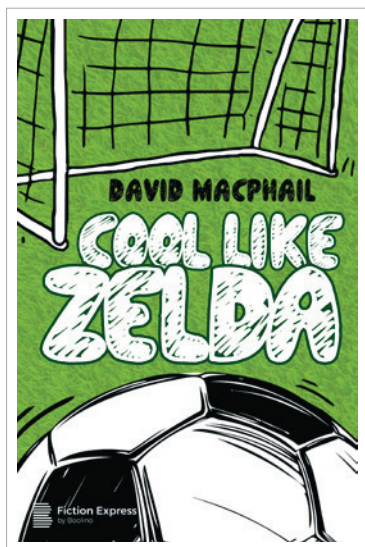


Activities



LEVEL 1

Cool Like Zelda

by David Macphail

Genre Fantasy and myths

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

Chapter 5. The Lightning

With the game nearly over, Ash has a last attempt at winning against the Leopards. And time is running out to find out exactly what has happened to Zelda, and whether the spell can be undone...

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
- ☐ Book review
- ☐ Using the suffix -ly



TALK

Space for debate



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

- ☐ Discussion activity



EXPLORE

Creative studio



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

- ☐ Comic strip

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 4, remembering that the game is going well and Ash has found her confidence. Read the first few lines. Together, find words that tell you that the lightning is shocking: *blinding flash, tumbled, referee's mouth hanging open, Everyone ... staring, I croaked.*

2

Ask: What do you think has caused the lightning? (probably some form of magic) Read to "*She's your captain.*" Ask a volunteer to explain what has happened. (Zelda has disappeared again.) Read to the break at *I'd only gone and won the game.* Ask: How do we know that Ash has changed?

3

Remember how Ash played in chapter 1. (Her lack of confidence ruined her game.) Find the phrases: *surge of determination, I leapt in and stole it, slipped past a defender, I had eyes only for the goal, stretched, slotted.* Ask: Would Ash have played like this at the beginning of the story?

4

Ask: How would you describe Ash's playing now? (confident, focused) Read up to *...said Mr Dee.* Compare this changing room scene with chapter 1. Now, Ash is the one receiving high fives. Ask: Why isn't Ash happy? (She is worried about what she has done to Zelda.) Read the next section.

5

Ask: How does Ash wake up the magic? (She rubs the lion's nose.) Which phrases create drama? (*lamp flickered, heart ... race, stared back*) Discuss how scary this would be. Which word tells us that Ash feels desperate? (*pleaded*) Read to the end. Unpick *The spell was done and then undone.* (finished, lifted)

6

Ask: What lesson has Ash learned? (She can be cool on her own, her confidence was inside.) Ask: Could Ash have learned this in Zelda's shadow? (probably not) Ask: Will Ash stay confident? Was the magic good or bad? Does Zelda know what happened? Gather the children's final thoughts about the story.



READ

Reading lab

Name:

Reading comprehension

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

1

Find and copy two phrases that tell you that people are shocked when the lightning strikes.

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.....

2

What happened when the lightning struck?

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3

What does the phrase *I leapt in and stole it* tell us about Ash?

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READ

Reading lab

Name:

4

Why isn't Ash happy after winning the game?

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5

What does *The spell was done and then undone* mean?

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6

What lesson has Ash learned?

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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.

blinding

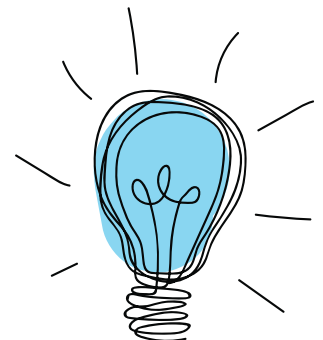
croaked

determination

pleaded

remained

slotted





WRITE

Writing workshop

Name:

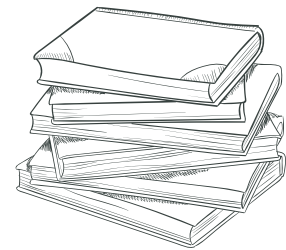
Book review

Now that you've read the whole book, it's time to give your opinion of it! Write a review of the book to help other people decide if they will like it. You can use the questions below to help you think of what to say. Remember – don't give away the ending!

Review of the month

The Literary Gazette

Review of



Don't forget...

Who is the author?

Who are the characters?

Where is the book set?

Did you enjoy the book?

Would you recommend it?



WRITE

Writing workshop

Name:

Using the suffix -ly

We can add the suffix -ly to make a word to describe an action. If your word ends in a 'y', we change this letter to an 'i' before adding the suffix, for example happy / happily. Add the suffix -ly to the words below. Write the correct word in the gaps to complete the sentences.

happy

scary

sad

angry

quiet

loud

bright

quick

1 Joe and Ziggy ran _____ to defend the goal.

2 The referee blew his whistle _____ over all the noise.

3 The lightning flashed _____ in the sky.

4 Ash looked _____ at her reflection and started to cry,

5 The team crowded together _____ in the changing room to celebrate.

6 Ash spoke so _____ that you could not really hear her.



TALK

Space for debate

Name:

Discussion activity

In pairs or a small group, discuss the story before you write your book review.

Which characters do you like and why? Do you like the themes of the story?

Would all of you recommend this book to others or do you have different opinions about it?

Talk about the main character of the book, Ash. How do you think she has changed over the course of the story? Do you think she has become more confident?

Remember, she was very nervous in the first chapter.

What do you think Ash will do next and what will happen to the mirror?

If you were going to write a sequel to this story, what would Ash be doing?

Would the magical mirror perhaps help a new character in some way?

Would we find out more about the mysterious old man from Mirage Antiques?

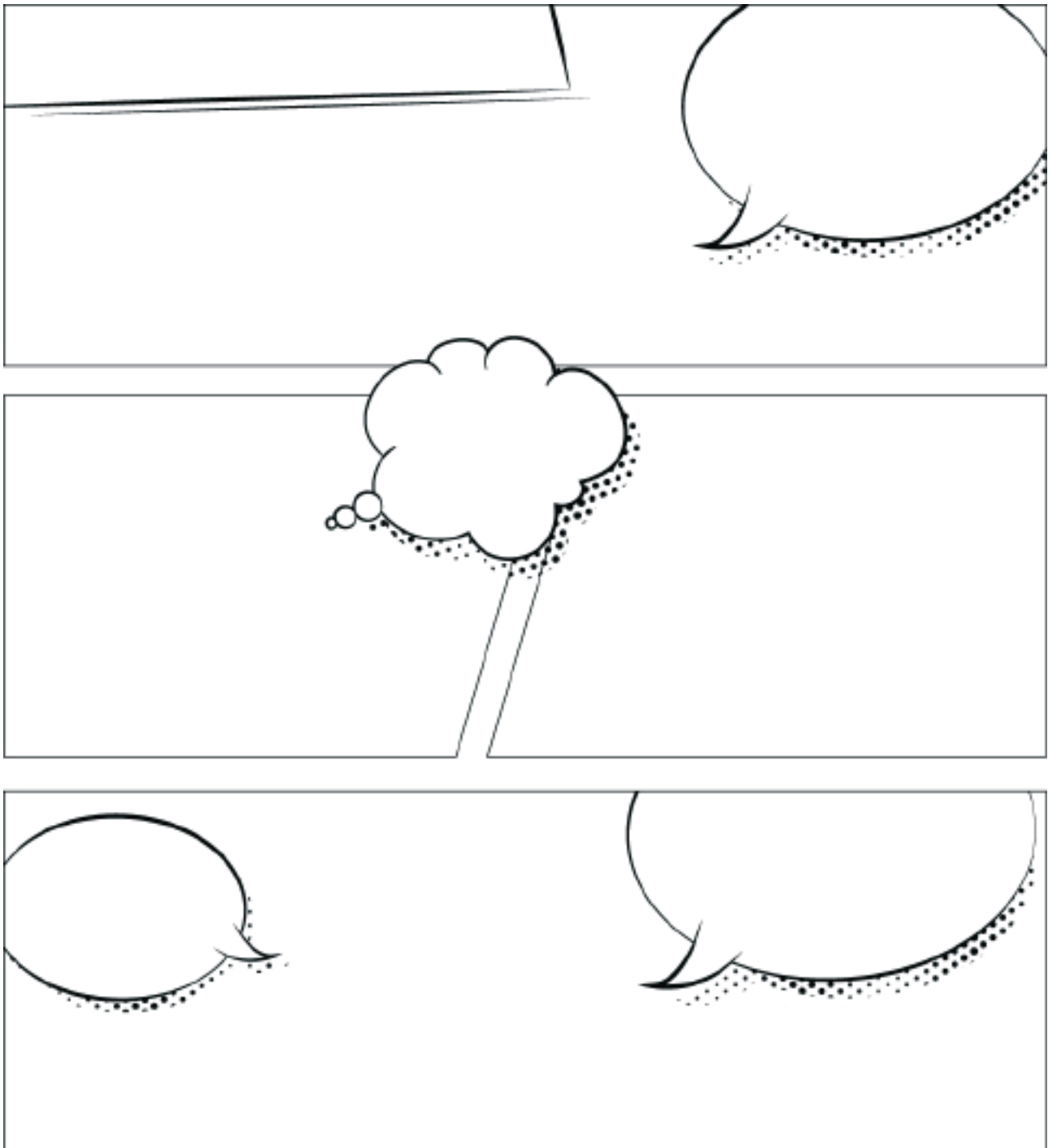


EXPLORE Creative studio

Name:

Comic strip

Reread the opening scene of this chapter, when Zelda disappears and another girl replaces her as captain, and Ash scores the winning goal. Then draw this part of the chapter as a comic strip, using the speech bubbles and thought bubble to tell the story.



ANSWERS

Document for the teacher

Reading comprehension (pp. 4–5)

For example:

1. *referee's mouth hanging open, Everyone ... stared*
2. Zelda disappeared again.
3. She has become confident about her football ability.
4. She is worried about what has happened to Zelda.
5. The spell was completed when Ash became confident; the spell was lifted and Zelda returned once the spell was finished.
6. She has learned that confidence, and being cool, is already inside her.

Using the suffix -ly in adverbs (p. 8)

1. Joe and Ziggy ran **quickly** to defend the goal.
2. The referee blew his whistle **loudly** over all the noise.
3. The lightning flashed **brightly** in the sky.
4. Ash looked **sadly** at her reflection and started to cry.
5. The team crowded together **happily** in the changing room to celebrate.
6. Ash spoke so **quietly** that you could not really hear her.