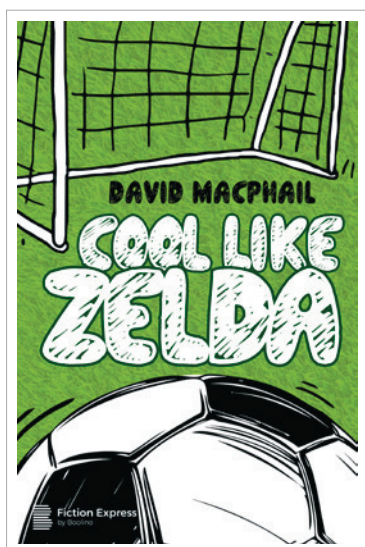


# Activities



**LEVEL 1**

## Cool Like Zelda

by David Macphail

**Genre** Fantasy and myths

**Values** Self-esteem, confidence, cooperation, inclusion, teamwork

## Chapter 4. The Match

With the Cheetahs facing the Leopards in the biggest match of the season, Ash's team is struggling. Not least because the Leopards have a familiar face playing for them. Can Ash turn the game around?

### 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
- ☐ Email David
- ☐ Using pronouns



## 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*

- ☐ Football song

## 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

Recap on the events in chapter 3. Read up to the first break. Ask: What is the setting for this chapter? (the football pitch) Ask: Which words tell us how shocked Ash is? (*numb, breath caught, gasped, mind raced*) Which words tell us that Zelda is uninterested in Ash's comments? (*snorted, brow screwed up*)

2

Ask: What has happened to Zelda? (She seems to be living a different life.) Talk about what Ash thought might have happened to Zelda in other chapters. (disappeared, turned into a doll) Read to the next break. Ask: What happens during the football match? Ask the children to pick out details.

3

Ask any children who know about football to explain where the players are going wrong. (They are fighting, they are not watching each other.) Agree that they are not playing as a team. Remember together what sort of player Ash is. (She has skill but lacks confidence and this lets her down.)

4

Ask: What does the phrase *heads were hanging* tell us about how the players are feeling at half-time? (They are feeling fed up and disappointed.) Ask: What does the phrase *headless chickens* suggest about the way the players were playing? (They were running around in a panic without knowing what was going on.)

5

Ask: Why does Ash finally speak? (because no one else did) Ask: What do you think would have happened if Zelda was there? (She would have been talking.) Ask: What do you think of Ash's suggestions? (She shows good understanding and analysis – she is beginning to act like a captain.)

6

Read to the end. Ask: What was the effect of Ash's words at half-time? (They play like a team.) Ask: How was Ash brave enough to shout "*Come on, Cheetahs!*"? (She is in no one's shadow, people are listening to her, Zelda is cheering her team.) Discuss how Ash is beginning to become brave (like Zelda).



**READ**

Reading lab

Name: .....

## Reading comprehension

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

1 Where is this chapter set?

.....

.....

.....

.....

.....

2 Find and copy two words or phrases that tell you Ash is shocked to see Zelda.

.....

.....

.....

.....

.....

3 Find and copy one thing that goes wrong in the first half of the football match.

.....

.....

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.....

.....



## READ

Reading lab

Name: .....

4

*At the half-time team talk, heads were hanging.*

What impression does this give you of the players?

.....

.....

.....

.....

.....

5

Why was Ash brave enough to give her teammates advice at half-time?

.....

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.....

.....

6

How has Ash changed as a football player since chapter 1?

.....

.....

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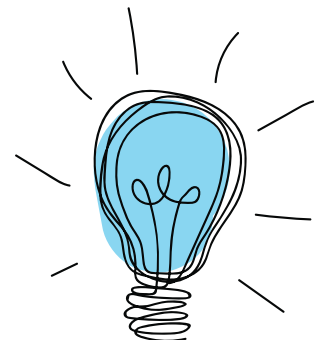
**WRITE**

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.

**numb****raced****snorted****surged****whirlwind****zooming**



## WRITE

Writing workshop

Name: .....

### Email David

Can you think of any questions you would like to ask the author, David Macphail?

What do you think of the book so far? How would you like the story to end next week?

Write an email to David, and try to mention the following things:

characters

plot

favourite part

your ending?

New email



To: \_\_\_\_\_

Subject: \_\_\_\_\_

.....

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.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Send



**WRITE**

Writing workshop

Name: .....

## Using pronouns

We use pronouns in place of nouns so that we do not have to repeat the noun. Can you write the correct pronoun so that the sentences below make sense? You do not need to use them all!

he

We

I

she

it

they

it

You

1

The ball flew through towards the goal, but \_\_\_\_\_ was saved by the goalkeeper.

2

The defenders argued because \_\_\_\_\_ both missed the ball.

3

When Ash began to speak, \_\_\_\_\_ came up with some ideas to help the team.

4

Mr Dee stared at Ash, and then \_\_\_\_\_ agreed that her ideas were great.

5

“\_\_\_\_\_ need to work together!” said Joe and Pep.

6

“Ziggy! \_\_\_\_\_ need to cross the ball more!” said Ash.



**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:

Why was the game stopped?

A

The old man from  
Mirage Antiques ran  
on the pitch

We have not met the man who sold the mirror to Ash's mum yet. Why might he be trying to stop the game? Could he be trying to explain and put things right, or is he perhaps more sinister?

B

Ash tackled Zelda  
and brought her  
down

Is this what happened in the whirlwind of noise and legs? How will Ash feel if her action has stopped the game? Will she lose her confidence or will she be more determined to play well?

C

Zelda disappeared in  
a bolt of lightning

Could this be to do with the spell Ash saw written on the scrap of paper? Is the spell being undone now that Ash is more confident? If so, where will Zelda disappear to, and what will happen to Ash?

## Discussion activity

In pairs or a small group, discuss the questions you would like to ask David Macphail about the book, or about the plot for the final chapter next week.

Look back at your email in the Writing activity and compare what you have written with each other. Did you choose the same things, or different?



Football fans at matches always come up with songs to encourage their team. Can you invent a football song for the Cheetahs? Why not use some of the players' names that you learned in this chapter?



# ANSWERS

*Document for the teacher*

## Reading comprehension (pp. 4–5)

For example:

1. at a football pitch
2. *numb, breath caught, gasped, mind raced*
3. Joe or Pep miss a header; Joe and Pep argue; the players bump into each other; the players are not watching each other.
4. The players feel miserable; the players are disappointed.
5. No one else was saying anything; she felt confident about her views.
6. She is more confident.

## Using pronouns (p. 8)

1. The ball flew through towards the goal, but **it** was saved by the goalkeeper.
2. The defenders argued because **they** both missed the ball.
3. When Ash began to speak, **she** came up with some ideas to help the team.
4. Mr Dee stared at Ash, and then **he** agreed that her ideas were great.
5. “**We** need to work together!” said Joe and Pep.
6. “Ziggy! **You** need to cross the ball more!” said Ash.