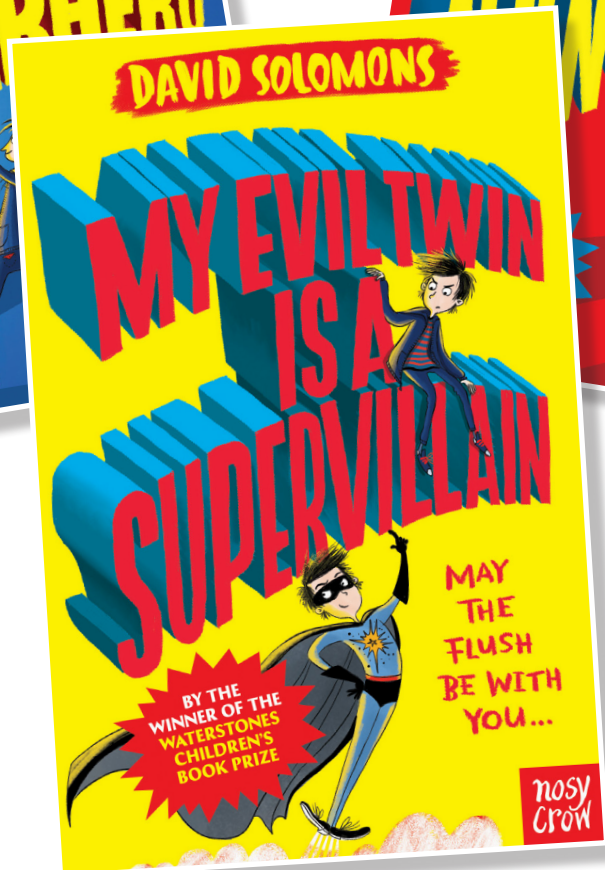
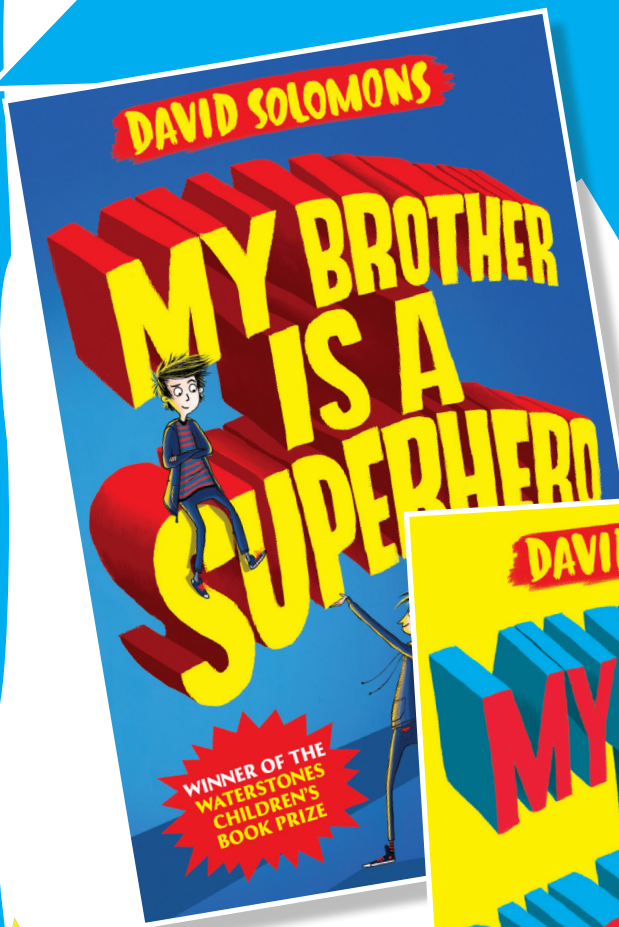


DAVID SOLOMONS

SUPERHERO RESOURCE PACK

FOR KS2 TEACHERS & LIBRARIANS



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SUPERHERO RESOURCE PACK

FOR KS2 TEACHERS & LIBRARIANS

Dear Teachers, Superheroes, Alien Overlords, Evil Twins and Supervillains,

Why not blast off into the new term with our Superhero Resource Pack based on David Solomons' award-winning *My Brother Is a Superhero* series!

To celebrate the release of the latest instalment, *My Evil Twin Is a Supervillain*, we've put together this fun-filled, action-packed set of lessons to get your class started on their superhero journey.

We're also excited to announce our exclusive superhero schools competition. All you have to do is visit bit.ly/NosyCrowSuperheroComp before **Friday 29th September** and tell us why a superhero should visit YOUR school – and you could win a **SUPERHERO WORKSHOP DAY** with David Solomons himself along with a class set of books for your library!

Best wishes from Nosy Crow

About the Book

My Evil Twin Is a Supervillain

When Luke is confronted with Stellar, his superpowered twin from another dimension, he is highly suspicious. No one travels through time and space without a plan, and that plan is usually EVIL. So what does Stellar want? And why is he so unbelievably irritating? From his superhero hair to his rocket-powered shoes, Stellar is up to no good, and Luke must bring him down!

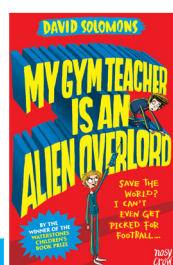
My Evil Twin Is a Supervillain is the third in the hilarious, prize-winning series from David Solomons, this time featuring an interdimensional toilet.

About David Solomons

David Solomons has been writing screenplays for many years. His first feature film was an adaptation of *The Railway Children*, starring Kenneth Branagh and Eddie Izzard. *My Brother Is a Superhero* was his debut book for children and was the winner of the Waterstones Children's Book Prize and the British Book Industry Children's Book of the Year. He was born in Glasgow and lives in Dorset with his wife, novelist Natasha Solomons and their son Luke, and daughter, Lara.



DAVID SOLOMONS



Don't forget
to enter our
competition!

Find out more at
bit.ly/NosyCrowSuperheroComp

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SUPERHERO RESOURCE PACK!

The activities suggested here provide material for between six and eight hour-long KS2 lessons which can take place during literacy lessons or as extra-curricular activities. They are suitable for children aged 8–11 years and have a literacy focus, but also cover other areas of the curriculum. The final objective of the pack is for pupils to create their own superhero comic strips.

Curriculum Objectives

Through the course of the activities in this pack, pupils will:

1. Use the comic strip format to create characters, setting, dialogue, and plot
2. Organise ideas for how to combine pictures, captions, and dialogue to tell about a specific event or express a message
3. Develop comic strips to depict story-related or self-created events, convey a message, or express interesting information

Other objectives covered in the pack include but are not limited to:

English

Reading: comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by:
 - i. listening to and discussing a wide range of fiction
 - ii. discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by
 - i. identifying how language, structure, and presentation contribute to meaning
 - ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: composition

- Plan their writing by:
 - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Evaluate and edit by:
 - i. assessing the effectiveness of their own and others' writing and suggesting improvements

Drama, speaking and listening

- To participate in discussions, presentations, performances, role play, improvisations and debates
- To conduct interviews and drama tasks in-role as different characters
- To present a comic book in a group pitch

Design, technology and art

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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INTRODUCTORY TASK

SUPERHERO GROUPS

First things first: before we can get started you need to organise your class into SIX SUPERHERO groups. Each group will be responsible for creating their own superhero comic strip. Give each group an appropriately super-heroic name or, better still, ask them to come up with their own!

Team 1: THE ZORBONS!

Team 2: THE STAR LADS!

Team 3: THE EVIL TWINS!

Team 4: THE ALIEN OVERLORDS!

Team 5: THE SUPERVILLAINS!

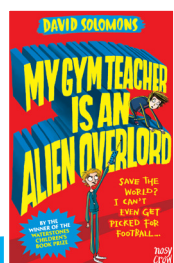
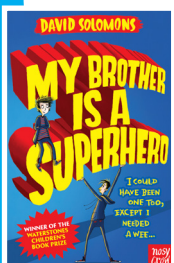
Team 6: THE DARK FLUTTERS

You might also want to allocate the following within each group:
Team Captain, Scribe, Researcher, Communicator, Reader, Content Collector.

Lesson by lesson, students will gather material for their final comic strip storyboard. Make sure that each team's Content Collector keeps all of the character profiles, descriptive writing, diary entries and comic strip panels in preparation for the final product!



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LESSON ONE

HEROES OR VILLAINS?

Objective:

To interpret key words using word association and inference

Outcomes:

Profile for key character; labeled drawing of character

Lead-in task:

Here is a list of the characters in the *My Brother is a Superhero* series. Can you answer the questions below based on their character names? Pick out key words that stand out to you.

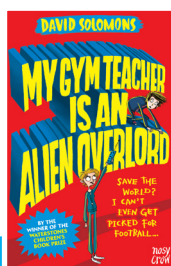
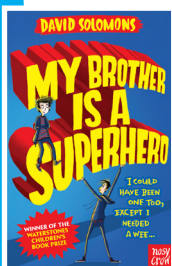
- Luke
- Star Lad
- Dark Flutter
- Stellar
- Nemesis
- Zorbon the Decider

1. Which characters might be superheroes?
2. Which characters might be villains?
3. Which character might be the most normal?
4. Which character might be the funniest?
5. Can you sort the list into “heroes” and “villains”? Give reasons for your choices.

Extract:

He planted his hands on his hips. “I. Am. Star Lad!” Then angled his head thoughtfully. “Or perhaps Starlad. I. Haven’t. Yet. Decided.” And that’s how it happened. My brother is superpowered and I...
... I am powerless.

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Lesson one continues →

LESSON ONE

HEROES OR VILLAINS?

Task 1:

How can you show something about a character through their name? Create your own character and character name. Is he/she a Hero, or a Villain, or even your Evil Twin?

Task 2:

Complete a Profile for your character:

Superhero/Supervillain/Evil Twin Profile

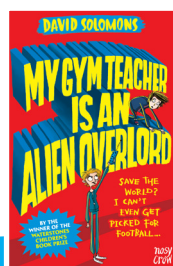
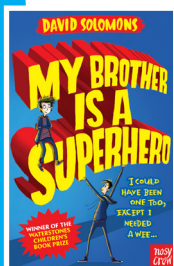
Name:
Reason for name:
Superpower:

Strengths:
Weakness:

Task 3:

Draw your character and label him or her. Then show your character to the other members of your group. Don't forget to share them with us on **Twitter at @NosyCrowBooks!**

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LESSON TWO

A STRANGE UNIVERSE

Objective:

To understand how writers create setting

Outcome:

A piece of descriptive writing to convey a new setting

Extract:

A light flashed green on the control panel. I was just thinking that at least it was green and not red when the bleat of an alarm reminded me that in Zorbon's topsy-turvy universe red and green were reversed. Uh-oh. I glanced at the floating display. The symbol depicting my tiny craft was heading rapidly towards a big dark circle in space. Now, wasn't there another name for an enormously dark space circle?

Black Hole!

I wrenched the control stick to one side in an effort to miss the giant cosmic dustbin. I felt the craft turn and figures on the display confirmed a change of direction. It looked like I would avoid catastrophe but it was going to be close. I held my breath as I skirted the edge of the gaping hole. Time seemed to slow as I looked up through the canopy into a throat of endless darkness. It was blacker than the Chislehurst Caves I'd begged Dad to take me to when I was little.

Lead-in task: Where do you think Luke is in this extract?

Task 1:

1. Underline any powerful words that stand out to you in the extract.
2. Underline as many ADJECTIVES as you can.
3. Underline as many ADVERBS as you can.

Task 2:

Can you match the following senses to a phrase in the paragraph?
Which sense might be missing? Could you add it in?

SIGHT
SMELL
TASTE

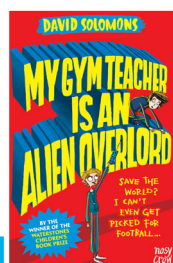
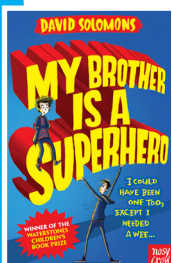
SOUND
TOUCH

Task 3:

Now it's your turn! Write one paragraph to describe a universe or setting far, far away. Think about the things you can see, smell, taste, hear and touch. Don't forget to use powerful words, adjectives and adverbs and to use plenty of sensory description. Share your descriptions with us on

Twitter at @NosyCrowBooks!

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LESSON THREE

SUPER-FUNNY

Objective:

To identify and analyse moments of comedy in David Solomons' writing

Outcome:

A piece of writing using comedic elements

Extract:

The most important five minutes in the history of the world and I had missed them because I needed a wee. "I bet if I'd been here, Zardo the Decoder would have chosen me," I grumped.

"His name was Zorbon the Decider. And you weren't here." Zack shrugged. "Should have held it in, shouldn't you?"

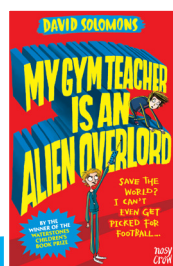
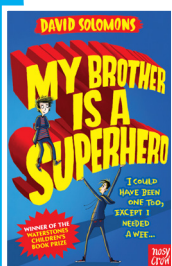
It was so unfair! I was beyond acting like a normal, sensible person. "Get him back. Tell Bourbon the Diskdriver he made a mistake and he has to come back and give me superpowers too."

"Zorbon the Decider," corrected Zack once more.

Lead-in task: Where do you think Luke is in this extract?

1. Why is Luke grumpy?
2. How many times does Luke get Zorbon's name wrong? List them here.
3. Why does Luke feel as though he can't act like 'a normal, sensible person'?

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Lesson Three continues →

LESSON THREE

SUPER-FUNNY

Task 1:

Match the following technique cards to a word, phrase or sentence in the extract:

REPETITION	EXTREME EMOTIONS
SILLY WORDS	FUNNY DIALOGUE
EXAGGERATION	CONFLICTING OPINIONS

Task 2:

Using the example, try to write your own funny short paragraph about your Superhero/ Supervillain character. Use one of the following scenarios to get started:

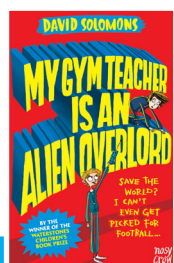
- A funny argument with a friend or sibling
- A rescue mission that has gone wrong
- A first meeting with your Evil Twin

Don't forget to include at least one of the techniques from the last task!

Task 3:

Share your writing with someone in your group. Can they match the technique cards to phrases or sentences in your work?

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LESSON FOUR

SUPERHERO DIARIES

Objective:

To identify linguistic techniques and tone and to create a diary entry

Outcome:

A diary entry in role as a chosen character

Task 1:

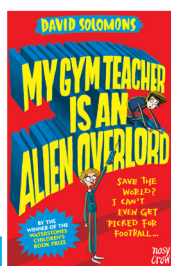
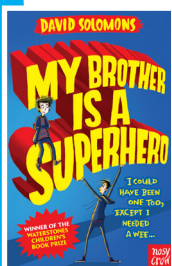
Imagine you have just been given superpowers and a task to save the world. How do you feel? Put the emotion cards below in order from 1–5 (1 being the emotion you'd feel the most and 5 being the emotion you'd feel the least).

Task 2:

There is a blank emotion card for you to add your own ideas. Is there any emotion not listed that you think you might feel?

Proud	Overwhelmed
Excited	Powerful
Nervous	

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Lesson Four continues →

LESSON FOUR

SUPERHERO DIARIES

Task 3:

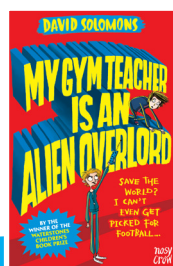
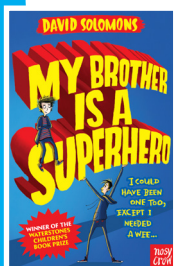
Extract:

I was Stellar!

Granted superpowers by Zorbon the Decider to fight for truth, justice and... well, probably not to steal his spaceship. But anyway, I had powers. In fact, if I'd wanted to I could've pulled the eject lever and flown to earth under my own power. But I needed the ship – it was essential to my plan. Using a combination of regular flight controls, telekinesis and my natural brilliance I steadied the craft and prepared to set it down.

Using your emotion cards again, rank how Stellar feels by putting them in order from 1–5 (1 being the emotion he'd feel the most and 5 being the emotion he'd feel the least). For each card, pick out a word or phrase that shows evidence of it. There might be more than one word or phrase for each emotion. Don't forget to add another emotion that you think Stellar has onto the blank emotion card.

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Lesson Four continues →

LESSON FOUR

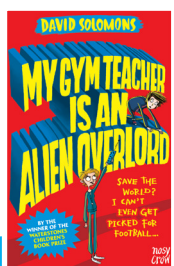
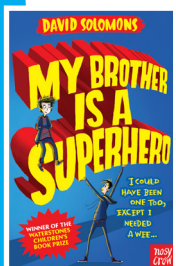
SUPERHERO DIARIES

Task 4:

Put yourself in the shoes of your character from Lesson One. You have just been given your superpowers. Write a diary explaining how you feel.

DEAR DIARY

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LESSON FIVE

SUPERHERO INTERVIEWS

Objective:

To empathise with a given character and create a drama piece

Outcome:

A short interview (drama) between two characters

Lead-in task:

If your character was interviewed on the television, what do you think he or she would be like in real-life? Brainstorm your ideas using the following headings:

Appearance:

Voice:

Body Language:

Facial Expressions:

Task 1:

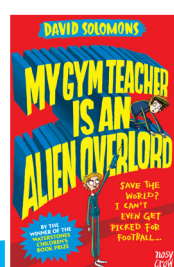
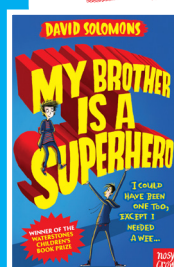
Pair-up with someone in your group and read your diary entries from last lesson. Try to use body language and voice to make your characters come to life!

Listen to your partner's diary entry. As you listen, think of a list of questions that you would want to ask your partner in an interview. You can exchange your "profile sheets" from Lesson One to make it easier.

Task 2:

In pairs, conduct an interview between the two characters. Try to use exaggeration to make it funny for the audience!

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LESSON SIX

POW BLAM!

Objective:

To identify uses of onomatopoeia and to use this technique in your own writing

Outcome:

A comic strip "panel" with examples of onomatopoeia

Lead-in task:

Imagine you are fire. If fire had a written language, it might look something like this:

FZIP RROAZZ SHWIFF PRRIP CROOAR

When words sound like what they mean, this is called onomatopoeia. Comic books use onomatopoeia, sometimes for comic effect, sometimes to shock the reader.

Task 1:

Choose one of the following things and invent a new language for it:

- The Wind
- The Sea
- The Rain
- An Aeroplane

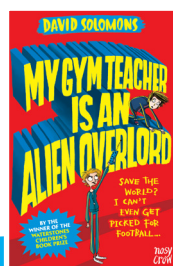
Task 2:

Look at the following examples of onomatopoeia:



Can you think of a situation where each of these words might be used? If musical instruments are available, use them to experiment with the sounds.

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Task 3:

Choose one of these words and create a picture (comic book panel) to show why it might be used. Don't forget to include speech/thought bubbles.

LESSON SEVEN & EIGHT

CREATING A COMIC STRIP

Objective:

To create a comic strip consisting of 8 panels, in groups

Outcome:

An 8-panelled comic strip

Lead-in task:

In your groups, consider how the following scenario could be exaggerated for comic effect: A group of Superheroes and Supervillains meet for the first time.

Task 1:

Now it's time to start planning! Using the characters that you have created during the last few lessons, discuss how your comic story could develop from beginning, middle to end.

Task 2:

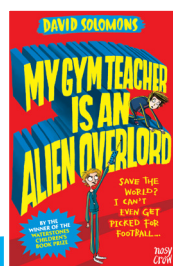
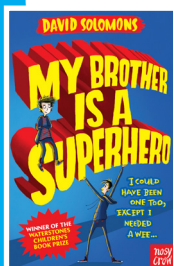
Using the eight draft comic book panels provided, jot down your ideas for each section of the comic strip.

Task 3:

Once you have come up with your plan, complete the blank comic strip on the next page. Each member of the group should be responsible for at least one panel. You should draw in each panel and include speech bubbles. When you have completed your comic strip, present it back to the class – and don't forget to share it with us on

Twitter at @NosyCrowBooks!

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DRAFT COMIC

1.

Setting:

Characters present:

Thought/Speech Bubbles:

2.

Setting:

Characters present:

Thought/Speech Bubbles:

3.

Setting:

Characters present:

Thought/Speech Bubbles:

4.

Setting:

Characters present:

Thought/Speech Bubbles:

5.

Setting:

Characters present:

Thought/Speech Bubbles:

6.

Setting:

Characters present:

Thought/Speech Bubbles:

7.

Setting:

Characters present:

Thought/Speech Bubbles:

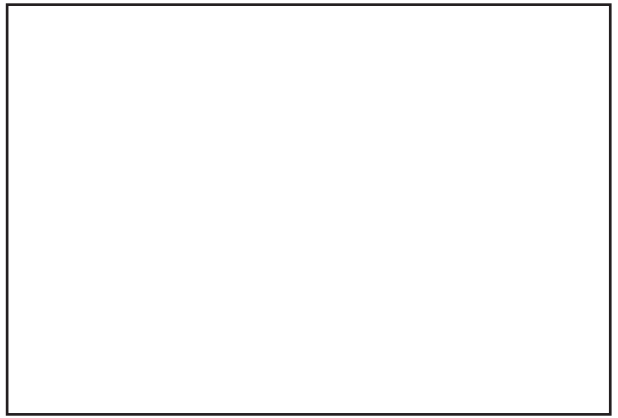
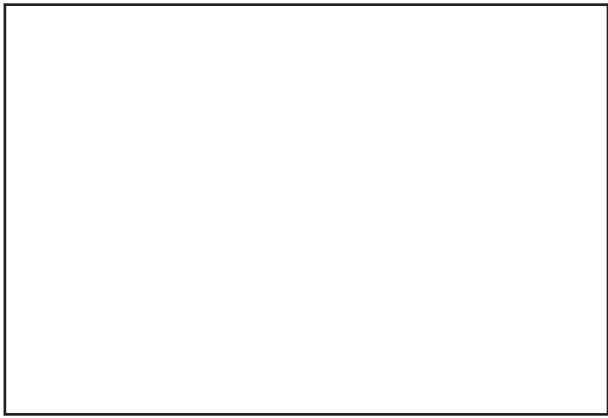
8.

Setting:

Characters present:

Thought/Speech Bubbles:

Name of comic



CONGRATULATIONS!

YOU'VE COMPLETED THE SUPERHERO RESOURCE PACK!

Who is the WINNER of the Superhero Comic Strip competition? YOU DECIDE!

IS IT, TEAM 1: **THE ZORBONS!**

IS IT, TEAM 2: **THE STAR LADS!**

IS IT, TEAM 3: **THE EVIL TWINS!**

IS IT, TEAM 4: **THE ALIEN OVERLORDS!**

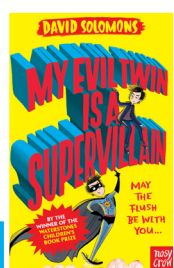
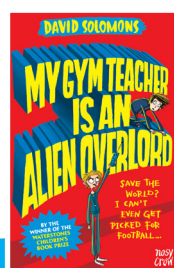
IS IT, TEAM 5: **THE SUPERVILLAINS!**

IS IT, TEAM 6: **THE DARK FLUTTERS**

Now, don't forget to enter your school into the exclusive competition before Friday 29th September. Simply visit bit.ly/NosyCrowSuperheroComp for more details.

WE CAN'T WAIT TO HEAR FROM YOU, SUPERHEROES!

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Created by

