

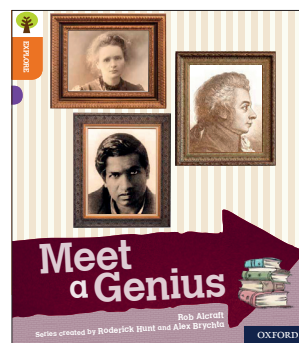
Meet a Genius

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Text type: biography

Topic: geniuses in maths, science and music



Synopsis

This book explores the life and work of three people in history, each with an extraordinary ability: Wolfgang Amadeus Mozart - one of the most famous composers; Marie Curie - the first person ever to win two Nobel prizes in science; and Srinivasa Ramanujan - one of the greatest mathematicians. The book tells us what they loved and hated, as well as detailing their amazing achievements.

There is a topic-linked fiction book to partner this title, which is called *Meeting Mozart*.

Group/Guided reading

Introducing the book

- ➔ Look at the cover and read the title together. Ask: *What do you think a genius is? Is there anyone you know that you think is a genius?*
- ➔ *(Predicting)* Look at the pictures on the cover and ask: *Do you think these are pictures of people living now or people that lived a long time ago?* Explain that one is a musician, one is a scientist and one is a mathematician.
- ➔ *(Predicting)* Turn to p3 and read the contents list together. Ask: *Do you know who these three people might be?*
- ➔ Turn to p4 and read the author's definition of a genius. Discuss how this is similar or different to the children's suggestions of what a genius is. Read the text in the coloured boxes on this page, ask: *Are these things you would expect a genius to do? Why/why not?*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *c-o-n-c-er-t-s, h-ar-p-s-i-ch-or-d*.
- ➔ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book independently.

extraordinary genius weird Austria Europe languages answers

Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ On p5, help the children to use the pronunciation guide to say Mozart's name correctly.
- ➔ After reading p6, ask the children to think back to what they were learning at the age of four. Ask: *Why do you think it's surprising that Mozart could play the harpsichord when he was four? Do you think it's difficult to learn how to play a musical instrument?*
- ➔ *(Questioning)* Ask the children to think of some questions they would like to ask Marie Curie if she was still alive today.
- ➔ After reading p19, ask: *Why is it dangerous to touch Marie Curie's notebooks?*
- ➔ On page 23, say: *I wonder why Ramanujan invented his own maths language.* Encourage the children to share ideas.
- ➔ After reading p25, ask: *Why do you think Ramanujan refused to go to England when he was first asked?*

Returning to the book

- ➔ *(Summarising, Clarifying)* Ask: *What was Marie Curie's greatest work?* If necessary, ask the children to re-read p20 to find the answer.
- ➔ Ask the children to explain why Marie Curie's success was particularly important for women.
- ➔ *(Summarising, Clarifying)* Discuss the three people in the book with the children. Ask: *What do you think these three people have in common? What made them each become a genius in their field?*
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p30 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw children's attention to the Index on p30. Tell children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the story as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *g-o-v-er-n-e-ss*, *c-o-c-o-n-u-t*.
- ➔ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.

- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into pairs and assign one of the people from the book to each pair.
- ➔ Ask each pair to re-read the section on their genius, noting their loves, hates and achievements.
- ➔ Ask each pair to describe their genius to the rest of the group without giving away their name. Ask the rest of the group to guess which genius is being described.
- ➔ Discuss as a group whether the three geniuses would have liked each other or become friends.

Writing activities

- ➔ Ask the children to create a timeline showing the life of one of the people in the book.
- ➔ Prompt them to add any key events in the person's life to the timeline, e.g. Mozart: born 1756, learned to play the harpsichord 1760, wrote his first symphony 1764, married Constanze 1782.
- ➔ Tell the children that if dates or ages are not given in the book, they can mark the events where they think they should appear on the timeline, without giving a specific date.
- ➔ Ask the children to use their phonic knowledge to spell more regular words and to look back through the book for support with spelling trickier words.

Cross-curricular activity

History

- ➔ Ask the children to use books or child-friendly sites on the Internet to find out about another genius in history, e.g. Albert Einstein, Charles Dickens, Ada Lovelace. Ask them to write a short summary about the genius, noting when they were born, loves, hates and achievements.

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Meet a Genius

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text. (R) (ORCS Standard 3, 6)
- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) (ORCS Standard 3, 9)
- Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R) (ORCS Standard 3, 11)
- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) (ORCS Standard 3, 12)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children can work in pairs to describe one of the geniuses, using the information given in the book to support them.
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)	Check the children sound out and blend new and unfamiliar words.
Reading: Comprehension	answering and asking questions (Y2 ReadComp.2iv)	Check the children can share ideas about similarities between the three people in the book and how they became geniuses.
Writing: Composition	writing for different purposes (Y2 WritComp.1iv) writing about real events (Y2 WritComp.1ii)	Check the children can add the key events from the life of one of the geniuses to a timeline.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required (LIT 1-10a)	Check the children can work in pairs to describe one of the geniuses, using the information given in the book to support them.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children sound out and blend new and unfamiliar words.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children can share ideas about similarities between the three people in the book and how they became geniuses.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children can add the key events from the life of one of the geniuses to a timeline.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)	Check the children can work in pairs to describe one of the geniuses, using the information given in the book to support them.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i) confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words (Y2_ReadStrat.3)	Check the children sound out and blend new and unfamiliar words.
	express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)	Check the children can share ideas about similarities between the three people in the book and how they became geniuses.
Writing	write for different purposes (Y2_WritMean.2) use different types of writing appropriate to purpose and reader (Y2_WritStru.5)	Check the children can add the key events from the life of one of the geniuses to a timeline.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children can work in pairs to describe one of the geniuses, using the information given in the book to support them.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children sound out and blend new and unfamiliar words.
	talk about what they read and answer questions (L1_com_read.5)	Check the children can share ideas about similarities between the three people in the book and how they became geniuses.
Writing	write using a given form (L2_com_write.3)	Check the children can add the key events from the life of one of the geniuses to a timeline.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Attempt to express ideas precisely, using a growing vocabulary. (2SL6)	Check the children can work in pairs to describe one of the geniuses, using the information given in the book to support them.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children sound out and blend new and unfamiliar words.
	Find factual information from different formats, e.g. charts, labelled diagrams. (2Rx4)	Check the children can share ideas about similarities between the three people in the book and how they became geniuses.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children rehearse what they are going to include in their timelines orally before writing anything down.