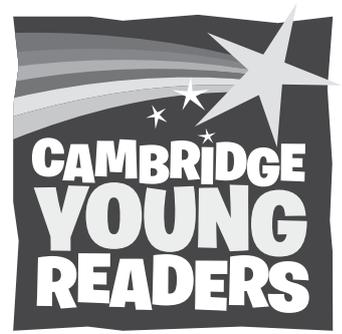


CAMBRIDGE



factbooks:

Why is it so?

Level 5
Introduction

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Introduction

Welcome to *Factbooks: Why is it so?*

The main purpose of this supplementary series is to extend your pupils' knowledge and curiosity about the world of science and, at the same time, to help develop their reading skills – all through the medium of English.

Why are the book titles all questions?

This is because we aim to encourage your pupils' natural curiosity by offering answers to the sort of questions children naturally ask about the world. However, there is much more in each book than the answer to the question on the front cover. Inside each book, you and your pupils will find a wealth of curious questions and fascinating facts.

When should I use the books?

You can use the books to supplement and add variety to your existing science curriculum. For instance, you may be studying sound. This would be a good time to introduce *Why Is It So Loud?*

Or perhaps one of the questions will come up naturally. There might be a thunder storm and one of the children might ask *Why does thunder make that noise?* Now might be a good time to introduce *Why Does Thunder Clap?*

Are the books also suitable for the school library or classroom book corner?

Yes, they are. Some children really enjoy non-fiction books. In addition, they will be useful as a resource to keep your 'fast finishers' occupied during science lessons.

How should I introduce the books in class?

First ideas

You could select from the following activities:

First impressions: Ask the children to flick through the book very quickly to look at the pictures and get a feel of the book. Ask them to tell you some of the things they notice. Write their responses on the board.

Scanning: Ask the children to find specific pictures or words as quickly as they can. This can be made into a team game. Say, for example, *Where can we see a picture of a penguin?* or *Where can I find the word 'crocodile'?* Write any words they need to find on the board. The children answer by giving you the page number and showing the rest of the class where the items are.

Predictions: Ask the children to make guesses as to what the book is about, based on what they have seen. Write these ideas on the board and refer to them at the end of the lesson(s).

Answer to the question in the title: Ask the children to find the part of the Factbook that answers the question in the title.

Mixed ability teaching

Throughout the lesson, feel free to use the activities identified by confidence icons flexibly. **LC** = less confident children, **MC** = more confident children. Here are some ways you might do this:

- choose an appropriate level of difficulty for your class
- get individual children to start and/or work at different levels of difficulty
- work through the levels of difficulty sequentially
- use the **MC** activities as extension activities for your fast finishers.

The aim is for each child to work at an appropriate level and to gain in confidence.

What should I do then?

Using the teaching notes: We would encourage you to use your experience and creativity as a teacher to exploit the Factbooks in any way you think will stimulate and inform your pupils. However, you are probably very busy, so we also invite you to select from the teaching notes you will find on this site for each Factbook. In the notes, you will find three topics based on selected parts of the Factbook. The topics are often stand-alone, though you may prefer to use them in sequence. If we think a topic works best if it follows another one, we say so.

Using the photocopiable worksheets and experiment record sheets: There are photocopiable worksheets to go with some of the topics, and we suggest experiments to follow others. For these we provide photocopiable experiment record sheets. Please feel free to adapt the photocopiable materials in any way you want to make them suitable for mixed ability teaching. You will sometimes see suggestions in the notes for how you might do this.

Using the quizzes in the Factbooks: You may want to read the remaining sections of the Factbook with the class or get them to read them individually before having a go at the quiz, which you will find near the end of the Factbook. The answers to the quiz are at the end of the teaching notes for each Factbook.

Using the simplified question and answer sheets: In addition to the topic notes, we have provided simplified versions of the questions and answers which feature in each Factbook. These can be used in a variety of ways. For example, first make a copy for each child. Tell the children to cut out the questions and answers for the pages they have read to form little cards.

You can then select from the following activities:

Matching: Tell the children to jumble up all the questions and answers and then match them again. After checking the answers, you can then tell the children to put away their question cards and refer to the answer cards to help them answer the questions, which you will ask them in a random order.

LC The children can refer to their matched cards to help them answer.

MC The children put all their cards away and answer from memory or in their own words.

Pairs: Each pair or group of three children lays one or two sets of cards face down, spread out on the table, and they take it in turns to turn up a pair of cards. When they turn up a question and corresponding answer, they shout *Pair!* The other children check and, if all are agreed, the first child keeps the cards. The winner is the one who has most pairs at the end of the game.

Asking questions: Get the children to work in pairs, asking and answering the questions. The questioner has all the question cards and their partner has the answer cards.

LC Both children have a set of matched question and answer cards to refer to.

MC The children take it in turns to be the questioner, and only the questioner has the cards. Their partner has to answer from memory.

Match and stick: Get the children to jumble up their cards. They then match them again and stick the matched questions and answers into their notebooks.

Gap fill: Make a gap fill exercise by whiting out some of the words before photocopying. The children then have to fill in the gaps before or after cutting out their cards.

We hope you and your classes have lots of fun with the *Factbooks: Why is it so?* series.