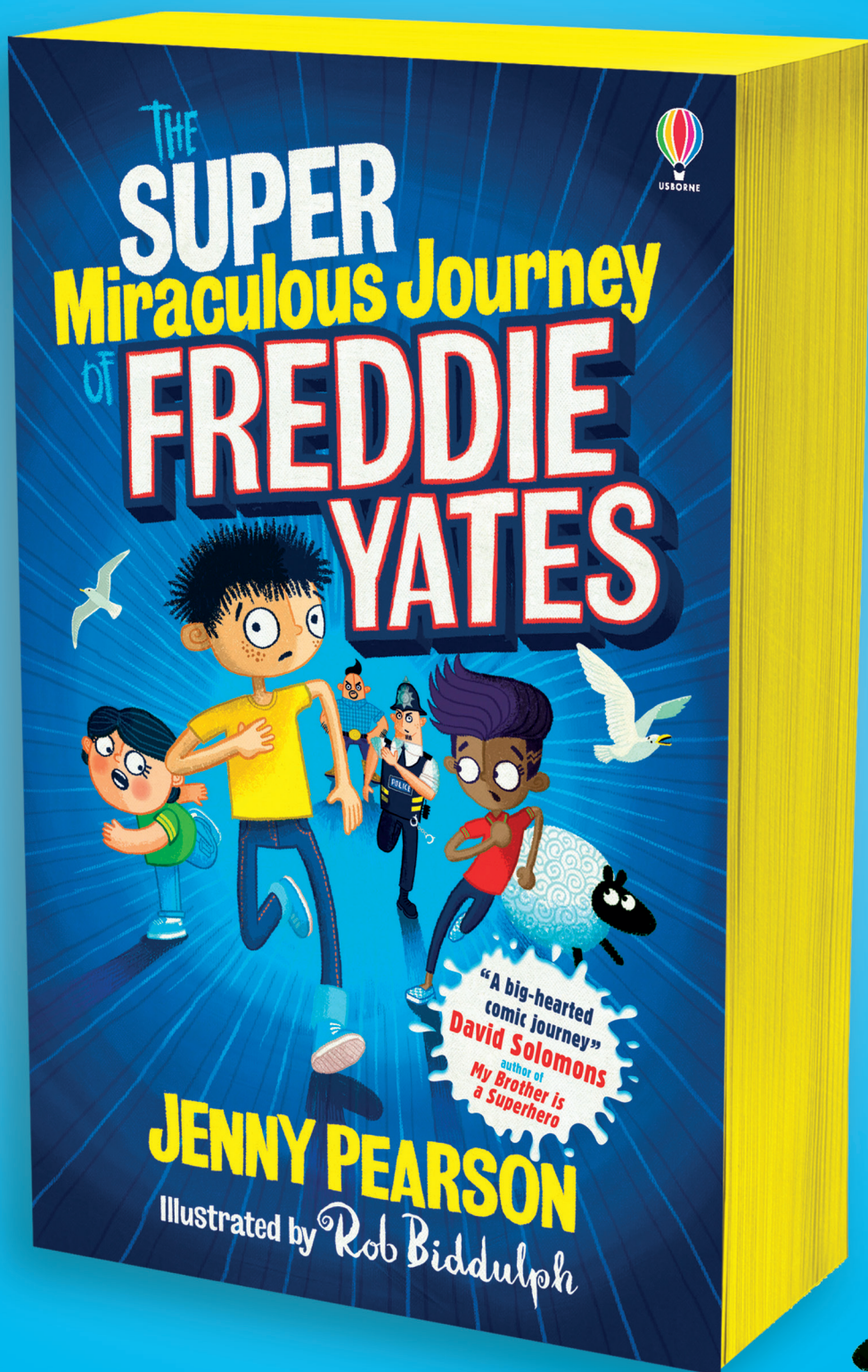


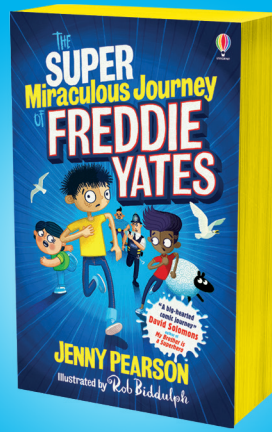


SUPER RESOURCE PACK FOR KS2 TEACHERS & LIBRARIANS



USBORNE.COM/FREDDIEYATES

THE SUPER Miraculous Journey of FREDDIE YATES



INTRODUCTION

Suitable for: Ages 8+

Includes: Free illustrated extracts from the book + discussion questions and suggested activities

Lessons: Things I've Done That Make Me Proud; Reporting for the *Barry Gazette*; What Makes a Superhero?; Going on a Journey

Subjects: Reading and Writing, RSHE, R.E., Art, Design and Technology, Drama

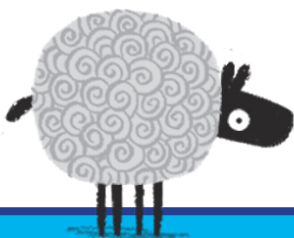
ABOUT THE BOOK

Freddie Yates likes facts. Just not the one staring him in the face - that his secret plan is not, in fact, secret.

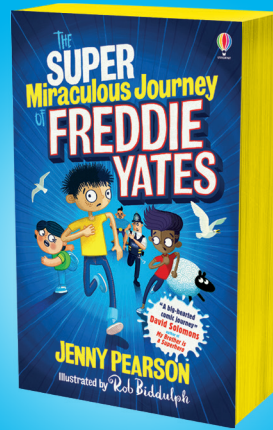
Because Freddie's journey wasn't meant to involve Big Trev and the onion-eating competition or the loo-exploding pear-and-potato turnovers. And Freddie definitely didn't expect to end up, with his two best friends, on national television in a Supergirl costume.

But journeys never take you where you think they will. And for Freddie, that fact might just have to be enough...

The super funny, heart-warming adventure of three boys, one summer holiday, and a few miracles along the way.



THE SUPER Miraculous Journey OF FREDDIE YATES



CONTENTS

LESSON 1: Things I've Done That Make Me Proud (taken from Chapter 3, pages 32-33).

Objectives: Explore the theme of being proud in the story; reflect on why it is important to be proud of yourself.

Outcomes: A list of ten things you are proud of, a discussion about being proud of yourself, a 'Being Proud Daily Diary'.

LESSON 2: Reporting for the *Barry Gazette* (taken from Chapter 8, pages 77-78)

Objectives: Discuss hilarious fun facts as a class; consider what makes an interesting newspaper article.

Outcomes: A Fact List, a *Barry Gazette* Planning Table, a completed *Barry Gazette* article.

LESSON 3: What Makes a Superhero? (taken from Chapter 15, pages 148-149)

Objectives: Reflect on what makes a superhero; identify qualities and skills that make you a superhero.

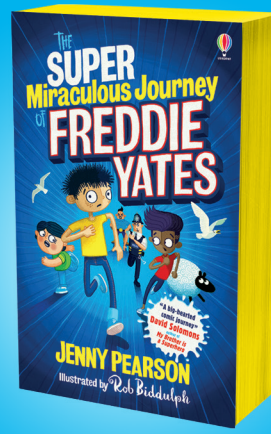
Outcomes: A performance of a scene from the text, a 'Layers of an Onion' worksheet, a superhero costume design.

LESSON 4: Going on a Journey (taken from Chapter 28, pages 285-286)

Objectives: Explore themes of friendship and family in the text; imagine and describe your own important journey.

Outcomes: A Venn Diagram; completed 'Miracle Boxes'; a plan and story about 'My Miraculous Journey'.

THE SUPER Miraculous Journey OF FREDDIE YATES



LESSON 1

THINGS I'VE DONE THAT MAKE ME PROUD

I left Dad in his Wotsit dust cloud and went up to my room. I took my Things I've Done That Would Make Mum Proud notebook out of my desk drawer. It's where I write a list of things I have done that my dad says would have made Mum proud. There are quite a lot of entries. None of them were difficult things. But I still like reading them. Here are some examples so you get the picture.

My first day at St Theresa's

All I accomplished was eating some Frosties and getting dressed in my uniform (I didn't even tie my shoelaces – Grams did that).

Acting in the school nativity

Not even a speaking role – I only had to wear a washing-up glove strapped to my stomach as an udder and moo a couple of times.

Learning to ride my bike

Literally everyone else (other than Charlie) could ride a bike before I could.

Getting my first sticker in my maths book, aged seven

I had only learned the two, five and ten times-tables. Ben had his sevens, which were really hard to get when you're in Year Three.

I added getting Dad a beer and some crisps and the back-scratching to the list as well. (p32-33)

LEAD-IN QUESTIONS:

- WHY DO YOU THINK FREDDIE MAKES THIS LIST?
- WHAT HAVE YOU DONE RECENTLY THAT MADE YOU PROUD?
- HOW DOES IT FEEL TO BE PROUD OF YOURSELF? WHY IS THIS A POSITIVE EMOTION?

TASK 1:

With a partner, think back over the main characters of the text and what they should be proud of. It might be qualities that they possess, their kind words or actions, or perhaps something they're good at. For each of the characters below, try to think of at least 2 things that they should be proud of. Try to pick out direct quotes or examples from the text if you can. When you have finished, feed these ideas back to the class.

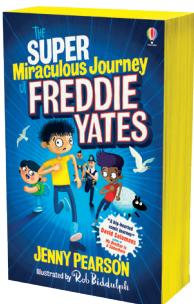
FREDDIE.....
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CHARLIE.....
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BEN.....
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FREDDIE'S DAD.....
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GRAMS.....
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TASK 2:

In our super busy lives, sometimes it's good to stop and think about the things we do that make us proud. They could be big things like Freddie's example of 'learning to ride my bike', but they can also be smaller things like fetching some crisps for his dad who is on crutches and isn't very mobile. On your worksheet, make a list of 'TEN THINGS I'VE DONE THAT MAKE ME PROUD'. When you have finished your list, share it with classmates on your table. Discuss together which item on your lists you are most proud of and put a star by it.

TEN THINGS I'VE DONE THAT MAKE ME PROUD

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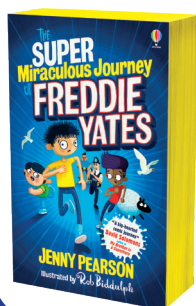
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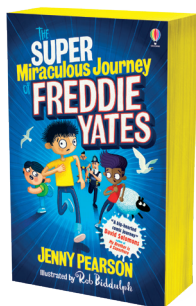
10

TASK 3:

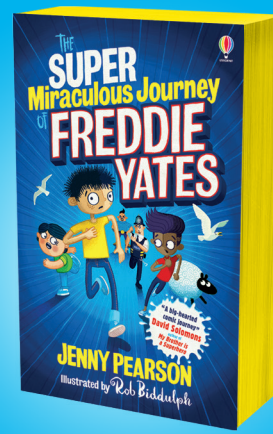
As a class, sit in a circle with your lists. One at a time, take it in turns to tell your class which item on your list you are most proud of and why. Once everyone has fed back, discuss together why it is important to be proud of yourself. Which other family member or friend are you proud of and why?

EXTENSION:

Create a 'Being Proud Daily Diary' over the next week by noting down one thing you do each day that makes you proud. For each day, write down a few sentences explaining what you did and why it made you proud. Share your diary with a family member or friend to encourage them to be proud of themselves too!



THE SUPER Miraculous Journey OF FREDDIE YATES



LESSON 2 REPORTING FOR THE BARRY GAZETTE

I took the piece of paper he was holding and read it out loud: “Barry’s Annual Onion-Eating Competition – the highlight of Barry Festival.”

“I might not be a runner or a footballer, I can’t even swim that well, but this – this I could win.” There was something about Charlie’s big excited eyes that made me think he really could.

Ben snorted. “Onion eating? Who wants to eat an onion?”

“Someone who wants to win fifty pounds,” I said.

That got Ben’s interest.

“Give us that. Fifty quid to eat an onion?”

“And onions are a very good source of vitamin C. They are also close relatives of the leek, chive and garlic,” I said, because I had just remembered those facts.

“Can a vegetable have relatives?” Charlie asked.

Ben grinned. “Well you do.”

I pointed at the flyer. “Says here that to win you have to eat one onion faster than anyone else. You really reckon you could do it, Charlie?”

Charlie shrugged. “Easy money. I was born for this.” (p77-78)

LEAD-IN QUESTIONS:

- What mischief do the boys get into at the Barry Festival?
- Which facts and so-called 'miracles' end up in the *Barry Gazette* thanks to Freddie Charlie, and Ben?
- How long do you think it would take you to eat an onion?

TASK 1:

Throughout the story, Freddie tells us lots of great facts. His facts are often hilarious because they are told at the strangest times, like when he is anxious or under pressure! For example, Freddie's fact about snail teeth on page 10, and about swans on page 129.

In groups of 3, work together to create a 'Fact List'. You can use any resources you have available in your classroom to help you to research funny facts. Working together, create a list of 10 facts: **5 that are true** and **5 that are made up**. Your facts can be about anything but do your best to create a list that makes you and your group smile.



TEN FACTS

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When you have got your list, swap it with another group and see if you can correctly guess their 5 real facts! Swap your lists back again and give them a mark out of 10 ticking the real facts. Each group can then feedback to the class their favourite fact of the day!

TASK 2:

Imagine that you are a journalist for the *Barry Gazette* newspaper. Choosing either the onion-eating competition or the miracle in the church incident, plan an article that will appear on the front page of the newspaper. Use the book and extract to help you write in as much detail as possible. Just like the real *Barry Gazette*, you should include some facts but you can also stretch the truth a bit too!

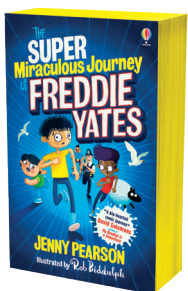
TASK 3:

You are now going to use your planning sheet to write up your article for the *Barry Gazette* in full, including as much detail as possible. If you haven't already covered this in your plan, make sure to include:

- a headline as well as strapline/tag line
- the sketch of a photograph to go with your story
- some quotes from people at the event(s)

EXTENSION:

Imagining that you are either Freddie, Charlie, or Ben, read over a partner's article looking out for examples of facts but also where the reporter has stretched the truth. Write a 50-word email of complaint to the Editor of the newspaper, pointing out one or two things that are not accurate in the story, and putting them right.



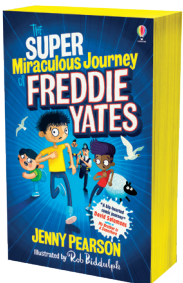
WHERE - does the story take place? How would you describe the setting?

WHEN - did the event(s) happen? What time of day? In what order?

WHO - was there? Who is the main focus of your story?

WHAT - happened? What are the main details and incidents in the story?

HOW - did it happen? What are the facts? Did a miracle take place?



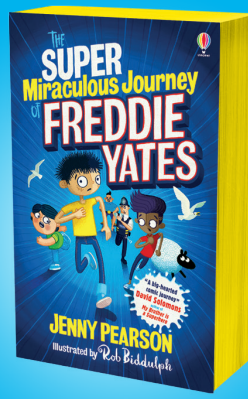
Blank rectangular box at the top of the page.

Vertical column of 18 horizontal lines on the left side of the page.

Large empty rectangular box on the right side of the page.

Vertical column of 12 horizontal lines on the right side of the page.

THE SUPER Miraculous Journey OF FREDDIE YATES



LESSON 3 WHAT MAKES A SUPERHERO?

“You know what?” Ben said. “I think he’s going to hit that old woman with that spade.”

I had to agree. It certainly looked like that.

“What are we going to do about it?” Ben asked. “We can’t stand here and watch that happen.”

I’m ashamed to say that a teeny part of me was worried that racing down the street dressed as superheroes was hardly keeping a low profile. But the bigger, less awful part of me could not stand by and watch an old lady who looked a lot like Benjamin Bunny being pummelled with a spade. So I pulled down my mask, flipped my cape behind me and raced off down the path towards her. I have to admit I did feel a little bit awesome to be charging to help someone with my cape flapping behind me.

As the old lady belted out the final words, “The Lord God made them all,” the old man leaped out from behind the wall and shouted, “Shame on you, Phyllis Griffiths!” and held his spade above his head.

He didn’t do this for long though, because Charlie, Ben and I charged in and rugby tackled him below the knees. He landed on the pavement with an “Oomph!”

It was pretty cool. (p148-149)

LEAD-IN QUESTIONS:

- Why are the boys all dressed as superheroes in this extract?
- Do you think they show superhero qualities here? Explain your ideas.
- Who is your favourite superhero and why?

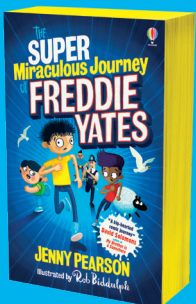
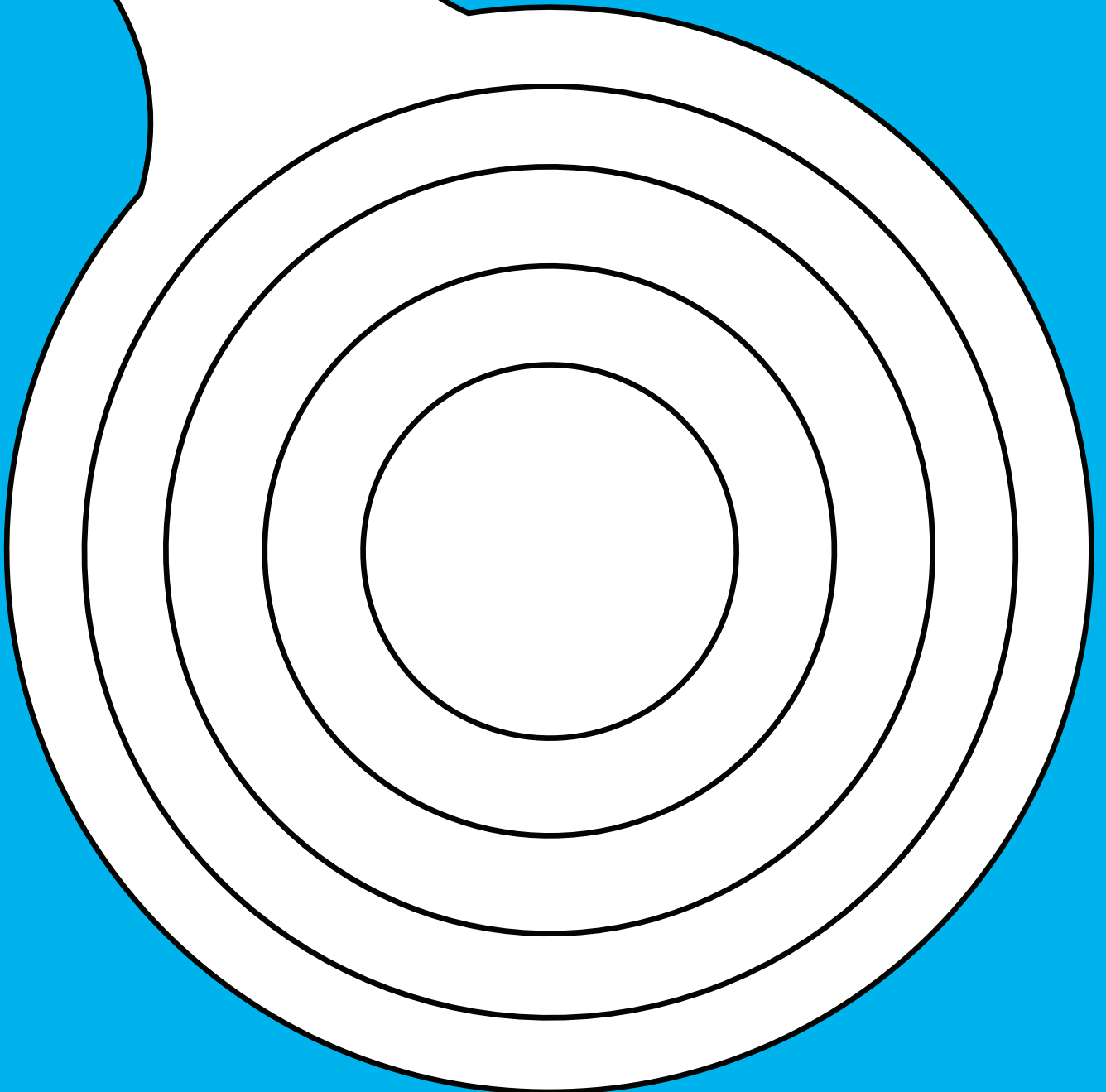
TASK 1:

In groups of 5, act out this hilarious extract from the text. Perform it twice so that you all have the chance to be at least 2 different characters. Your characters are: Freddie, Charlie, Ben, Phyllis and the Old Man. Afterwards, discuss in your groups and note down any other superhero qualities you can think of that the boys show. Alongside this, discuss and note down which emotions you think they are feeling before, during and after they jump in to help Phyllis.

EXTENSION:

Can you act out another scene from the book in which one or more characters show superhero qualities? What do you learn about each of the characters in this scene? How do you think you would react in this situation and why?

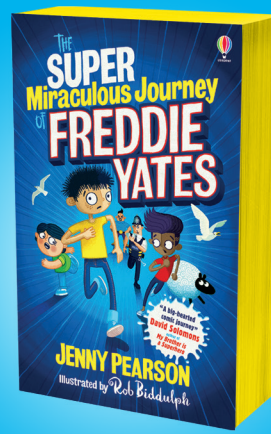
LAYERS OF AN ONION
MY SUPERHERO QUALITIES
AND SKILLS



TASK 2:

Onions play an important role in the story, especially because of the brilliant onion-eating competition! It is also useful to think of ourselves as having our own superhero qualities within us like the layers of an onion. Think about your superhero qualities and skills and write them in the different 'Layers of an Onion' worksheet. Remember, being a superhero isn't all about being physically strong or big as Freddie, Charlie and Ben prove in the text!

THE SUPER Miraculous Journey OF FREDDIE YATES



LESSON 4 MY MIRACULOUS JOURNEY

The first few bars of a song started playing over the speaker system. (The church in Andover is a little more modern than Three Saints in Wales.)

I recognized the tune immediately.

Ben and Charlie started the singing.

“One more step along the world I go...”

Soon everyone in the congregation was joining in.

Dad leaned in and whispered to me, “Your mates suggested you might want this played. When I listened to the lyrics – about travelling on this journey through life together – it seemed perfect.”

“It is,” I whispered back.

And then I heard Charlie and Ben ribbiting.

Dad stared at them and then at me with this baffled look on his face. I couldn't help but laugh. And that's when I realized what Grams had been talking about. My definition of family had been wrong. It's a bit like pigs not knowing about the stars. I needed to change my viewpoint to see what had been there all along. (p285-286)

LEAD-IN QUESTIONS:

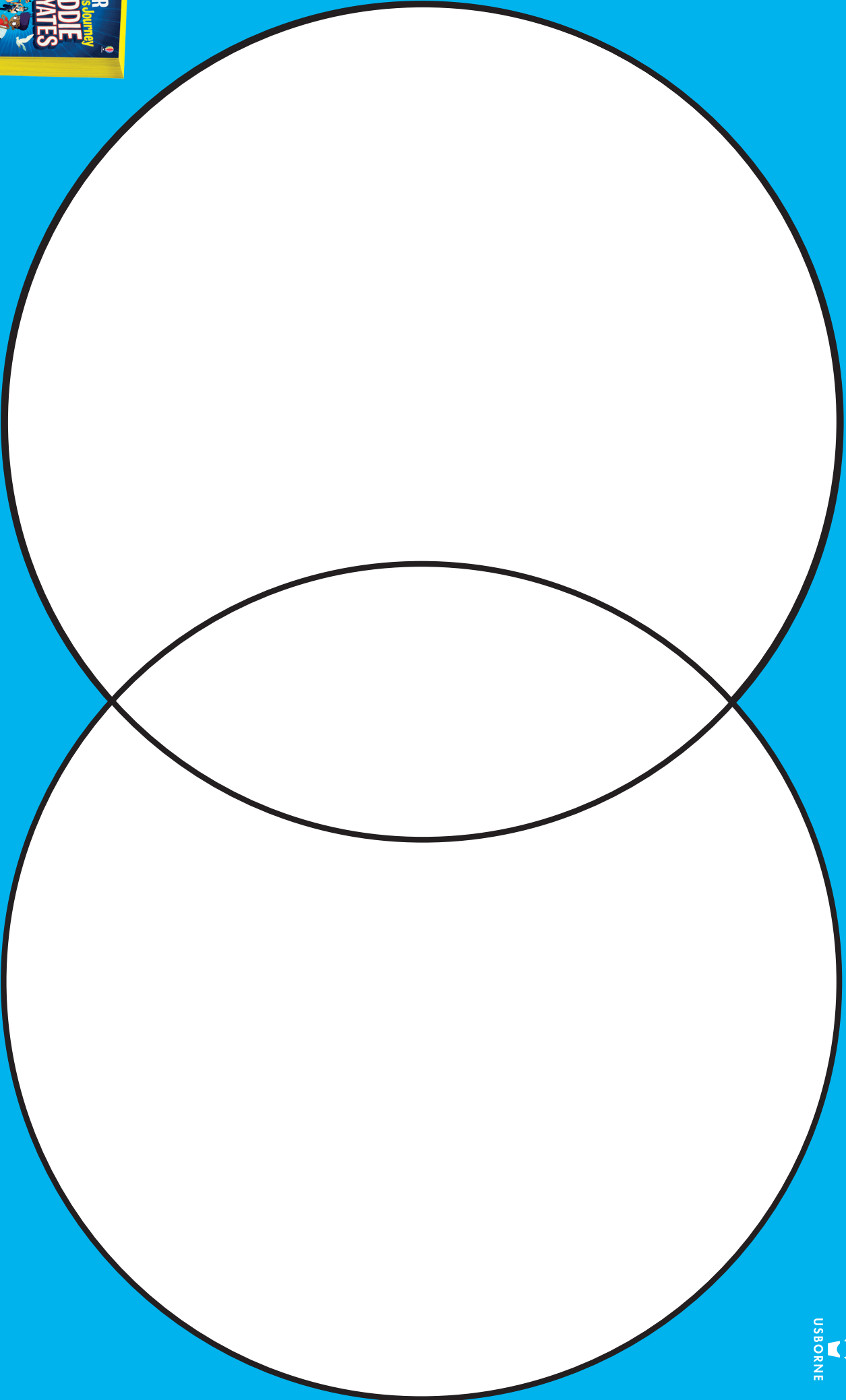
- Why did Freddie set out on his summer holiday journey? What was miraculous about it?
- Why does Freddie's dad think Ben and Charlie's song choice is 'perfect'?
- What do you think Freddie means when he says, 'my definition of family had been wrong'?

TASK 1:

In pairs, think back over Freddie's journey and what he has learned about himself, friendship, and family along the way. Together, note down what you think Freddie's experiences have taught him by filling in the Venn Diagram below. In the space where the two circles overlap, you can include ideas that friendship and family have in common.

FRIENDSHIP

FAMILY



TASK 2:

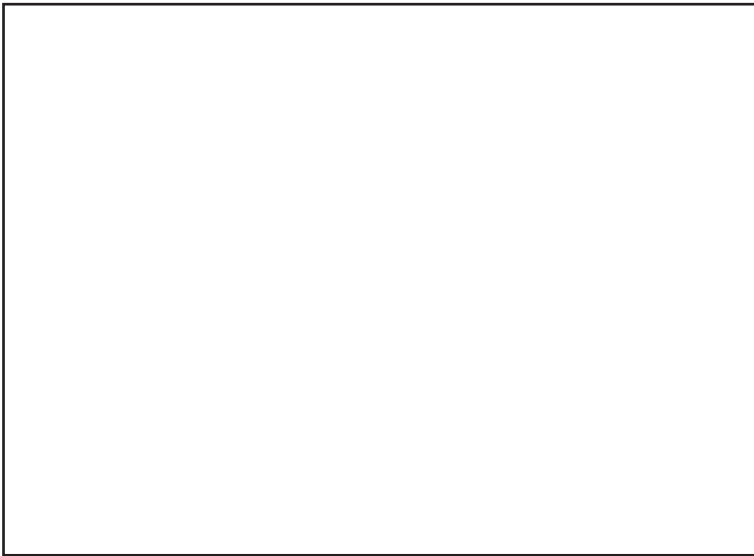
The theme of miracles is really important in Freddie's story. First of all, re-cap together what is a miracle? Is this a word you have used or heard often? Why is Freddie's journey described as 'miraculous'?

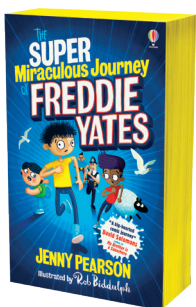
Next, think of your favourite 3 examples of miracles that you have learned about in your R.E. lessons. In boxes 1 to 3 below, draw a sketch of each miracle and write a line underneath summarising what was so amazing about it!

EXTENSION:

It is now your turn to come up with an idea for a miracle you experience or witness, which will be the focal point for a story in the next task. Sketch and summarise your miracle in the 'My Miracle' box.

MIRACLE 1





MIRACLE 2

MIRACLE 3

MY MIRACLE

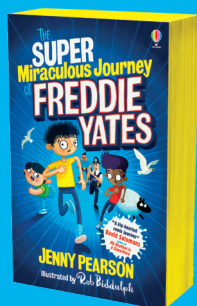
TASK 3:

Using all the work that you have done over the past lessons and activities, use the 'My Miraculous Journey Planning Sheet' to help you plan and write about an important journey you go on, perhaps in the summer holidays? At the heart of this story should be the miracle you came up with in Task 2. Keep Freddie's miraculous journey in mind for inspiration so that your story is funny and heartfelt at the same time!

Swap your stories so that you read at least one other person's work. As a class, feedback what you have learned from Freddie's journey and the work that you have done over the past weeks. What did you enjoy most about the book and which lesson and task were your favourite and why?

EXTENSION:

Write a 50-word book review about *The Super Miraculous Journey of Freddie Yates* and ask your teacher to post some of your best quotes on social media @usborne #FreddieYates. If you think a friend or family member would enjoy Freddie's story, spread the word so that they can read the book and enjoy it for themselves!



1) **Your journey starts** - Why? What do you want to achieve? Who is with you?

2) **New setting** - Where are you? How did you get there?

3) **New character** - Who do you meet?
How? Do they need help?

4) **Next destination** - Where are you now?
Do you get into trouble? How?

5) **The miracle** - What happens? Who is there? What changes?

6) **Your journey ends** - How? Where are you? What have you
learnt about yourself, friendship, and/or family?

