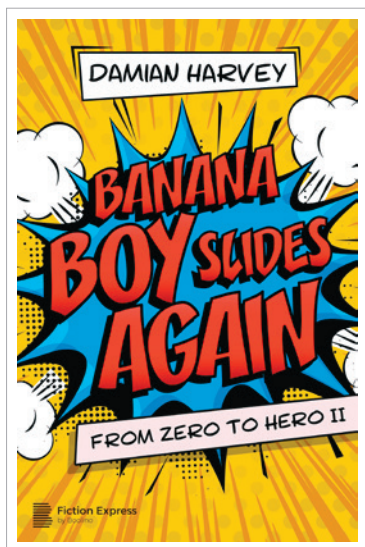


Activities



LEVEL 1

Banana Boy Slides Again

by Damian Harvey

Genre Humour

Values Self-esteem, autonomy, confidence, family, bravery

Chapter 2. Ready for Action

Ben has found his costume, but now he needs to get it back! And he soon finds out what trouble lies in store for Banana Boy...

Skills addressed



Language and literacy



Digital skills and behaviour



Critical thinking and resilience



Maths, science
and technology skills



Cultural awareness
and understanding



Personal, social and health
awareness and citizenship



Organisation
and evaluation skills

CONTENTS

You can tick off the activities that you are working on in class.



READ

Reading lab



Obtain and interpret information within the text

- ☐ Guided reading notes
- ☐ Reading comprehension questions



WRITE

Writing workshop



Develop the art of creative writing

- ☐ Inspire words
- ☐ Dear Damian
- ☐ Using prefixes under-, over-, super-, un-



TALK

Space for debate



Reflect and construct your opinion, individually and working in a group

- ☐ Discuss the options
- ☐ Discussion activity



EXPLORE

Creative studio



Dig deeper into the content in a fun way, using different methods of research

- ☐ Haiku

ANSWERS

Exercise answers and suggestions for the teacher

**READ**

Reading lab

Guided reading notes

Here you can find some tips to help you in your reading sessions in class.

1

Remember the story so far. Ask: Why does Ben need his costume so urgently? (Someone phoned to ask Banana Boy to save the town.) Read the first section. Ask: What has happened to Millie? (She is strong because she is wearing the costume.) How do we know? (She knocks Ben against a wall with a wet rabbit.)

2

How is the rabbit like a fish? (It's wet and hard.) What comic book words do we have in this section? *POW!* *ZAP!* (said by Millie) and *SLAP!* (the noise of the rabbit hitting Ben) Why does Millie give the costume back? (She doesn't want Ben to put on her kitty costume.)

3

Encourage the children to share anecdotes about their siblings or other younger children they know. Agree that Millie's behaviour is normal. Read the next section. Ask: Why is Mum surprised to see Banana Boy? (She doesn't know that Ben is Banana Boy.) Ask: Would you have worked it out?

4

What does Mum think of Banana Boy? (*He's such a hero.*) Ask: Do you think she thinks that about Ben? Does Ben mind? (No, he's pleased that he can't be recognised.) Read to the end. Ask: What is strange about the monster? (It changes shape.) Think of different ways it could change.

5

Ask: How would the monster fight in different shapes? For example: a robot (zap people), a lion (roar), an elephant (stamp on things), a police officer (handcuff people). Ask: Why did the clown laugh when Ben shot bananas at it? (It's a monster, clowns like bananas, bananas aren't dangerous.)

6

Which words tell you that Ben was very scared when the monster changed? (*a chill of fear*) What do you think this felt like? Look at the three options. Make up other scary things that the monster could change into, for example: a bat, a huge spider, a teacher.



Name:

Reading comprehension

Answer the following questions about the chapter and explain your answers.

1 Why is Millie so strong?

.....

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.....

.....

2 Find and copy two words that represent a sound.

.....

.....

.....

.....

.....

3 Why is Ben happy when his mum doesn't recognise him?

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.....

.....

.....

.....



READ

Reading lab

Name:

4

What might make the monster hard to attack?

5

Why did the clown laugh when Ben shot bananas at it?

6

Which words tell you that Ben is frightened of the new monster?

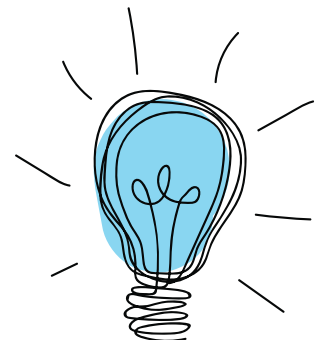
**WRITE**

Writing workshop

Name:

Inspire words

Find these words in the story. Look at how they are used. Cut up the words and put them in a bag. Take turns to pull out a word and use it in a sentence.

creepy**fastening****horror****panic****slamming****tossed**

Writing workshop

**WRITE**

Writing workshop

Name:

Using prefixes

A prefix is a group of letters we add to the front of a word to change its meaning.

Add the correct prefix to the words in the sentences below. You will only need to choose six!

over+

under+

super+

un+

over+

under+

super+

un+

1 Ben was _____ happy that Millie had his costume.

2 When Ben put on his costume, he got _____ powers.

3 Millie was _____ tired when she stopped bouncing.

4 Ben was now Banana Boy, the _____ hero.

5 The monster had an _____ ground den beneath the town.

6 Ben's room was always very _____ tidy.

**TALK**

Space for debate

Name:

Discuss the options

Discuss in class which of the three options you find most interesting to continue the story and why. Here's a reminder of the options and some key points for each one:

What has the monster turned into?

A

A huge, banana-eating monkey

The monkey might eat Ben's weapons, but it might also get distracted and tempted away from the town hall by them. What other things can monkeys do that might make this monster dangerous?

B

A giant fairy with a sparkly wand

Would this monster frighten Ben? Perhaps this fairy can do real magic with her wand. We don't know exactly how big this giant fairy is. How could Ben try to win against a giant, magic fairy?

C

A pink unicorn

A pink unicorn does not perhaps seem scary, but we don't know whether it is charging at Ben with a razor-sharp horn! What problems can you think there might be with fighting this monster?

Discussion activity

In pairs or a small group, discuss your own favourite words and phrases. Remember to say what you like about them – is it the sound, or the meaning, or both?

What are your favourite kinds of stories to write?
 Do any of you share favourite words?



EXPLORE

Creative studio

Name:

Haiku

A haiku poem has three lines. The first line has five syllables, the second line has seven syllables and the third line has five syllables. A syllable is a part of a word that has a single sound. For example, the word *banana* has three syllables (ba/na/na). Now try to write your own haiku, describing the action in this chapter.



Haiku: Poetic composition of Japanese origin consisting of three verses of five, seven and five syllables respectively.

ANSWERS

Document for the teacher

Reading comprehension (pp. 4–5)

For example:

1. She is wearing the Banana Boy costume.
2. *POW! ZAP! SLAP!*
3. It means he really is Banana Boy and no one else will recognise him.
4. The monster is changing shape all the time.
5. Bananas aren't scary. Clowns love throwing food. He is a powerful monster.
6. *a chill of fear*

Using prefixes (p. 8)

1. Ben was **un**happy that Millie had his costume.
2. When Ben put on his costume, he got **super**powers.
3. Millie was **over**tired when she stopped bouncing.
4. Ben was now Banana Boy, the **super**hero.
5. The monster had an **under**ground den beneath the town.
6. Ben's room was always very **un**tidy.