

## Chapter 3 · The Amazing Sugarpop Maze

Shan wants to find out more about the mystery of the island, but she is having so much fun with her new friends! Perhaps the unicorn has some answers...

### THE ISLAND AT THE END OF THE BED

Alice Kuipers

## CONTENT



### READ!

- **Reading comprehension questions:** 10 multiple choice questions to test text retrieval and reading comprehension. These questions may also be completed online at [www.fictionexpress.co.uk](http://www.fictionexpress.co.uk)
- **Guided reading:** teacher's notes and a written response worksheet comprising 6 questions which allow for deeper response to the story, looking at personal response, inference and prediction



### WRITE!

- **"Inspire!" words** to encourage children to include them in their own writing
- **Writing worksheet:** drawing and labelling
- **Grammar worksheet:** using apostrophes to show possession



### TALK!

- **Voting options:** discussion points for each voting option
- **Discussion activity:** character role play with formal / informal language



### EXPLORE!

- **Activity:** crossword



Name: \_\_\_\_\_

1

**Why does Shan want to meet the unicorn?**

- ☐ A. It can help her get home
- ☐ B. It can tell her about the paperweight
- ☐ C. It is covered in silver and gold

2

**Why can't Max leave the water?**

- ☐ A. There is a curse on him
- ☐ B. He has no legs
- ☐ C. The unicorn forbids it

3

**Where does Max tell Shan not to go?**

- ☐ A. Into the Deep Hole
- ☐ B. Through the Sugarpop Maze
- ☐ C. To the sand dunes

4

**What does Shan think Max says as he swims away?**

- ☐ A. I don't want you to leave the island
- ☐ B. You will never leave the island
- ☐ C. I'll help you leave the island

5

**Why is the maze called Sugarpop Maze?**

- ☐ A. It is made of lollipop trees
- ☐ B. The prize for finishing it is a lollipop
- ☐ C. It is in the shape of a lollipop



Name: \_\_\_\_\_

6

**How does Shan feel on the island?**

- ☐ A. Silly
- ☐ B. Brave
- ☐ C. Sleepy

7

**Why does the unicorn stop in the middle of the maze?**

- ☐ A. It wants a nap
- ☐ B. It wants a snack
- ☐ C. It has found the middle

8

**What makes Shan think of home?**

- ☐ A. Talking about her grandmother
- ☐ B. Remembering her homework
- ☐ C. A fish pie flavoured lollipop

9

**Who is LuLu, leader of the island?**

- ☐ A. The purple monster
- ☐ B. The unicorn
- ☐ C. Shan's grandmother

10

**What does the monster look like?**

- ☐ A. Green and slimy
- ☐ B. Like a lollipop
- ☐ C. Purple and hairy



1

Recap together on the story so far, asking the children to remember details. Ask: How did the merboy stop Shan from being worried in the last chapter? (She forgot her worries as she played in the waterfall and enjoyed swimming and laughing.) Agree that being with our friends and having exercise can help us when we are worried. Read the first two lines of the story. Ask: How does Max persuade Shan to meet the unicorn? (The unicorn knows about the paperweight.)

2

Read the next section up to *She wasn't going to stay on this island forever!* Challenge the children to find noun phrases in this section, for example: 'narrow gorge', 'rainbow-striped trees', 'Deep Hole', 'little laugh'. Clarify what a gorge is. Together, make up further phrases to describe the route through the gorge, for example: wound and wriggled, spun and spiralled. Write the word 'breath' on a small whiteboard. Discuss what happens to the pronunciation if you add a letter 'e' to the end.

3

Ask: What do you think Max means when he says, *"Because you will never leave the island."* Ask: What reasons might there be for Shan never leaving the island? (For example, she will become enchanted, she will be too happy and won't want to leave, there is no way back, she will forget about home, she will be kept prisoner and so on.) Ask: What else makes the island seem a bit scary? (The Deep Hole) Ask: Are you worried for Shan?

4

Read up to *"I'm always lost!"* Ask: What is the unicorn like? Encourage the children to use evidence for their answers. For example: silver (*shining silver shape*), happy (*little laugh, laughing*), vain (*"You're as lovely as me"*, *"I am a very intelligent creature"*), lazy (*"I'm ready for a nap"*), silly (*"I'm always lost!"*) Ask: How does the unicorn deal with worrying situations, such as being lost? (It ignores them and laughs.) Ask: Is that the best way to deal with problems? (probably not)

5

Read to the end of the story. Ask: Why does the fish pie lollipop make Shan think of home? (Her father had given her fish pie for dinner.) Discuss any strange-flavoured sweets, for example jelly beans, that the children have tried. Ask: Why did Shan's grandmother make the island? (to escape the real world) Discuss why LuLu might have wanted to do that. (for fun, perhaps her life was boring or hard) Speculate on whether Shan will get to meet her grandmother again.

6

Ask the children to use the details from the text to draw their version of the monster. Encourage them to add further details then verbally describe their monster to a partner. Ask: Why does Shan feel up to fighting the monster? (The island has made her feel both brave and strong.) Ask: How else has the island changed her? (She can swim underwater for longer without breathing and can run very fast.) Ask: Do you think Shan will feel different when she finally gets home?



Name: \_\_\_\_\_

**1**

**Why does Max think that Shan should meet the unicorn?**

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**2**

**Find and copy three noun phrases from the story.**

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**3**

**Why might Shan never leave the island?**

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Name: \_\_\_\_\_

**4** What is the unicorn like? Write down three different things about it.

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**5** Why does the lollipop make Shan think of home?

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**6** How has Shan changed on the island?

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Here is some of the challenging or potentially unfamiliar vocabulary used in Chapter 3 of *The Island at the End of the Bed*.

You may wish to explore this vocabulary, to improve children's understanding of the chapter, and inspire and enhance the quality of their own writing. You might like to display the words in the classroom, and encourage children to use new vocabulary as part of the Write! worksheet tasks.

brave

galloping

gorge

misunderstood

narrow

noticed

## The Island at the End of the Bed · Chapter 3 · The Amazing Sugarpop Maze

### Drawing and Labelling



Name: \_\_\_\_\_

Draw a map of the island, using the descriptions you have read about in the first three chapters. Label the different locations, such as the waterfall, cave, lagoon and maze, and create a caption for your picture.

A large rectangular area defined by a dashed blue border, intended for drawing a map of the island.





Name: \_\_\_\_\_

We use apostrophes to show that something belongs to someone or something. Add apostrophes to the sentences below. The first one has been done for you.

1

Her grandmother's paperweight brought Shan to the island.

2

The light glinted on the unicorn's horn.

3

Shan's grandmother's name is LuLu.

4

The lagoon's surface glittered like diamonds.

5

The island's magic seemed to work on all the creatures living there.

6

The huge monster's fur was purple.

**What should they do?****A****Run back the way they came from**

We know that Shan and the unicorn are lost, and the unicorn says she is *always* lost. So would it be a good idea to try and go back the way they have come from? If they are not sure of the way, they could be caught by the fast monster...

**B****Go down the dark passageway to the Deep Hole**

This is the only place that Max the merboy warned Shan to stay away from, saying it was dangerous. We do not know how dangerous it is – it might be less or more dangerous than the monster. Perhaps it could even be a way back to real life?

**C****Fight the monster together**

The monster is enormous, but Shan seems to have superhuman powers on this island. Do you think it would be better to face the danger they can see in front of them and fight the monster? Do you think the unicorn will be much help to Shan?

→ Which option do you think would be the most exciting one for the next chapter of *The Island at the End of the Bed*?

**Discussion Activity**

In pairs, role play an interview between a TV news reporter and one of the characters. The news reporter should use formal language. The character should use informal language. Then choose a different character to interview. Swap roles after each turn between characters. Remember you want to find out all about the magic of this strange island.



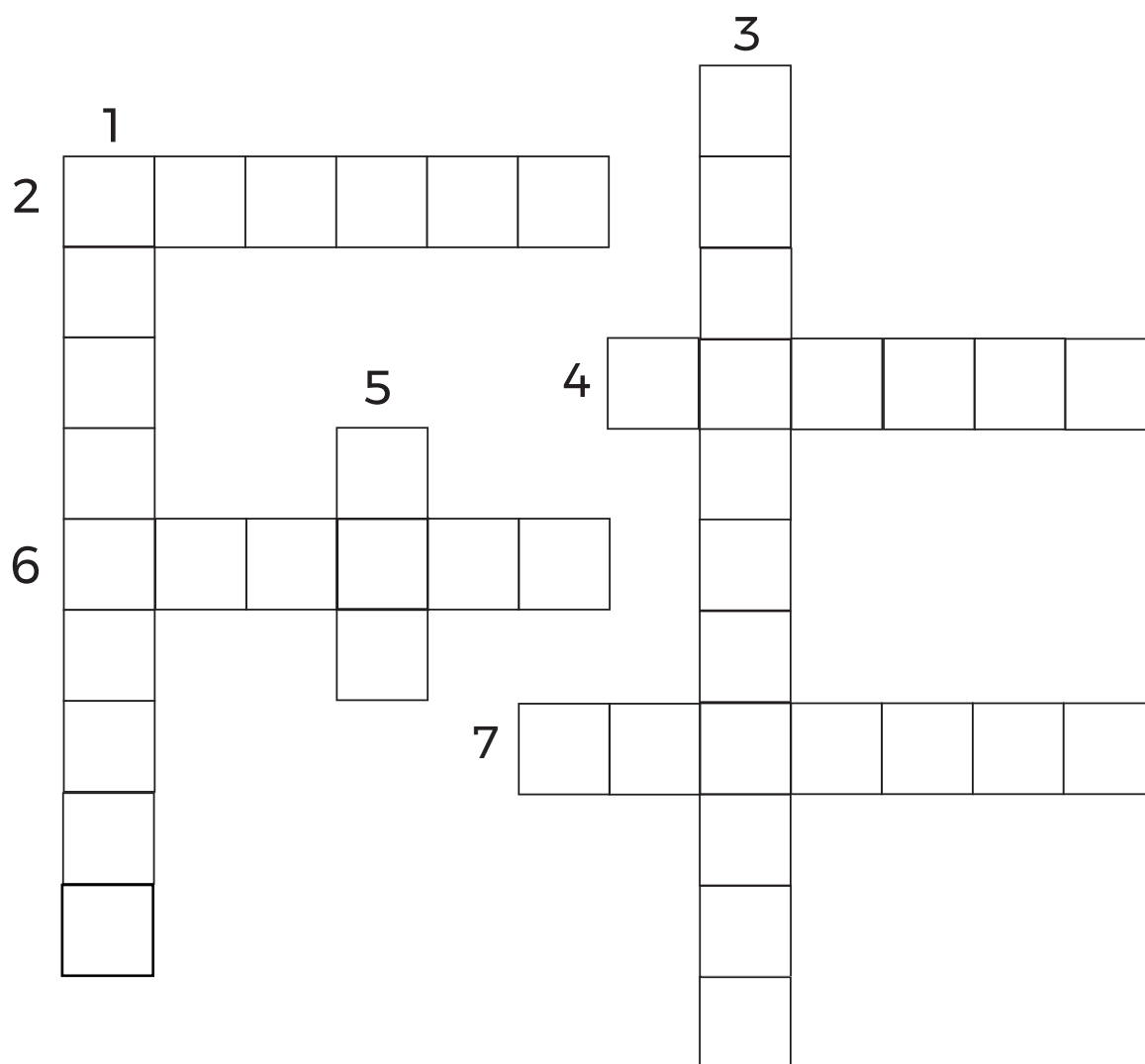
Name: \_\_\_\_\_

### CLUES Across

2. Where does Shan meet Max? (6)
4. What kind of creature is Max? (6)
6. What kind of place is Shan visiting? (6)
7. Who gets lost with Shan in the maze? (7)

### CLUES Down

1. What are the trees in the Sugarpop Maze shaped like? (9)
3. What object used to belong to Shan's grandmother? (11)
5. Who was angry with Shan in chapter 1? (3)



## ANSWERS

### READ! Comprehension Questions

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|--|--|
| 1. Why does Shan want to meet the unicorn?<br>B. It can tell her about the paperweight   | 6. How does Shan feel on the island?<br>B. Brave                             |
| 2. Why can't Max leave the water?<br>B. He has no legs                                   | 7. Why does the unicorn stop in the middle of the maze?<br>A. It wants a nap |
| 3. Where does Max tell Shan not to go?<br>A. Into the Deep Hole                          | 8. What makes Shan think of home?<br>C. A fish pie flavoured lollipop        |
| 4. What does Shan think Max says as he swims away?<br>B. You will never leave the island | 9. Who is LuLu, leader of the island?<br>C. Shan's grandmother               |
| 5. Why is the maze called Sugarpop Maze?<br>A. It is made of lollipop trees              | 10. What does the monster look like?<br>C. Purple and hairy                  |

### READ! Written Response Worksheet

1. The unicorn can tell Shan about the paperweight.
2. a narrow gorge, rainbow-striped trees, the Sugarpop Maze, the Deep Hole, a little laugh, a shining silver shape, two trees, a very intelligent creature, Our Leader, long passages, tiny lollipops, low branches, fish pie, her dad, my grandmother's paperweight, the real world, a huge, hairy monster, a dark passageway, an enormous monster
3. she might be trapped, there might be no way back, she might forget to go back, she might want to stay, she might be a prisoner
4. it is silver, it is vain, it is lovely, it can run very fast, it is happy, it is lazy, it is tired, it is friendly, it thinks it is intelligent, it can talk
5. The second lollipop she eats tastes of fish pie, which her father cooked her for dinner.
6. She has become brave, she can swim longer underwater, she is strong, she can run very fast

### WRITE! Worksheet: Using apostrophes to show possession

1. Her grandmother's paperweight brought Shan to the island.
2. The light glinted on the unicorn's horn.
3. Shan's grandmother's name is LuLu.
4. The lagoon's surface glittered like diamonds.
5. The island's magic seemed to work on all the creatures living there.
6. The huge monster's fur was purple.

# ANSWERS

## EXPLORE! Crossword

