



## Time Chronicles

Oxford Level II

# The Power of the Cell

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## Synopsis

This is the fifth book in the *Time Chronicles* series. In *The Power of the Cell*, Nadim, Wilma and Kipper are chosen to go on a dangerous mission to recover the Cell, a crucial part of the TimeWeb that gives it its power. Nadim and Wilma are separated from Kipper. They end up in London in 1805, where a young Michael Faraday works as a bookbinder. But the Virans are close to thwarting their quest. Kipper ends up meeting Faraday's friend, Tyler, who has the Cell for safekeeping. Together, the three children with Michael and Tyler save the Cell from the clutches of the Virans, but Kipper gets left behind when Nadim and Wilma return!

## Mortlock's historical notes

In this story, Nadim, Wilma and Kipper return to Georgian London in 1805 and arrive outside the bookshop belonging to George Riebau, a bookbinder who employed a young Michael Faraday as an apprentice book binder when he was 14 years old. Faraday had only received a basic education, but during his apprenticeship, he was able to read widely and was encouraged by his employer to perform experiments and to attend scientific lectures. Eventually he became a physicist and chemist and remains one of the most influential scientists in history. His most important invention was the electric motor. In this story, Faraday becomes fascinated by the resulting effect when the Cell falls into a box of copper sheets and creates an electrical charge. For more information on Michael Faraday and his time, see the *Time Chronicles* website: [www.oxfordprimary.co.uk/timechronicles](http://www.oxfordprimary.co.uk/timechronicles).

## Group or guided reading

### Introducing the book

- (Clarifying, Predicting) Read page 3, and talk about what has happened so far in the series. Ask the children to predict what might happen in this story.
- (Deducing, Clarifying) Flip through the book and look at the pictures. What evidence can the children find about the historical period? You may wish to give the children background information about Michael Faraday using Mortlock's historical notes if you wish.

### During reading

- (Questioning, Imagining) Focus on the first paragraphs of the story (page 5). Ask: *Who do you think was following them? How do you think Nadim and Wilma felt when the doorway vanished?*
- Read to the end of Chapter 1 with the children. Ask them to look out for clues that hint at the nature of the strange woman (e.g. 'Shadowy figures' and 'Wilma felt a deep chill', page 6; 'Had Mortlock mentioned others being sent?', page 9; 'The air seemed to freeze', page 10.)
- (Predicting) Pause at the end of Chapter 1. Who do the children think the strange woman really is? *Why has she followed them?*



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### Assessment:

- Can the children make inferences about the strange woman using clues in the text?

### Independent reading

- Ask the children to read Chapters 2 and 3 (pages 12 to 20).
- (Deducing) As they are reading, ask them to think about what the woman says to Nadim and Wilma. Ask: *Do you think she is trying to make the children trust her, or does she want to make them feel afraid?*
- (Predicting) What do the children think will happen next in the story? *Will the woman help them find the Cell?*

### Objective: Infer characters' feelings in fiction.

- (Clarifying, Questioning) *What clues can you find that tell you the woman is lying?* Ask them to read the last paragraph on page 15 and then look at the woman's words on page 18. Ask: *Why does she ask if he is Michael?*
- Ask the children to finish reading to the end of the story independently.

### Assessment: Check that children:

- can look at evidence across the chapters to draw conclusions about the character of the strange woman
- can find evidence in the text to support their views.

### Returning and responding to the text

- (Summarising) When the children have finished the story, ask them to re-tell it to each other in pairs. If necessary, model how to re-tell the story concisely.
- (Deducing) Ask the children to focus on Michael's last words on page 35. Ask: *Why does he say 'Interesting'? How do you think the events of the story will affect Michael's future?*
- (Predicting) Ask them to say what they think has happened to Kipper. Ask them, in pairs, to discuss why Kipper did not go through the doorway with Nadim and Wilma. *What might happen to him?*

## Speaking, listening and drama activities

### Objective: Present events and characters through dialogue to engage the interest of an audience.

- Ask the children to work in pairs describing Nadim and Wilma's adventure in London. Encourage them to think about how the children felt at various points, for example, when they first arrived, when the woman appeared and inside the shop.
- Invite children to sit in the hot-seat in the role of Kipper. Ask 'Kipper' to describe his adventure to the others, and encourage him to say how he felt first when he found himself alone and then when he was reunited with Wilma and Nadim. Invite the others to ask questions.

## Writing activities

### Objective: Select and use a range of technical and descriptive vocabulary.

- Remind the children that the Cell was described as 'a heavy lump of metal' on page 28. Together, read from page 32 (from paragraph 3) to page 35 (ending at 'raw power'). Ask the children to collect the words used to describe the effect of the Cell when it landed in the copper (fizzed, sparking, crackling of strange coloured sparks and so on). Ask the children to add other words and phrases to describe the 'firework' effect of the Cell.



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- Ask the children to write a character sketch of the woman in the story.
- Encourage the children to write a diary entry as if they were the young Michael Faraday to recount the events.

### Assessment:

- Can the children select interesting vocabulary to describe the effects of the Cell?

## Cross-curricular ideas: Mortlock's Discussion Doorways

### History

- Michael Faraday's discoveries and inventions changed the way people lived and worked. Ask the children to think about the ways in which Michael Faraday's work changed life for ordinary people. Encourage them to discuss, in groups, how their own lives would be different if Faraday hadn't discovered how to harness the power of electricity.
- Encourage the children to use the internet and reference books to research the life and inventions of Michael Faraday. Information is available on [www.oxfordprimary.co.uk/timechronicles](http://www.oxfordprimary.co.uk/timechronicles).

### Science

- Faraday discovered how to make an electric motor; a discovery that revolutionised the way people live. Ask children to make their own electric motors using batteries, insulated copper wire and a nail.
- In modern life electricity is all around, and it is hard to imagine how people could possibly function without it! Ask the children to find out about the uses of electricity in everyday situations. Encourage them to investigate the safe use of electricity.
- Encourage the children to investigate how electricity works. Provide the materials for them to explore and make simple electrical circuits.

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