THE ADVENTURES OF INVISIBLE BOY

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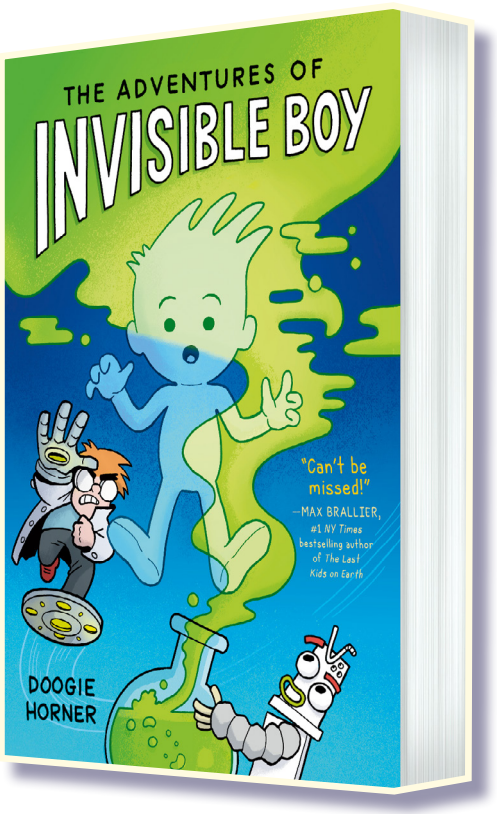
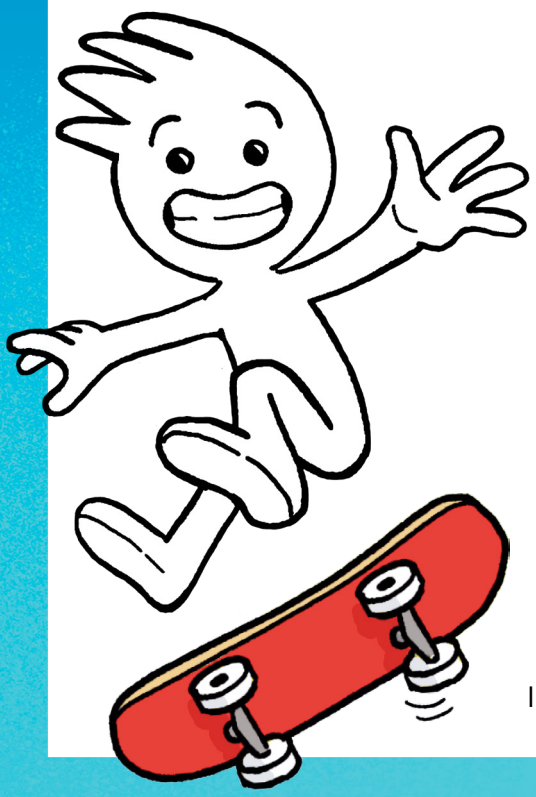




SCHOLASTIC

Illustrations by Eileen Savage, 2024

LESSON PLAN 1 – COMIC CREATIONS

LEARNING OBJECTIVES

- To identify and use the elements of a comic book
- To use recognise and use onomatopoeia words to describe the noise something makes

LEARNING OUTCOMES

- Pupils will create comic pages to tell a short story
- Pupils will use onomatopoeia to create sound effects in a comic strip

RESOURCES

- ***The Adventures of Invisible Boy*** book by Doogie Horner
- Science experiment equipment such as magnets, ramps and model volcanoes
- **Resource Sheet 1: That Shouldn't Have Happened!**
- **Resource Sheet 2: Comic Book Creation Kit**
- Pens, pencils, felt-tip pens, wipe boards and pens, large pieces of paper

LEAD IN

Before sharing the book with your class, show a selection of pages from the book and ask the children to identify what kind of book this is. They may describe it as a comic book or graphic novel. As a class or in pairs, explore the different features of this book genre using terms such as panel, gutter, caption, speech bubble, thought bubble, motion line and sound effect.

Explain that it is the sound effects that you are going to be particularly focusing on while reading the book. These 'noisy' words are known as onomatopoeia: they are words made from the sound that something actually makes. Demonstrate this by dropping something such as a small beanbag on the floor and follow this action by describing what had just happened using onomatopoeia. For example, 'The beanbag landed with a thud on the classroom floor'. Repeat the sentence and ask the children to identify which of the words in the sentence was onomatopoeic. Once the children have identified this word as 'thud', ask them to think of some other onomatopoeic words using everyday actions in the classroom to identify them.

Here is a quick quiz to test your class's understanding of onomatopoeia. They can record their answers on wipe boards:

Which word is onomatopoeic?

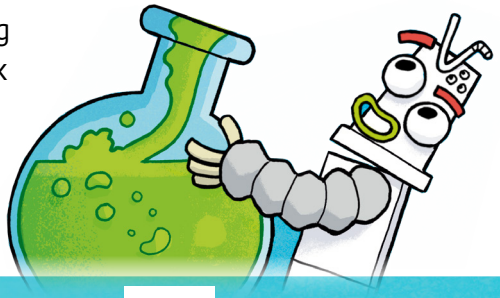
1) A metal gate closing
   a) beep b) clang c) crackle

2) A drop of water coming out of a tap
   a) drip b) snip c) click

3) An old, wooden door opening
   a) fizz b) clatter c) creak

4) A gust of wind
   a) whoosh b) clink c) kaboom

5) A twig suddenly breaking underfoot
   a) ping b) snap c) sizzle



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MAIN ACTIVITY

Once the book has been shared with your class, return to some pages with good examples of onomatopoeia. For example, on page 87, the onomatopoeic words whirrrrrr, woosh, boosh and gasp are used to describe the collision of a bicycle into a pile of leaves. On page 73, 'thwap!' is used to describe the sound a broom makes when it is being used to get Stanley 'the ghoul' out of the house.

Explain to the class that they are going to create their own cartoon pages with a particular focus on the use of sound effects to bring their stories to life. Remind the children that the captions, speech bubbles and thought bubbles need to be concise, showing the words that are thought or spoken, which are necessary to tell the story. The sound effects will help the reader to imagine what is happening without the use of descriptive sentences. At this point you could return to the original example of 'The beanbag landed with a thud on the classroom floor'. A quick sketch of a beanbag descending with the use of motion lines and the onomatopoeic word 'THUD!' would show how a sentence can be replaced with just one word in the form of a cartoon strip.

Explain to the children that their own cartoon strips are going to tell a short story about a science fair experiment that didn't go to plan. In preparation for this, the children can visit some sound effect stations that have been set up around the classroom. Each station will have some equipment that might be used in a science fair (for example, soapy water and wire hoops, magnets and paper clips, ramps and balls, model volcanoes and lava). The children's task is to listen carefully as they spill, pour, drop and scatter to act out potential science fair disasters to generate a bank of onomatopoeic words. Each station can have a large word bank for children to write on, or display with sticky notes, the sound words they have discovered. These words can then be recorded as a whole class on **Resource Sheet 1: That Shouldn't Have Happened!** as a word bank to refer to when creating their cartoon pages.

Model the use of the sound effect word bank and inspiration from the book to write the beginning of a cartoon strip to ensure the children have a good understanding of how to use the elements that are needed. Ask the children to suggest some science fair stall ideas. Write these on small pieces of paper, pop them in a jar and ask a child to select one at random. Brainstorm what might 'go wrong' with this experiment, who might be involved, and what the consequences might be – will this create a 'super' situation, or will there be trouble? Enlarge **Resource Sheet 2: Comic Book Creation Kit** and, as a class, recap the elements of a comic book as you (and some volunteers) record the class's ideas onto different-sized panels, adding pictures, captions, thought bubbles, speech bubbles, motion lines and most importantly, sound effects! These panels could be hung on a washing line or displayed on a 'working board' for children to refer to.

EXTENSION

You may well have found that this activity has sparked the imagination of even the most reluctant readers and writers, and this should be showcased! In the classroom, corridor or school library, a cartoon board display, or a class collection of comic strips in the form of an annual-style book will celebrate the children's creations and encourage them and others to delve into many other comic books in the future. The children can also make comic-style posters to display in a book area or school library to encourage others to read comic books. They could even add some onomatopoeia to their poster, for example, 'BOOM! You've just found the comic books'.

RESOURCE SHEET 1

THAT SHOULDN'T HAVE HAPPENED!

What onomatopoeic words can you hear when your science fair demonstration doesn't go to plan?

Accidental Action	Sound Effect

THE ADVENTURES OF INVISIBLE BOY BY DOOGIE HORNER

RESOURCE SHEET 2

COMIC BOOK CREATION KIT

LESSON PLAN 2 – SCIENCE FAIR

LEARNING OBJECTIVES

- To plan, research, prepare and present a scientific investigation
- To create eye-catching information posters.

LEARNING OUTCOMES

- Pupils will demonstrate/present a scientific investigation at a science fair
- Pupils will create eye-catching resources to promote scientific interest throughout their school

RESOURCES

- ***The Adventures of Invisible Boy*** book by Doogie Horner
- Science experiment equipment such as magnets, ramps and model volcanoes
- **Resource Sheet 1: No Time to Stall!**
- **Resource Sheet 2: Science Fair**

LEAD IN

After sharing the book, ask the children, in pairs or as a whole class, to play a quick word-association game: 'Name something you would find at a science fair...' The book will have inspired the children to recall lots of interesting words that might very well lead into a discussion after playing the game, about what the children can remember from the book as well as their own knowledge and experiences.

Ask the children to discuss whether the science fair in the book was a success or not, generating a list of the positives such as Stan's eco-friendly robot made entirely from recycled parts on page 39, and negatives such as the volcano that is mentioned on page 48 that has pop rocks in and won't stop erupting.

Return to Chapter 4, 'Stan Remover', on page 35 and explore the first few pages that show the various stalls at the science fair. Explain to the children that you have some very exciting news that your class is going to be holding their very own science fair in the hall for the younger pupils to visit throughout a day. However, unlike in the book, it is essential that their science fair is a disaster-free zone and that 'Safety in Science' will be the overall theme.

MAIN ACTIVITY

Explain that the children are going to work in small teams for the science fair and their first task will be to decide upon a scientific investigation for their stall and a team name. (It may be useful to display a list of science topics that the children have recently studied, to help generate some ideas.) Explain that the use of alliteration, rhyme and a play on words often makes a team name 'catchier'.

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For example, ‘Magical Magnets’, ‘Bubble Trouble’ and ‘Ramp it Up!’. Ideally, the team’s name should be linked to the scientific theme of their investigation. For example, it wouldn’t really make sense to have a team called Magical Magnets doing an investigation about tooth decay.

Here is a quick quiz you can do with your class before they decide on their scientific theme and team name:

Can you work out which science fair stalls the following teams are running?

Team 1: Magical Magnets	Demonstrating how we can make paper clips attach to each other without linking them or using glue.
Team 2: Bubble Trouble	How to control the speed of toy cars.
Team 3: Ramp it Up	How to increase the size of a bubble.

Once the children have a scientific investigation in mind, they can complete **Resource Sheet 1: No Time to Stall!** to help them to carefully plan everything that will be needed to make their stall a scientific success. Explain to the children that the purpose of the science fair will be to teach the younger children some interesting facts about science. This should be done in an exciting way that will teach them new knowledge and encourage them to develop an interest in science. The stall can be ‘demonstrative’ where the team performs a scientific investigation to a small crowd, or it can be ‘interactive’ where the younger children can use equipment provided to investigate a scientific concept themselves, with the team at hand to explain what to do and to talk to them about their outcomes. Remind the children about the overall theme ‘Safety in Science’ and to think about how they can ensure that any injuries to themselves or the younger children visiting the science fair can be avoided. (It may be useful to have a class brainstorm about potential hazards such as spills before the children start planning.)

> **Resource Sheet 1** has a section where children can identify their research sources. It is essential that any information the children are presenting to the visitors at the science fair is accurate. Safe and reliable educational websites for children, science-themed children’s information books and the children’s own science books are good starting points when the children are planning their investigation. Remind the children that their audience is younger so the information they present needs to be simplified accordingly.

Once the planning process is complete, children should gather the equipment that they will need for their stall. This may involve a class visit to the school science cupboard (mentioning the importance of taking care of this equipment, which is used by different classes, and of returning the equipment once it has been used). It may also be necessary to ask for kind donations from home too.

Ask the children what could be added to their stall to make it eye-catching and fun to attract lots of visitors to their stall. They may suggest brightly coloured, sparkly posters, decorations and even fairy lights. Your teams may wish to make themselves stand out by dressing up as ‘mad scientists’ complete with lab coats, wild wigs and even headbands with antennae. Explain to the children that the theme of the investigation should be displayed prominently on the stall. As mentioned in Resource Sheet 1, this should be a question.

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EXTENSION

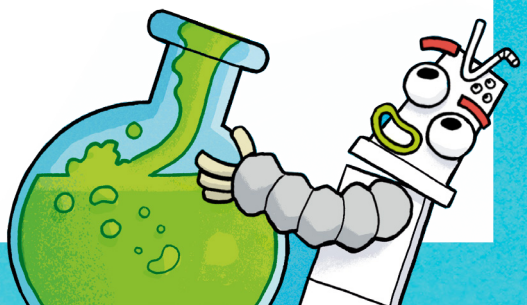
Ask the children to generate excitement around school before the day of the science fair by designing a poster to advertise the event using **Resource Sheet 2: Science Fair.** Explain to the children the importance of making these posters bright and eye-catching as well as accurate and informative, clearly stating the date, time and location of the science fair. Posters could be made to display in specific year groups or classrooms, as the visiting times will vary.

RESOURCE SHEET 1

NO TIME TO STALL!

What does your team plan to teach the younger children about science at the science fair and how are you going to do this?

SCIENTIFIC THEME	
INVESTIGATION FOCUS (THIS SHOULD BE A QUESTION.)	
DEMONSTRATIVE OR INTERACTIVE?	RESEARCH TOOLS
EQUIPMENT NEEDED	
SAFETY NOTES	



SCIENCE FAIR

WHO?

WHERE?

WHEN?

CURRICULUM LINKS – LESSON 1

UKS2 English – Pupils should be taught to:

Reading – Comprehension:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing – Composition:

- Proofread for spelling and punctuation errors

Writing – Handwriting:

- Write legibly, fluently; choosing the writing implement that is best suited for the task

Key Stage 2 Art

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

CURRICULUM LINKS – LESSON 2

UKS2 English – Pupils should be taught to:

Reading – Comprehension:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing – Composition:

- Proofread for spelling and punctuation errors

Writing – Handwriting:

- Write legibly, fluently; choosing the writing implement that is best suited for the task

Key Stage 1 and 2 Science Topics including:

- Working Scientifically
- Plants
- Animals including humans
- Living Things and Habitats
- Evolution and Inheritance
- Rocks
- Everyday Materials
- Properties and Changes of Materials
- States of Matter
- Light
- Sound
- Forces and Magnets
- Seasonal Changes
- Earth and Space
- Electricity

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