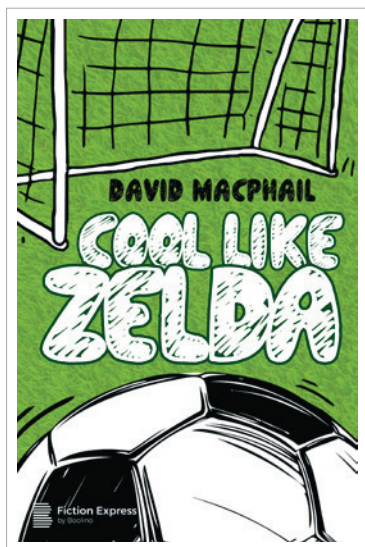


# Activities



**LEVEL 1**

## Cool Like Zelda

by David Macphail

**Genre** Fantasy and myths

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

## Chapter 2. The Mirror

With Zelda gone, Ash is looking for answers. Did her wish in the mirror really cause Zelda's disappearance? And how can she find out more when no one else even remembers Zelda?

### 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
- ☐ What happens next?
- ☐ Fill in the gaps: spelling words ending in -y



### 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*

- ☐ Anagrams

## 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

Ask the children to recap on the events of the first chapter. Help them to remember how Ash is nervous, the football match, the mirror with a lion's face, the wish and Zelda's disappearance. Read up to *What had I done?* Ask: Why does Ash hope that someone is playing a prank on her?

2

Find the phrase: *My laugh faded like a ghost*. Ask: What does this mean? Speculate on different ideas from the class, such as the laugh freezes and then disappears, the laugh stops, the laugh makes Ash feel scared, Ash's face goes white.

3

Read the next two sections up to *I would have to find out for myself*. Find interesting verbs, for example: *slumped*, *hoofed*, *plonked*. Ask: Why does Ash run her hand over the frame of the mirror? (She thinks it might be part of the magic.) What does she not do? (She does not rub the nose of the lion.)

4

Ask: Why doesn't Ash tell Joe or her mum about Zelda? (Perhaps she thinks it sounds too strange, and they will laugh at her or think she is crazy.) Read to the end of the story. Ask: What does *MIRAGE* mean? (a picture that is really just a trick of the light)

5

Locate words associated with 'old' in the description of the shop: *faded*, *crumbling*, *antiques*, *ancient*, *china faces*, *dusty*, *peeling away*. Ask: How is the new doll like Zelda? (It has her clothes and hair.) Point out that the *pointy glasses* make it sound as if the old lady has a spiky personality.

6

Ask: What does *Her face grew dark* suggest? (that the lady is suddenly angry or threatening) Ask: What mysteries do we have in this chapter? Create a list of questions: Who is the old man? Does the old lady know anything about him or the mirror? What is the dark space?



**READ**

Reading lab

Name: .....

## Reading comprehension

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

1 Why does Ash blame herself for Zelda's disappearance?

.....

.....

.....

.....

.....

2 Why does Ash laugh when her friends say they don't know Zelda?

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.....

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.....

3 *After training, I sat slumped on the step outside the changing rooms.*  
How does Ash feel here?

.....

.....

.....

.....

.....



## READ

Reading lab

Name: .....

4 What does the word 'mirage' mean?

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.....

5 Find and copy three words that tell you that the shop and the things in it are old.

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6 What can be seen through the crack in the wall?

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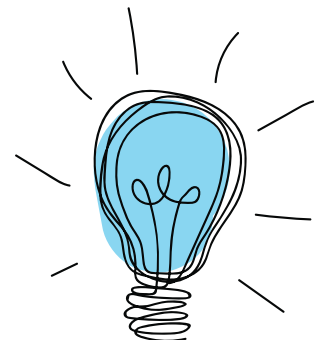
**WRITE**

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.

**ancient****crumbling****gaping****hoofed****mirage****prank**

## Writing workshop

**WRITE**

Writing workshop

Name: .....

## Fill in the gaps: spelling words ending in -y

When we add **-es**, **-ed**, **-er** or **-est** to nouns and verbs ending in **-y**, the **y** is changed to **i**, for example, fly/flies. It does not change when we add **-ing**, for example, flying. Fill in the gaps with these words.

fly

try

cry

baby

family

sky

spy

lady

1 The ball \_\_\_\_\_ through the \_\_\_\_\_.

2 The \_\_\_\_\_ and gentlemen cheered when the team scored.

3 The other team used \_\_\_\_\_ to find out about the manager's plan.

4 The team's \_\_\_\_\_ came to watch the match.

5 The little \_\_\_\_\_ crawled on to the pitch and started \_\_\_\_\_.

6 We are \_\_\_\_\_ our best to score a goal!



**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:

How can Ash find out more?

**A**

Ask to see the doll with the football strip

The doll looks new, and like Zelda. Do you think this could possibly be Zelda? And do you think Ash might be able to take the doll home to keep her safe until she knows what is going on?

**B**

Check out the old photos

The old photos might give Ash some clues, or encourage the woman to talk. Perhaps this magic has happened before, and the photos show this? Or perhaps Zelda could even be in one of the photos?

**C**

Look inside the hole in the wall.

The woman claims that she works alone and has sold no mirrors, but there is the strange space on the wall. What do you think might be inside the hole? Could this help us to find the old man?

## Discussion activity

In pairs or a small group, discuss what has happened so far in the story. Think about the characters we have met and the problems that must be resolved.

You could use your Write! worksheets to think about what might happen in the next chapter. Do you agree or do you have different ideas?





## EXPLORE

Creative studio

Name: .....

### Anagrams

Starting with the words / phrases given, write an anagram for each, using all the letters.  
Challenge your friends to come up with the best anagrams!

**THE CHEETAHS**



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.....

.....

**GOLDEN LION**



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.....

.....

**MAGIC MIRROR**



.....

.....

.....



**Anagram:** A word, phrase, or name formed by rearranging the letters of another

**HEART ↔ EARTH**

# ANSWERS

*Document for the teacher*

## Reading comprehension (pp. 4–5)

For example:

1. She thinks her wish to the mirror caused Zelda to disappear.
2. She thinks they are teasing her.
3. She is too worried and depressed to sit up straight.
4. A picture in the air made by a trick of the light.
5. *faded, crumbling, antiques, ancient, china faces, dusty, peeling away*
6. a strange, dark place

## Fill in the gaps (p. 8)

1. The ball flies through the skies.
2. The ladies and gentlemen cheered when the team scored.
3. The other team used spies to find out about the manager's plan.
4. The team's families came to watch the match.
5. The little babies crawled on to the pitch and started crying.
6. We are trying our best to score a goal!