **It suggests that Marcus is a very talented footballer.***

Now focus on the presentation of the phrase '**footballing machine**'. *What do the pupils notice about the font?* Explain that when choosing a font to emphasise a word, it can be helpful to think about what the phrase or word reminds you of. 'Footballing machine' might make you think of a robot or computer – the font used is robotic and machine-like.

Pupils now complete activity 2 in the children's activity pack (page 8), exploring some of the words that have been emphasised in chapter 1 and considering how they enhance the meaning. Pupils can design their own fonts to emphasise the example words. Encourage creativity! They can consider the use of colours for their font creations too.

After completing activity 2, pupils can move on to activity 3 (page 9). Before doing so, ask the class: *What other words in the extract do pupils think could be emphasised and why?* Allow time for pupils to discuss their ideas with a partner and feed back to the class before having a go at activity 3 independently. You might also like to use the model below as an example:

Choose the word *slipped* ('Marcus's smile *slipped* slightly').

- Think aloud: *Why this is an important word in the story?* **I think this is an important word because it shows a change in Marcus' mood and that he has remembered losing his football.**
- Think aloud: *What might it make the reader think of?* **The word slipped might make someone think of an accident, falling down or experiencing something painful.**
- Think aloud: *What does it help the reader to understand about the story?* **This shows how unhappy Marcus is about losing his football, that it's an upsetting memory. It also suggests this is an important event in the story and that the rest of the story may focus on Marcus trying to get his ball back.**
- Now demonstrate on the board how you might use these ideas to design a font that would emphasise the word *slipped* (for example, you could write the word *cascading* down the page or shrinking in size).

## Plenary

### Making predictions

Ask: *Where do you think Marcus' football has gone? How might he get it back?* Collect pupils' responses. Suggest that storytellers often tease the reader by leaving some details mysterious and unclear, especially at the beginning of a book. They want us to come up with our own answers and predictions, knowing we'll read on to find out if we were right.

Write these words on the whiteboard or screen: *What? Who? How? Where? When? Why?* Encourage the class to come up with a list of questions about mysterious or puzzling things in chapter 1 of *The Breakfast Club Adventures*.

You could start the list with...

- What is the mysterious building next to Rutherford School?
- Why are pupils not supposed to go over the fence?
- What might BCI stand for?

Pupils might think about why the football is so important to Marcus; why he can't tell his friends the whole story; why Lola matters to Marcus; when the note might have been slipped into Marcus' pocket; or who put it there.

Invite pupils to speculate on possible answers to their questions. Can they find any evidence in the text to support their ideas? After the discussion, pupils can complete Challenge 4, writing a prediction about what they think will happen next in the story. Will their predictions turn out to be accurate? They'll only find out by reading the rest of *The Breakfast Club Adventures*!

## Lesson outline 2: inference and story structure

### Overview:

This lesson provides pupils with the opportunity to read and explore chapter 1 of *The Breakfast Club Adventures*, concentrating upon reading for enjoyment, whilst exploring how inference can help their understanding. They will also experiment with word choices and story structure to practise their own creative writing skills.

### Learning objectives

Pupils will:

- enjoy reading, show a positive attitude towards it and an increased motivation to read
- ask questions about what they read and draw inferences
- apply insights about the language and structure of a story to their own writing

### You will need:

- A laptop and a screen
- [This interview](#) with co-author Alex Falase-Koya and illustrator Marta Kissi
- A copy of *The Breakfast Club Adventures* [children's activity pack](#) for each pupil
- Paper, pens and colouring pencils for each pupil
- Thought-bubble drawn on card (or a balloon)

### Starter

Hand out *The Breakfast Club Adventures* children's activity pack to each pupil (you could also give out copies of the book if you have them).

### What do we enjoy about a good story?

Ask pupils what they remember about chapter 1. Invite each member of the class to draw a picture of the moment in this chapter they enjoyed the most. Pupils could share their pictures and explain why they chose their particular moment.

- Did that moment make them laugh? Or give them some other strong feeling (perhaps they felt scared, hopeful, thoughtful, sad)?
- Did it make them feel excited and give them a sense of anticipation?
- Did it intrigue or puzzle them?
- Was there something about that moment they recognised in their own lives, something they could identify with?

Use questions like these to prompt a discussion about what we enjoy in a good story. Sum up the discussion: we enjoy stories that stir up strong feelings in us and that give us a sense of anticipation – something exciting to look forward to in what might happen next. We love stories that intrigue us by giving us puzzles to solve or mysteries to work out. And we enjoy a story where we can spot or recognise something in the characters' lives that is a bit like our own. That helps us to identify with characters and imagine what it would be like to be them or be in their situation.



Write the terms *strong feelings*, *anticipation*, *intrigue*, and *identify* prominently on the screen or whiteboard for pupils to refer to during the lesson.

### Reading

One of the joys of a good book is giving – or listening to – a lively reading of the story. Ask pupils: *how do we make our reading lively and enjoyable?*

Gather the children's responses. They might mention:

- varying the sound of your voice
- speaking more loudly or more softly
- varying the speed or pace of your reading
- using different voices for different characters
- using dramatic pauses

Demonstrate how **not** to do it, by reading a snippet of text in a dull, mechanical, uninflected way. Contrast that with an excerpt where you read with a lively rise and fall in your voice.

Ask pupils if they have ever listened to an audiobook. Explain that when actors record an audiobook, they rehearse a passage or may even learn it by heart, so they can let the words flow and concentrate on exactly *how* to say them.

Ask pupils to work in pairs to choose and rehearse an excerpt from chapter 1 they could deliver in a lively, fluent way. Less confident readers could choose a shorter passage (perhaps a sentence or two) and may be more motivated if encouraged to learn it by heart. More confident readers could tackle a longer section.

Encourage pupils to choose an excerpt with dialogue in it. How do the characters speak? Are there clues in the text? Draw the pupils' attention to words such as *said*, *announced*, *muttered*, *asked*, *sighed*, *called*, *replied*, *began*, *interrupted* and *frowned*. What do these verbs tell us to do with our voices when we read? Pupils could take turns to read their chosen section to their partner.

### Optional activity:

You could choose to spend more time on this activity and have pupils record and listen back to their chosen excerpts. You might like to record chapter 1 as a class audiobook to share with other classes in the school.

Pupils could complete bonus challenge 3 in the children's activity pack (page 17) to practise varying their tone of voice and explore how word choices affect reading and meaning.

## Main activities

### Activity 1: Mysterious building (setting description)

Ask pupils to describe the breakfast club in their own words. What adjectives would they use? (e.g. 'friendly', 'bright', 'crowded', 'busy', 'welcoming') Can they come up with a metaphor or simile for the club? (e.g. 'as busy as a beehive' or 'the club is one big friendly hug')

Chapter 1 mentions the smell of toast and orange juice. What other sense-impressions might you find at breakfast club? Ask pupils to close their eyes and imagine what else they might see, hear, smell, taste or feel with their fingers at breakfast club.

Writers use details like these to give the reader a strong impression of a place.

Ask pupils to imagine the building next to Rutherford School. Very little is said about it in this chapter, so ask:

- What do you think the building is like?
- If you looked over the fence, what might you hear/smell/see/feel?
- Who or what might be inside?

Pupils can write their own imaginative description of the building, using activity 5 in the children's activity pack (page 11).

### Activity 2: Comic strip (drawing inferences)

Ask: *How does Marcus feel about losing his football? How do we know?* Invite pupils to find examples in the text where we are directly told about Marcus' thoughts and feelings.

Now ask: *Why does Marcus care so much about this football? Are we told about that?*

Pupils should note that chapter 1 doesn't tell us why. We can only guess that from what Marcus says and does. It is as if the writer has left hints or clues for us.

Invite pupils to speculate on why the football is so important to Marcus: maybe it was given to him by someone special, maybe it reminds him of a happy day in his life, or a wonderful place. Explain that when we make guesses about a hint or clue the writer has left in the story, we call that guess 'an inference'.

Encourage pupils to draw inferences from the dialogue in chapter 1. Quite often people don't always say what they mean, or mean what they say.

Read out this extract:

*'And I hope you have done your homework?' He raised an eyebrow.*

*'Yes, of course we have, Mr Anderson,' said Oyin quickly.*

Ask: *Why does Oyin speak quickly? What does that hint at?* And produce your thought-bubble card (or balloon).

Invite pupils to take turns to hold the thought bubble above their heads and read out Oyin's line of dialogue. Then, in a whisper, to tell us what she might be thinking or feeling when she says her line. (So possibly, *'Homework? What homework?'* or *'Say something quick, before Patrick blurts out the truth!'* or *'Yes, yes, yes! I SO love maths!'*).

Point out pupils are using inference, finding clues or hints in the story to help them work out something that has not been directly said.

Tell pupils Marcus Rashford's co-writer on *The Breakfast Club Adventures*, **Alex Falase-Koya**, was inspired to start writing by comic-books. In his own books, his superhero Marv has a suit that gives him all kinds of superpowers.

Ask pupils to complete activity 6 of the children's activity pack (page 12). Pupils draw their own comic strip of a scene from chapter 1 of *The Breakfast Club Adventures* where the characters are having a conversation.

They should add speech bubbles to their comic strip using the words from the story said by the characters. And then add thought bubbles with what might be in the characters' minds when they are speaking or listening to one another.

Pupils can share their comic strips with a partner and explain how they worked out what to write.

### Activity 3: My Breakfast Club Adventure (story structure)

To hold the reader's attention, writers think carefully about the structure of their story (the order in which events happen). Invite pupils to consider the order of events in chapter 1 by asking the following questions:

- *Why did the writers choose to start the story where they did?*
- *Why didn't they start the story by showing us a scene where Marcus loses his football?*
- *Why did they choose to show Marcus playing Jenga, why not just have him meeting Oyin and Patrick straight away?*
- *Why did they end the chapter where they did?*

Pupils might respond with ideas such as:

- 'Showing the moment when Marcus loses his football might give away too many secrets at the beginning of the story. Readers need to find out why the football matters so much, that's what keeps them reading.'
- 'Starting in the club allows the writers to quickly introduce us to all the characters we'll meet in the story.'
- 'The Jenga moment shows how popular Marcus is in school, or maybe it shows that Amira secretly likes Marcus.'
- 'The chapter ends on a cliffhanger. We want to know who went through that door! It leaves us in suspense. So ending it here encourages us to turn the page and read the next chapter.'

Remind pupils about their discussion of *intrigue* and *anticipation* at the start of the lesson. *Can they think of any examples of cliffhanger endings to chapters in any other stories they have read?* (Or they might think of cliffhangers in TV series they watch, too.)

Suggest that we get excited by cliff-hangers because we care about the characters and what happens to them. In a good story, we almost feel we are one of the characters: we *identify* with them, perhaps because we share some of the same feelings, or our lives are similar to theirs in some way.

Ask:

- Are there any ways you are similar to Marcus or his friends?
- Marcus has a treasured possession: his football. In an adventure about you, what would your treasured possession be?

Encourage pupils to think about a treasured possession - something that matters a great deal to them - and then describe it to a partner. *How long have they had it? Where did they get it? Does it remind them of a special time, a special place or a special person? How would they feel if they lost it?*

Pupils complete activity 7 in the children's activity pack (page 13) writing the opening of their own *Breakfast Club Adventures* story, where they have lost a treasured possession and have to tell their friends about it.

### Optional Activity:

Pupils can complete bonus challenge 4 in the children's activity pack (page 18), designing a front cover for their own *Breakfast Club Adventures* story.

### Plenary

#### Story moments

Remind pupils that in this lesson they have explored how writers help us to enjoy a story and feel fully involved in it:

- They sometimes leave details puzzling, to encourage us to *anticipate* and *predict* what might happen.
- They leave hints and clues, so we use *inference* to work out what characters might think and feel.
- By doing this they encourage the reader to *identify* with the lives and *strong feelings* of the characters.

Ask pupils to find sentences in chapter 1 where the writers have done these things. Pupils complete activity 8 in the children's activity pack (page 14), copying these sentences onto the sheet and explaining what they liked about each one.