

CURIOUS CAL AND THE WISH MACHINE

Teacher Resources, Week 1

This pdf contains:

- **Text Questions:** In this section, you will find questions about the chapter. These can be used orally in guided or shared reading discussions, as an independent comprehension exercise, or as part of a written homework or reading club activity.
- **Making the Choice and Voting:** Before choosing how to vote, students could discuss, as a group or a class, the wider context of the story and the consequences for the characters of each voting option at the end of the chapter. Students should be encouraged to use a variety of resources in their research, including books and the Internet.
- **Writing and Speaking and Listening Activities:** Fiction Express for Schools provides a brilliant springboard into writing and some ideas and inspiration are provided in this section. An idea for a Speaking and Listening activity is also provided.
- **Art and Drama Activities:** This section provides ideas for extension activities in Art and Drama.
- **Templates:** This section provides printable templates for one, or some, of the exercises suggested in the 'Writing Activities' section.
- **Worksheets:** This section provides printable worksheets for student use. Answers are also provided where appropriate.
- **Key Words:** This section provides a selection of key words from the chapter for use in extension work.
- **Picture Resources:** This section provides images to inspire student discussion. These images can be displayed on a whiteboard or printed.
- **Resources:** Here you will find a list of relevant websites that students might find useful.

Chapter 1 Adopt a Grandparent

1. Did you enjoy the first chapter of *Curious Cal and the Wish Machine*? Are you looking forward to reading chapter 2? How did the author draw you into the story and keep your interest?
2. Who are the main characters in the story so far? Describe them using 3 adjectives.
3. Where do you think the story is set? Does the action of this story take place in modern times or in the past?
4. Is Cal happy about the idea of visiting Mr Patel? If not why not?
5. What had Cal done in the past that made Mr Patel shout at him?
6. Why do you think the teacher, Mrs Davis, wants everyone in her class to '*Adopt a Grandparent*'?
7. How does Cal's mum try to persuade Cal that visiting Mr Patel would be fun and interesting? Go back to the chapter to find out.
8. What is Cal's favourite subject at school? What isn't he very good at?
9. What experience did Cal's friend, Megan, have when she visited her adoptive grandparent? Go back to the chapter to find out. Do you think there is anything that Megan could do to make her visits to Mrs Trigg more interesting?
10. What excuses does Cal make to try and get out of visiting Mr Patel? Do any of them work?
11. How do you think Cal felt when he realized that Mr Patel had heard him knock quietly on the front door, and was coming to let him in?

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12. What smell does Cal notice when Mr Patel opens the door?
13. Describe Mr Patel. Then go back to the author's description to see how much you have remembered correctly.
14. What does the description of Mr Patel's cardigan suggest about Mr Patel?
Extract: *wearing a threadbare maroon cardigan*
15. How does Mr Patel treat Cal when he invites him into his house? What does this tell us about the sort of person Mr Patel is?
16. What has Mr Patel baked in the oven? What do they taste like? Go back to the chapter and read the description. Does this description make your mouth water?
17. What does Mr Patel do that makes Cal think *the old man was funnier than he thought?*
18. Why does Mr Patel let Cal explore his laboratory on his own? Go back to the chapter to find out.
19. What is the name of Mr Patel's cat?
20. Is Cal excited by the thought of looking around the laboratory? Go back to the chapter and find the sentences that prove this. Find the simile the author uses to show how surprised and excited Cal is.
21. What does Cal notice when he starts walking down the twisting staircase? Go back to the chapter to find out.
22. Can you remember all the things Cal heard and saw when he arrived in the laboratory? Make a list of them and then go back to the chapter to see if you have forgotten anything.
23. What does the word 'blueprint' mean? Find out.

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24. Which invention do you think Cal was most interested in? Did it have a name?

25. Cal sees a Bunsen burner on a workbench. Do you know what this is? Find out. Why do you think the first word in 'Bunsen burner' has a capital B?

26. What does the purple liquid taste of? Do you think Cal should have tasted it? Do you think the chapter would have ended so well if he hadn't?

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Making the Choice and Voting

What happened next?

Option 1: Cal blows up like a balloon and floats out of the cellar.

Can you imagine this happening to Cal? What do you think are the pros and cons of Cal finding himself floating about like a balloon? What do you think would be the best, and the worst, thing that could happen to Cal in chapter 2 if you choose this option? How do you think Cal might get out of this predicament in chapter 2?

Option 2: Cal shrinks to the size of a squirrel.

Can you imagine the problems Cal will have if he finds himself the size of a squirrel? Do you think there are any advantages to being this size? Are there any disadvantages? Can you think of any dangers that Cal might face? Can you predict how the story will develop in chapter 2 if you choose this option?

Option 3: Hair sprouts from all over Cal's body until he looks like a yeti.

Do you know what a yeti looks like? Can you picture one in your imagination? Would you like to see this happen to Cal? Can you predict what will happen to Cal and Mr Patel in chapter 2 if you choose this option? How do you think Cal's mum might react if she saw him?

Think about how you would like the story to progress in chapter 2. Would you like it to be funny, or scary, or exciting?

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Writing and Speaking and Listening Activities

Give a written or oral summary of chapter 1. Make sure you mention the most important events in the story so far, and that you get them in the right order. You might want to jot down some notes on the things you must include in your summary before you start writing or speaking about it. When you have done your summary, ask a friend or classmate to point out any parts that they didn't understand or thought were incorrect.

Write a fact card about Mr Patel. Start with the information that the author gives in chapter 1, and then add lots of interesting details of your own. Make sure that Mr Patel's life and science career sound as exciting and interesting as possible.

Fact card template provided on page 10.

TEACHER NOTE: This activity could be amended to ask pupils to simply write a biography of Mr Patel.

Go back to chapter one and look for any words that you found difficult to read. Make a list of them in alphabetical order. Make sure you understand what each word means. Read the words a few times, so that you will remember them the next time you come across them.

Write the first few sentences of chapter 2 based on one of the options at the end of chapter one. Make your opening sentences exciting and interesting, so that you grab your reader's attention and pull them into the story.

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Art and Drama Activities



Choose your favourite scene in chapter one and create an illustration of it. Then write an extended caption to go with your illustration.

Draw a picture of Cal as you imagined him to look when you were reading this story. Then write an extended caption explaining what sort of person he is.

Mention his likes and dislikes, his hobbies and pastimes, the sorts of books he likes to read, the food he likes to eat and so on. Think about what you know from chapter 1 of the story, and then use your imagination.

If you were Mr Patel, what sort of machine would you like to invent? Think about what your machine would be used for. Imagine how it would work and what it would do, and what it would look like. Draw a diagram of your invention. Label your diagram to show how it works. Give your invention a name. Write an extended caption giving more details about your amazing invention.

Design your own bottle of potion, like the purple potion that Cal found in the story. What will your potion be called? Most importantly what will it do to anyone who drinks it? Think about the taste, colour and smell of the potion.

Potion bottle template provided on page xx.

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Create an advert to sell your potion – can you create a catchy slogan

for it? Choose your words carefully to persuade shoppers to buy your potion.

You could even use musical instruments to create a catchy jingle for it!

With your classmates, create a machine like the one found downstairs in Mr Patel's laboratory. Choose one person to be the inventor – this person will be in charge. Every other pupil should play a different part of the machine, thinking of a specific action and sound. The inventor stands in the middle of the circle and chooses one pupil to start 'building' the machine. This pupil steps into the circle and begins to repeat his/her action. Then the inventor chooses the next pupil to join in, and so on until the machine is complete. When the machine is fully built the inventor can start and stop sections by pointing at different pupils.

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Template: Character Fact Card



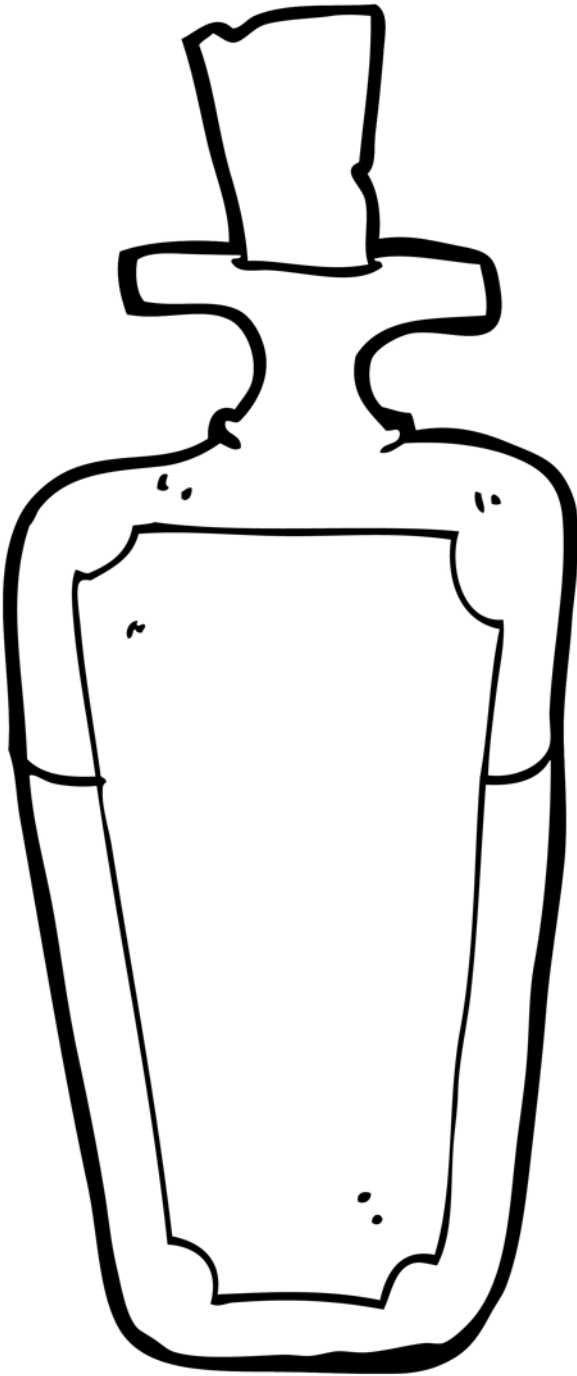
| | |
|-----------------------------------|--|
| Name: | |
| Age: | |
| Uniform: | |
| Laboratory equipment: | |
| Best Invention: | |
| Top Potion: | |
| Maddest Invention: | |
| Most Disastrous Invention: | |

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Template: Potion Bottle

Create your own magic potion



Fill the bottle above with your own magic potion like the one Cal found in the basement.

What will your potion be called?

Most importantly what will it do to anyone who drinks it?

Think about the taste, colour and smell of the potion.

Add labels around the bottle to give these details.

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Worksheet: Potion Bottle Activity

Now create an advertisement to sell the potion you have created.

Use the space below to write a few planning notes and then act out the advert with a small group.

Can you create a catchy slogan for your advert?

Note down a few carefully chosen words to persuade shoppers to buy it, for example instead of **lovely** use **delicious**.

You could even use musical instruments to create a catchy jingle for it!
Write the lyrics below.

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Worksheet: True or False Quiz

Answer the following questions with either the word **True** or the word **False**

1. Cal is very good at playing football. **True / False**
2. Mr Patel's garden is very untidy. **True / False**
3. Mr Patel used to work in Germany. **True / False**
4. Megan liked to listen to Mrs Trigg telling her about the 'good old days'. **True / False**
5. Mr Patel didn't really want to see Cal. **True / False**
6. Cal told his mum he had a cold coming on, so couldn't go and see Mr Patel. **True / False**
7. Cal took some biscuits his mum had made round to Mr Patel's. **True / False**
8. Mr Patel offered Cal some samosas to eat. **True / False**
9. Mr Patel told Cal to go and look around his laboratory. **True / False**
10. Mr Patel's invention was named Mr Patel's Wonderful Dream Machine. **True / False**
11. Cal is very good at playing football. **True / False**

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Worksheet ANSWERS



1. Cal is very good at playing football? **False**
2. Mr Patel's garden is very untidy? **True**
3. Mr Patel used to work in Germany? **False**
4. Megan liked to listen to Mrs Trigg telling her about the 'good old days'?
False
5. Mr Patel didn't really want to see Cal? **False**
6. Cal told his mum he had a cold coming on, so couldn't go and see Mr Patel? **True**
7. Cal took some biscuits his mum had made round to Mr Patel's? **False**
8. Mr Patel offered Cal some samosas to eat? **True**
9. Mr Patel told Cal to go and look around his laboratory? **True**
10. Mr Patel's invention was named Mr Patel's Wonderful Dream Machine.
False
11. Cal is very good at playing football. **False**

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Key Words

Below is a list of challenging or potentially unfamiliar vocabulary used in Chapter 1 of *Curious Cal and the Wish Machine*. You may wish to explore this vocabulary with your pupils, to aid their understanding of the chapter and enhance, or “up level”, the quality of their own writing.

Key words: maroon, peered, cluttered, indicating, laboratory, pistons, blueprints.

You might like to use the boxed versions of the words below on your ‘Working Wall’ or Literacy display – we hope this saves you the time of making a vocabulary display of your own!

peered

maroon

laboratory

pistons

cluttered

indicating

laboratory

blueprints

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Picture Resources

This is a picture of some vegetable samosas.



What do you think the samosas might contain?

What ingredients would you like to put inside a samosa?

Can you describe how you think the samosa might taste?

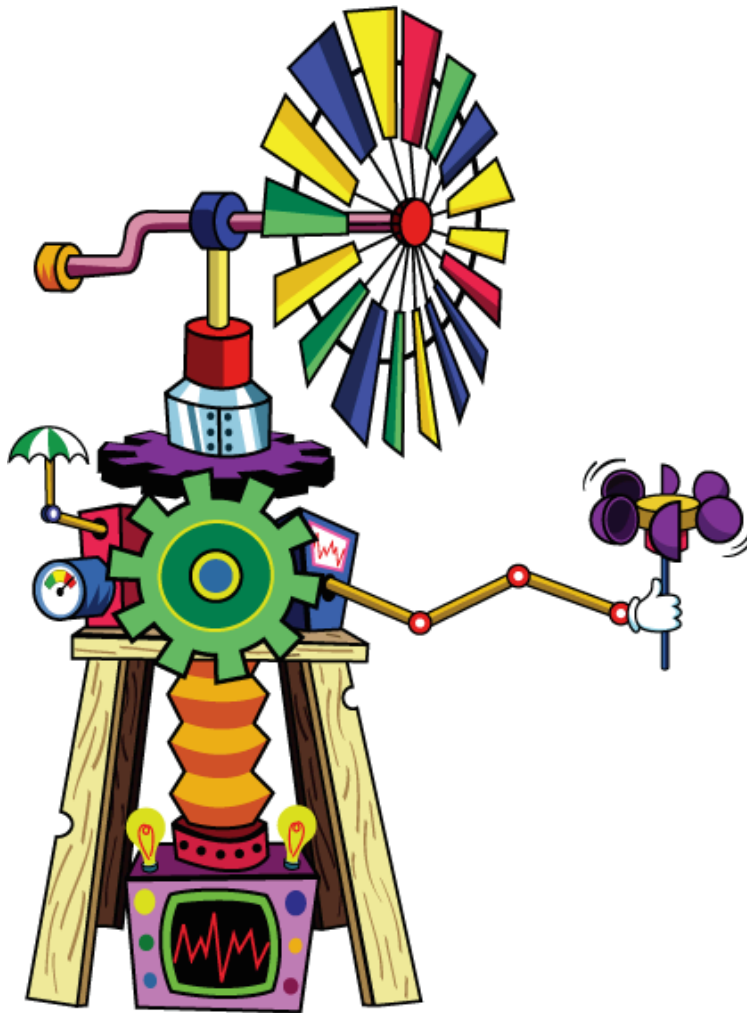
What is your favourite food? Think of four adjectives to describe this food.

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Picture Resources

This illustration shows a wacky machine.



Is this what you imagined the machines in Mr Patel's laboratory might have looked like?

What do you think this machine might be used for?

Write a short caption for this picture and add labels showing what each part is called and what it does.

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Resources:

Websites

Inventive kids – lots of products invented by children

<http://www.inventivekids.com/category/young-inventors-2/>

Shirt machine- a great video all about another grandad who is an inventor.

<https://www.youtube.com/watch?v=rliGlp4ddXs>

Usborne inventions: links to information about inventors and inventions

<http://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&oc=uk&area=S&subcat=ST&id=2377&topic=5275>

Kids Konnect: fast facts about inventions

<http://www.kidskonnect.com/subjectindex/15-educational/science/86-inventors-a-inventions.html>