



Mirror Magic

Book Band White

RR Level 24

Genre Comic

Length 16pp (931 words)

Letters and Sounds Phase 6

Year 2, term 2

Phonics Bug Up to Unit 30

Interest words weird,
terrifying, moving, medicine,
droppings

Summary

There are three separate stories in this comic. In addition there is a short non-fiction piece on tracking animals, a joke and a riddle. *The Strange, Strange World of Weird* is written in two parts. In the first part the children encounter an evil mirror man's magic and get trapped inside a hall of mirrors. In the second part the children escape with the other children who were trapped inside too.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–14a (CfE) R8 (NI) RS8 (W)	Reading [Discuss] their favourite words and phrases.	Y2 t3, Literary Language Recognise interesting vocabulary in a text they have listened to or read.
Y2, RC, p.18 LIT 1–03a (CfE) T&L 9 (NI) OS10 (W)	Spoken Language [Make] inferences on the basis of what is being said and done.	Y2 t3, Making Inferences [Discuss books...], making inferences on [...] what is said and done and listening to what others say.
Y2, WC, p.21 LIT 1–24a (CfE) W8 (NI) WS9 (W)	Writing [Encapsulate] what they want to say, sentence by sentence.	Y2, Planning Compose sentences by rehearsing [...] out loud before writing.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)

WC = Writing – composition, National Curriculum in England (2013)



PCM

Download cards for other curricula from:

<http://mybugclub.pearson.com>



Session 1: Reading

Before Reading

Look at the front cover text and illustration. Ask the children to make predictions about the contents of the comic.

- What's the title? How do they know this is the title?
- What other text can the children see on the cover? Talk about what it says and its purpose.

Look at the contents page:

- What are the stories called?
- Can the children tell you which page they would have to look at to read one of the stories?

Ask children to identify the caption boxes in *The Strange, Strange World of Weird*. How are caption boxes different, both in shape and placement within a panel, from elements such as speech bubbles and thought bubbles?

Visual Literacy

Draw attention to the jagged speech bubbles that appear on pages 5, 12, and 14.

- What different emotions do they convey?
- How does the shape of the bubble match these emotions?
- What other shapes or sizes for speech bubbles can express different emotions?

During Reading

Tell children that they can browse the comic independently, but that in this session they will be reading the words and the pictures in *The Strange, Strange World of Weird*. While the children read, ask them to think about the main question.

Main question: **Which words and phrases help to make the story full of tension? (Y2 t3, Literary Language)**

Additional prompts to help you sample the children's reading:

Page 2–3: Read the captions. Which words give you clues about the type of adventure this might be? What is the creepy stall guy thinking?

Page 12: Edi said that what they see in the mirror is creepy. On page 12 he calls the trick terrifying. How would you describe what the children see in the mirror?

Page 15: In the second panel, what type of information does the caption 'Just then ...' give us? (Something new is about to happen.)

Visual Literacy

Point out examples of sound effects, and revisit them on pages 3 and 12–15.

- Are sound effects in comics part of the 'writing' or part of the 'art' – or both?
- What are some of the variations in the style of the sound effects? (Height and width, colour, font.)
- How do these variations in style help express both the sounds and feelings in the story?

After Reading

Discuss the main question. Explain that the captions and the speech work together to tell the story. Look at the last but one panel on page 15. How do the caption and speech tell us what will happen next?

Session 2: Spoken Language & Writing

Spoken Language (Y2 t3, Making Inferences)

- Show children the PCM. Ask pairs to look carefully at the pictures on the PCM and discuss what is happening.
- Encourage one member from each pair to say what type of caption they think they should use to link the first pair of images. Should it change the place or time, or introduce new action? Why?
- Their partner should listen carefully and then respond. Does he or she agree about the type of caption, or is there an alternative way to link the images? As children discuss these ideas, encourage them to use gestures and movement to role play the characters and express how the two actions/events in the comic are connected.
- Repeat the process with the other pair of images but with the responder now being the one to suggest a caption type.

Writing (Y2, Planning)

During writing

Look at the captions throughout the story and find the verbs. Write the verbs on a whiteboard (e.g. *visits, love, went, will be, begins, gets, saved, seen, discovered*). Which words are in the past tense? (*went, saved, discovered, seen*) What are the root words? Can the children work out the rule for adding the suffix –ed to words that end in ‘e’? Turn the other verbs from the captions into the past tense.

Ask children to complete the PCM. Support children by:

- helping them to segment and represent sounds in the words they want to write.
- asking them to tell you in advance what their final writing will say.
- discussing the appropriateness of their choice. Can it be improved in any way?

After writing

Encourage children to share their ideas with the group. The group can provide feedback against the objective.