

# THE BREAKFAST CLUB ADVENTURES

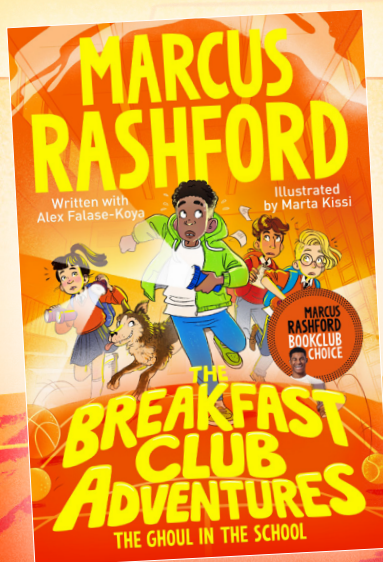
## THE GHOUL IN THE SCHOOL

### Teacher's guide

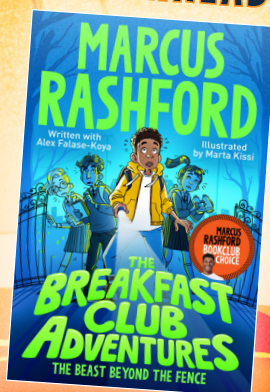
This resource includes support and guidance to help teachers explore *The Breakfast Club Adventures: The Ghoul in the School* in the classroom and accompanies the children's activity pack.

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 five light touch activities and three bonus activities for your pupils to enjoy alongside chapter one of the book.



ALSO AVAILABLE



This Marcus Rashford Book Club resource has been produced by the National Literacy Trust and Macmillan Children's Books



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## 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, co-written with Alex Falase-Koya and illustrated by Marta Kissi, *The Breakfast Club Adventures: The Ghoul in the School* is the second fiction book by Marcus Rashford, and follows *The Breakfast Club Adventures: The Beast Beyond the Fence*.

## Who is Marcus?

You may wish to 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
- He has created multiple books including the book they will read today

## Curriculum links:

### English programme of study (from National Curriculum in England)

#### 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 and non-fiction, including reference books and 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 with an increased 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, and understanding how such choices can change and enhance meaning

### Overview of chapter one:

The Breakfast Club Investigators are back! Chapter one sees Marcus and his friends take on their next case: the mystery of the bruised bananas. Asim thinks its goblins, Lise and Stacey have no idea and Marcus has stayed up all night making notes. They all want desperately to give Gabe answers and not have another failed case. Gabe has lost faith in them, and Stacey has called an emergency meeting after school. Follow along as Marcus and his friends try to solve their next big case and stop the snooty people at *The Rutherford Gazette* from stealing the show. After all, Marcus did solve the mystery of the beast beyond the fence, this should be easy for him and his fellow Breakfast Club Investigators.



## Chapter one discussion questions

Before settling into chapter one, explore the title and pictures on the front cover and discuss the pre-read questions with your pupils. Once pupils have explored the front cover, dive into chapter one for a first read. Then allow pupils to have a second read and use the questions to support class discussion and reflection.

### Pre-read - Front cover and blurb:

- What do you think this story is about and why?
- How do you think the characters feel on the front cover? How do you know this?
- What items do the characters have? What might these be for?
- Can you make a prediction about what might happen in the story?

### Throughout chapter one:

- Why do you think there is a picture of a fallen down bottle at the start of the chapter?
- Why had Marcus overslept?
- Why was Marcus worried about being late?
- How do Marcus' friends feel about him? How do you know?
- Why did Marcus pause mid-bite of his toast?
- What is the case the Breakfast Club Investigators are trying to solve?
- Why does Asim think goblins are to be blamed for the bruised bananas?
- What steps were taken in their investigation?
- How does Gabe feel about the Breakfast Club Investigators? How do we know?
- How does Gabe make Marcus feel?
- How does Marcus feel about the investigation going to the Journalism Club? How do you know?
- Why do you think Stacey has called an emergency meeting after school?
- How do we know that Patrick is a good friend to Marcus?
- How are Patrick's feelings about the Journalism Club different to Marcus'?



### After reading chapter one:



- What are your first impressions of the book?
- What did you like or dislike?
- Did anything surprise or puzzle you?
- Has it left you with any questions?
- What do we learn about Marcus in this chapter?
- Why do you think certain words are emphasised throughout chapter one?

## Outline of activities:

After reading chapter one and completing the discussion questions, allow pupils to work through the activity pack. You may wish to complete each activity as a class or give pupils time to complete the activities individually or in small groups/pairs.

### Activity one:

Invite pupils to explore the language used throughout chapter one. *Why are certain words emphasised? Why have the writers and illustrator chosen to do this? What impact does this have on the reader? Do these words help the reader to infer Marcus' emotions?*



### Activity two:

Invite pupils to explore Marcus' experiences throughout chapter one using the five senses: *what would Marcus have seen, smelt, heard, tasted and felt before, during and after Breakfast Club and throughout chapter one?* Next, invite pupils to summarise what has happened throughout the chapter.

### Activity three:

Invite pupils to write a diary entry as Marcus after reading chapter one. *What has happened to Marcus in the day? Why has it happened? Where has it happened? When has it happened? Who was involved? How does it make Marcus feel?* Encourage pupils to use their senses and summary from the second activity to help write their diary entry.

### Activity four:

Invite pupils to infer, illustrate and emphasise Marcus' emotions, alongside making predictions about chapter two and posing questions they would love to ask the Breakfast Club Investigators.



### Activity five:

Invite pupils to complete the quiz using clues and information from chapter one. Pupils will need to use clues just like Marcus and his friends do in *The Breakfast Club Adventures*.

### You may wish to continue with some bonus activities:

- Create a news article for *The Rutherford Gazette* and the mystery of the bruised bananas.
- Create a map of the school with key locations in the story. (The canteen, football field and hideout) *Pupils can add to this when reading the rest of the story.*
- Write a letter to Gabe persuading him to give the Breakfast Club Investigators another chance. *You may wish to spend a lesson on persuasive techniques with your class before completing this activity.*