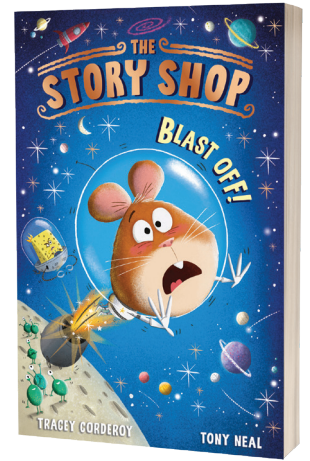


# THE STORY SHOP BLAST OFF!

## TEACHING GUIDE



### INTRODUCTION

**Suitable for:** Children aged 5-8 years old in Years 1-3

**Ideal for:** Emerging readers, and especially reluctant readers

**Includes:** 4x lessons that build towards children reflecting on their own friendships

**Themes:** Stories; Imagination; Space; Fun and Games; Inventions; Fairness; Winning

### ABOUT THE STORY SHOP: BLAST OFF!

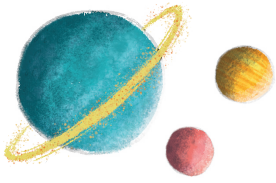
Looking for adventure?  
Want to be a hero?  
Step inside the Story Shop!

*The Story Shop* is packed full of plots, costumes and characters galore. And shopkeepers Wilbur and Fred are ready and waiting to find every customer their perfect adventure!

When a daredevil mouse visits the shop, Wilbur and Fred have just the thing – an out-of-this-world space adventure! Join Space Mouse as he nibbles his way into a spot of trouble on the Moon, bets his tail on a game of Tiddlywonks on Planet Winner and causes chaos on Planet Cog with his over-the-top inventions...

From the acclaimed author of *SHIFTY MCGIFTY* comes a fresh, funny and highly illustrated new series of chapter books, celebrating the power of imagination. Designed for emerging readers with three linked stories in each book, *THE STORY SHOP* is perfect for fans of *HOTEL FLAMINGO* and *KITTY*.





## ABOUT THE AUTHOR – TRACEY CORDEROY

Tracey Corderoy lives near Gloucester in the Cotswolds. Once a trained primary school teacher, she is now a multi-award winning author with over seventy books to her name! She loves visiting schools, libraries and bookshops, bringing her stories to life with bright, engaging events, and inspiring children to want to be writers too! Follow Tracey on social media @TraceyCorderoy or visit her website here: [traceycorderoy.com](http://traceycorderoy.com).

## ABOUT THE ILLUSTRATOR – TONY NEAL

Tony Neal's passion for art has led to a blooming career in children's book illustration. He is currently living in the South Leicestershire countryside. When not working, he enjoys a spot of fishing, spicy food and rocking out on his bass guitar in a local band. Follow Tony on social media @Tonynealart or visit his website here: [tonyneal.co.uk](http://tonyneal.co.uk).



# NATIONAL CURRICULUM OBJECTIVES

## ENGLISH: SPOKEN LANGUAGE

- Ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings

## READING: COMPREHENSION

Develop positive attitudes to reading, and an understanding of what they read, by:

- Discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by:

- Identifying how language, structure, and presentation contribute to meaning
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

## ENGLISH: WRITING: COMPOSITION

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)

## DESIGN AND TECHNOLOGY

### Design

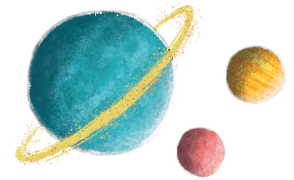
Design purposeful, functional, appealing products for themselves and other users

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics





### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### SCIENCE: EARTH AND SPACE

- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies

### PSHE

- Recognise what is fair and unfair, kind and unkind, what is right and wrong
- Learn about rules for games and who makes them



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# LESSON OBJECTIVES AND OUTCOMES



## LESSON 1: THE STORY SHOP

### Objectives:

- To celebrate stories and explore their benefits
- To encourage children to embrace their imagination

**Outcomes:** An introduction to different types of stories, and a recognition of the differences between fiction and nonfiction; the planning of a short story; and the writing of a short story.

## LESSON 2: BLAST OFF!

### Objectives:

- To describe the surface of the Moon and investigate its phases
- To reflect on the need to have an honest opinion of ourselves

**Outcomes:** Understanding more about the Moon and its place within our solar system, and a completed artwork to show the difference between the surface of the moon and an imagined version; the naming of the phases of the moon; and an exploration of what it means to boast.

## LESSON 3: WINNER WINNER!

### Objectives:

- To design a board game
- To recognise and challenge injustice and to know the importance of taking appropriate action against unfairness

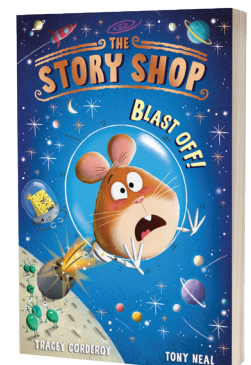
**Outcomes:** A class collaboration of playing board games together; an analysis of different board games and the creation of their own; and a discussion about the necessity of rules and the concept of fairness.

## LESSON 4: THE COGGLES

### Objectives:

- To appreciate the power of knowledge and to show how discoveries and inventions have changed our lives
- To consider the triumphs and disappointments associated with winning and losing

**Outcomes:** A class conversation about the different types of inventions they enjoy; a consideration of the invention process in order to make their own; and a short reflection.



# LESSON ONE: THE STORY SHOP

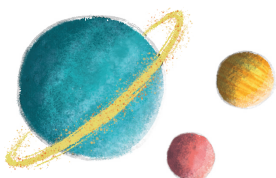


## Questions:

- What is your favourite story?
- What makes a good story?
- How do we plan out and structure a story?

**Task 1:** Write the phrase 'Once upon a time' on the board, and ask children what these words remind them of. Hopefully, they will say the start of a story and point out how most fairy tales start with those famous words. Ask them what their favourite stories are, and make a list on the board of their suggestions. Encourage them to think about: the stories that they loved to listen to or read at a very young age, the stories they've enjoyed at home and in school, the stories that they read now, and the stories that they hear from others. Can any of the children retell a story that they particularly love to a child next to them or to the class? During this time, share what your favourite story is and why. Talk about elements of the story such as the plot, characters, settings and themes to invoke greater discussion. Tell them how stories can be powerful things and that they help us to imagine. Mention how they can take us to different places, and that they help us to learn more about the world and how we feel, explaining the concept of empathy. Remind children that stories don't always have to be true and use this as an opportunity to also describe the differences between fiction and non-fiction.

**Extension:** Look at some of the best-loved stories of all time such as Booktrust's '100 best books for children' list. How many do the children recognise? How many have they read, or had read to them? Discuss which books are on the list, and any they think should be on a future version of it.



**Task 2:** Tell the children that soon they will be writing their own short stories. But before they start writing, it's a good idea to plan out their story. But how do we do this? Explain how authors set out their stories before they start writing so that they know what is going to happen, and that planning is an important part of writing a good story. Share with the children how every story usually follows a simple structure of having a beginning, middle and end, and contains certain elements. Recap the main elements of good story writing such as the story needing: **plot:** an exciting series of events; **setting:** real or imaginary locations where your story takes place; **characters:** real or imaginary figures who help to tell the story; and **themes:** key ideas or messages that run throughout it. Discuss the structure such as how in the beginning, this is where the writer sets the scene by describing the setting and introducing the main character(s). In the middle, this is when the story builds, where conflict happens, and there is a problem to solve. Towards the end, there is a resolution when the main character solves the problem in order to reach their goal and the conclusion could be happy or sad, or even have an unexpected twist! Guide them through the process by generating a whole class plan for a story to help the children to create their own plan for their short story.

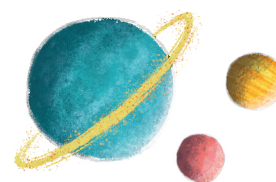
**Task 3:** After children have created their own plans for their short stories, allow them sufficient time to write their own short stories, supporting them to be as descriptive and imaginative as they can. Remind them to reread their work to check for spelling, punctuation and grammar throughout, and to use dictionaries and thesauri as necessary to assist them with vocabulary. After writing, encourage them to share their short stories with a friend. Create your own 'Story Shop' display using an area or bookcase in your classroom with all the stories that children have self-written and self-published for the children in your class to read and explore.



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## LESSON TWO: BLAST OFF!

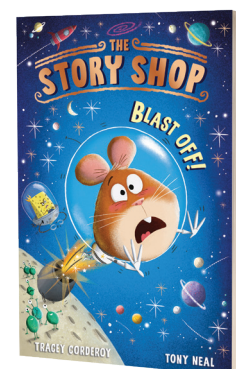


### Questions:

- What is the Moon? What is it made of?
- What are the phases of the Moon?
- Why do people boast about themselves?

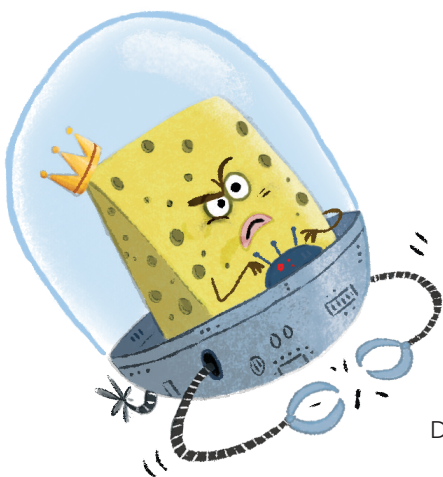
**Task 1:** Start this lesson by sharing a picture of the moon on the board and reading some fictional picture books about the moon (suggestions are listed in the 'Further ideas and activities' section). If you have virtual reality headsets, these could also be used when doing this. What do they already know about the Moon? Ask the children a series of questions to stimulate their imagination, such as: Would you like to go to the moon like Mouse and Fred? Why or why not? If you went to the moon, who would you take with you? Ask them to write a fact about the Moon on a Post-It note and stick them to the picture of the Moon on the board to gather their responses and assess their understanding. Read out some of the facts that they have suggested, and share how the Moon is a huge ball of rock in space which orbits the Earth. Explain that the moon does not make its own light and it can only reflect light from the Sun, and that it has no atmosphere, wind, or weather. Describe how the surface of the moon isn't flat, and that it is covered in craters that have been formed by meteorites hitting it. Compare this to the Moon in the book, and the landscape made out of cheese. Discuss why sometimes in stories, the Moon is described as made out of cheese because of its holey appearance. Using books, the internet and images, children can create their own half-and-half 'Crater/Cheese' artwork of the surface of the Moon, with one half showing the real surface of the Moon covered in craters, and the other half being made out of cheese as depicted in the book.

**Task 2:** Ask children if they have ever seen the moon. When is the best time to see the moon? Can the Moon also be seen during the day? What does it look like? Some may say a full moon, half moon, or crescent-shaped moon. Share their responses on the board by illustrating their suggestions. Using these, explain that the moon looks different to us on different days throughout the month. Ponder the reasons for why this happens. Discuss how the moon doesn't look the same every time they look at it during the month and that this is called the phases of the moon. Explain that it takes the moon twenty-nine days (about one month) to travel around the Earth and these different phases that we see are when the moon is at different points in that orbit, as it is lit by the Sun. Share the names of the phases of the Moon and illustrate these in the correct order to show them in more detail. You could also use a range of practical resources to demonstrate the phases of the moon to the children.





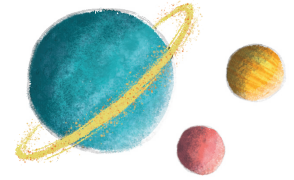
**Task 3:** Refer to how Mouse was boasting in this short story. Ask the children what boasting means. Can they give you an example either from the book or in real life? Discuss a definition, i.e. *Boasting is talking about how good your abilities, achievements or possessions are, and sometimes pretending you are better than you actually are.* Ask them if they like people who boast about themselves, and if not, why not? Write a list of reasons on the board. These might include: that they show off, they're selfish or big-headed, they think they're better than anyone else or they don't care about anyone else, etc. As a discussion activity to make them think about boasting and for fun, go around the classroom taking fanciful boasts from the children about something good they have achieved, something good they have or something good they can do. The more imaginative, the better! You could start them off with one of your own boasts, e.g. that you have the strength to lift up the building with one hand!



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## LESSON THREE: WINNER WINNER!



### Questions:

- What's it like to play games?
- What makes a good game? How can you make a game?
- What is fairness? Why do we need rules?

**Task 1:** Introduce this lesson by saying to the children that there are so many games that we love to play or watch. Ask them to turn to the person sitting next to them and see how many names of different games they can come up with together. Write their suggestions into three separate lists (according to what they say, and adding your own if necessary): sports, electronic games, and board games. Can they identify how you have categorised them? Talk more about the different types of games you have listed in detail, including when these games are usually played, who they are played with and how they are played. Discuss how playing games is lots of fun because games make us enjoy time together and make us feel excited, especially when we win. Describe how taking part in games is a great way to spend time with family and to make friends because playing games teaches you how to collaborate, cooperate, and communicate with each other. We learn how to take turns and respect each other. We can encourage each other and praise each other when we play. Spend the rest of this session playing a range of games in the classroom such as sports, electronic games and board games individually, in pairs or in small groups together to demonstrate these qualities.



**Task 2:** In this lesson, you will need a handful of popular board games in order for the children to analyse them. After Task 2, remind children of the benefits of playing games, and some of the games that they have played. Split the children into small groups and give each group four sheets of paper. On each sheet, write the headings, 'Rules', 'How is the winner decided?', 'Best points' and 'Worst points'. Rotate the board games around the groups for ten minutes at a time, asking the children to make notes about each board game under each heading. Each group could present their findings back to the class, or the teacher could write the feedback up on the board. Overall, do the children prefer group or individual games? Do some have rules that are too easy or too complicated? Are some games more likely than others to create arguments? Why? After discussion, tell them they are going to design their own game in groups. Ask them to come up with several ideas for a board game. What will it be based on? Once they have decided, children are to create their own game considering the things they've already looked at such as how the winner is decided and the layout of the board. Remind them they will need to produce a set of rules. After creating their own game, explain how each group will present their game to another group who will then play it and evaluate it.

**Task 3:** Following on from Task 1 and Task 2, explain that you are going to play a game with the class against all of the children. Explain that the rules are slightly different from normal, but you'll tell them what they are as you go along. If anyone remarks that this is not fair, ignore their protests. Ask volunteers to roll the dice when it's the children's turn. When it's your turn, make up the rules as you go along. Make them as ludicrous as you can and win in the most outrageous manner possible. Explain that whilst the game may have been fun for you, it wasn't fair for everyone else, and that rules need to apply to all. Refer this to Phoebe Fairplay not playing fair in the story. How does this make Mouse feel? Ask the children to write a list of some of the rules in school that they are expected to keep, and to explain why these help to protect us and help us to live together harmoniously.



## LESSON FOUR: THE COGGLES



### Questions:

- What is an invention?
- How do you come up with an invention?
- Are we all winners in different ways?

**Task 1:** After reading the short story *The Coggles*, ask children to name their favourite things, for example: TV, books, games console, computer etc. Explain how all of these items were invented by humans, and came from their ideas. Encourage children to think about where good ideas come from? Show pictures of some more important inventions throughout history (such as the wheel, light bulb, mobile phone, internet, etc.). Discuss how all of these inventions have changed society as a whole. Ask the children what they think life would be like without them. What would we not be able to do without the wheel? A computer? A TV? A mobile phone? The internet? Split the children into small groups and give each of them a different scenario to act out such as being without one of these inventions at home, in school, or in a social situation. How do they react? Bring them back together for a discussion about their scenarios. Did children feel lost without their invented item? Do we think we depend on these invented items far too much? As a class, investigate whether our invented items help us or hinder us in life by completing a two-sided table for each item, explaining the reasons.

**Task 2:** After Task 1, refer back to the inventions listed in the book such as the Pamper-Bots with their back-scratching hair brushes, the self-curling curlers, and 'No-Mess Face Mask'. Ask the children to think about why these inventions were needed. Do we need them in real life? How could they help us? How do they go wrong? Ask them to consider the thought-process that an inventor must go through in order to complete their invention. Describe how an inventor must have some sort of inspiration in order to think of something that will improve people's lives; then begins a process to find out what has been learnt by others before, with an investigation to see if their idea can be done; before putting into place a method to make their invention; and finally evaluating it. Tell the children that they are going to design a fictional invention for a desired purpose: to create something that will help make our school a better place. Over a series of lessons, model how to generate ideas using mind maps, draw out their ideas using diagrams, and make a list of materials required. Using junk materials, they could make a model of their idea to demonstrate their idea physically. Finally, ask the class to evaluate whether their idea will be a success or not, providing reasons why.



**Task 3:** Throughout the stories, there has been a theme of Mouse wanting to win at everything. As a class, begin to generate a word bank of adjectives to describe Mouse's character. How do the children perceive the character of Mouse? Is Mouse a show-off? A boaster? Or is Mouse just stubborn and determined? Share your opinions out loud. Explain that Mouse's attitude changes throughout the stories such as gloating in *Blast Off!* and almost being too confident in *Winner Winner!*. Discuss how winning is great, but when winning becomes the most important factor and some people go to extraordinary lengths to win then things start to go wrong, as they do for Mouse in *The Coggles*. Talk together about the lengths some people go to to make sure that they win, such as resorting to cheating, getting so angry that they abuse the opposition or they start to treat others, including the referee, unfairly by blaming them if they are not winning. After this discussion, ask children to write a short reflection answering the question: Is winning the most important thing?



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## FURTHER IDEAS AND ACTIVITIES

Read more books that explore the subject of space travel together such as *The Way Back Home* by Oliver Jeffers, *Look Up!* by Nathan Bryon and Dapo Adeola; and for older readers, *Rocket Boy (Colour Fiction)* by Katie Jennings and Joe Lillington; and *Space Detectives* by Mark Powers and Dapo Adeola.

At the beginning of the book, Mouse dresses up as Space Mouse, an astronaut. Find out more about what it takes to be an astronaut and complete your own course of astronaut training.

In *Blast Off!*, Mouse thinks that the Moon is made out of cheese, and they meet a character called Gordon Zola. Encourage the children to sample different varieties of cheese and taste-test them, being mindful of any intolerances or allergies.

To investigate toys, look at a range of children's board games from the past and the present. Compare and contrast their similarities and differences using a Venn diagram.

Visit your local library or bookshop to see a real-life story shop, and understand more about their place within the community.

