

# Stop that Sorcerer!

## 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 Activities:** Fiction Express for Schools provides a brilliant springboard into writing and some ideas and inspiration are provided in this section.
- **Other Extension Activities:** This section provides ideas for cross-curricular extension activities related to the chapter.
- **Templates:** This section provides printable templates for one, or some, of the exercises suggested in the 'Writing Activities' section.
- **Key Words and Phrases:** This section provides a selection of key words and phrases from the chapter for use in a classroom literacy display or 'working wall'.
- **Worksheets:** This section provides printable worksheets for student use. Answers are also provided.
- **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 and books that students might find useful.

## **Text Questions**

### **Chapter 1: The Pampered Prince**

1. Who is the main character in chapter 1? What is the character like? Did you like this character more at the beginning of this chapter or more at the end of it? Explain the reasons for your answer.
2. Who is to blame for making Prince Pezar a spoilt person? Go back to the text to find out.
3. Why does Nanny Fatima give the prince some dirty, smelly clothes to put on?
4. What does Nanny Fatima tell the prince that makes him shriek in terror? Go back to the text to find out.
5. What do we find out about the sorcerer Almazad in chapter 1 of this story? Go back to the chapter and find the evidence to answer this question.
6. What sort of clothes do you think the prince was used to wearing? Find the evidence in the chapter to answer this question.
7. Why does Nanny Fatima put her hand over the prince's mouth?
8. Can you remember what the symbol of Farsia is?
9. There are lots of portraits of people in the passageways of the palace. Who are these portraits of?
10. How does Nanny Fatima gain access to the secret passageway? How do you think she remembers where the passageway is?
11. Why does nanny cry? Why doesn't she go with Pezar? What do you think happens to Nanny after she leaves the prince?

12. Why do you think Fatima tells Pezar to guard the dazzling green jewel that she gives him?
13. What do the 'domed roofs' of the village tell us about this story? What other information do we get that indicates the setting for this story? Where do you think this story might take place?  
**TEACHER NOTE:** The names of the characters and the domed roofs suggest this story is set somewhere in the Middle East.
14. Why had Pezar never walked around the village before? Go back to the text to find the answer to this question.
15. Who is Jahra Estagan?
16. How does Jahra guess the prince's real identity? Find the evidence in the text to answer this question.
17. What evidence is there in chapter 1 that shows the sorcerer is an evil person? Find this evidence.
18. Why does Jahra think Prince Pezar has the perfect disguise? Go back to the chapter to find out.
19. Why does Jahra have to take care of herself? How does she do that?
20. Who is Gia? Do you know what a jackdaw looks like? Would you scream like the prince if a jackdaw flew at you? What is the most unusual thing about Gia?
21. Why does Pezar's face become as 'flushed as a red ripe tomato'?
22. How does Jahra get two peaches? Describe what happens.
23. What did you think when Jahra disappeared? Why do you think the prince is caught by the village guard, but Jahra isn't?

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24. What did you think when Pezar said “I’m innocent! I demand you let me out of here at once”?
25. Find at least one example of alliteration in chapter 1.
26. How would you describe the genre of this story?

## **Making the Choice and Voting**

### **What happens next?**

#### **Option 1: Gia the jackdaw arrives to help him.**

Would you like to see Gia arrive to help the prince? The bird would be able to get through the bars in the prison windows. Can you imagine what Gia could do that would help Pezar to escape? Do you think the prince would obey the jackdaw if the bird started ordering him about?

#### **Option 2: The prince tricks the guard into letting him go.**

Do you think the prince is very clever? Do you think he would be any good at tricks? Do you think the guard would fall for a trick? Can you think of any trick Pezar might use to help him escape? What could go wrong?

#### **Option 3: The prince finds a mysterious piece of paper containing the word 'ESCAPE' followed by a magic spell.**

Can you imagine what would happen in the next chapter if Pezar finds this piece of paper? Do you think he would be able to perform the magic spell? Will the spell work? How will it work? Think of three things that the spell might do. Who do you think might have left the spell there? Can you imagine what might go wrong?

## Writing Activities

Imagine you are Prince Pezar. Write a diary describing a typical day at the palace with Nanny Fatima. Make your account as interesting and as entertaining as possible. You might like to discuss your ideas with a partner before you start.

**TEACHER NOTE:** Here are some ideas:

10.00 Got up late

10.15 Nanny Fatima washed and dressed me

10.30 Ate lavish breakfast (of what?)

11.00 Nanny brushed my teeth

11.15 Played with my toys (should have been doing lessons but Nanny let me off)

12.30 Ate lavish lunch (of what?)

1.30 Visited mother and father with Nanny

2.00 Took a ride in the royal carriage. Waved and smiled at people in the village

4.00 Played with my toys

6.00 Ate lavish supper (of what?)

7.30 Nanny Fatima washed me and brushed my teeth

8.00 Nanny read me a story

8.30 Went to sleep

What do you think Prince Pezar looks like? Write a few sentences that describe his appearance. You could make your descriptions humorous or serious. Illustrate your writing.

Imagine you are Jahra. Describe a typical day in the village looking after yourself. How would you get food? Where would you sleep? Make your account as entertaining as possible.

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If you had to disguise yourself, how would you do it? Write a list of things you would do to yourself so that people you know wouldn't recognise you.

Imagine you are Jahra. Write your account of what happens after you hear someone shout, "*Stop thief!*". Don't forget to explain how you disappear.

Write some extra descriptive text about the bustling market. Include descriptions of some of the stalls and stallholders. Describe the smells and sounds that you think would come from this place.

Look at the key words and phrases. Write a new and interesting sentence for six of these words. Try to include other interesting or exciting words in your sentences.

## **Other Extension Activities**

### **Art Activities**

Draw a 'before and after' picture of Prince Pezar – the 'before' picture showing the prince when he was living in the palace, and the 'after' picture showing him as he looked when he was in the village. Write a caption to go with each picture.

Design a 'Wanted' poster that Almazad might make for Prince Pezar. Remember to include a picture of the prince's face and information about a reward. You might want to make up your own currency (money) for the reward. There might be a punishment for helping the prince to escape capture, as well as a reward for those who provide information about his whereabouts.

**Template provided.**

### **Research Activity**

The author mentions camels 'laden with goods' in the market. Using the Internet, find out in which countries you are most likely to see camels. Find out how these animals are used. What goods might they be laden with? Write some interesting fact sentences based on what you find out.

### **Discussion**

Jahra says, "The dirtier and poorer you look, the more people's eyes skim over you – believe me. It's like wearing an invisibility cloak or somethin'." Is Jahra right? Do you think wealthy people get more attention? In a small group, discuss these questions.



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### **Drama Activity**

Imagine you have to disguise yourself as someone else. Would you be able to act the part? Try doing a mime for each of the following people: an old person, a very young child, a guard, a stallholder in the market. How convincing can you be? Can the rest of class guess who you are?

**Template: Wanted Poster**



### Key Words and Phrases

Here is a list of interesting or potentially unfamiliar vocabulary used in Chapter 1 of *Stop that Sorcerer*: **richly coloured, dark and eerie, shrieked in terror, she gasped breathlessly, sparkled in the light of the flame, solid heavy door, exotic, hurriedly**

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.

You might like to use the boxed versions of the words below on your 'working wall' or literacy display!

richly  
coloured

dark and eerie

shrieked in  
terror

she gasped  
breathlessly

sparkled in  
the light of the  
flame

solid heavy  
door

exotic

hurriedly

**Worksheet**

Put the following words into the correct spaces in the sentences below:

**elegant, evil, worshipped, arched, domed, high-pitched, eerie looking, curtsy, beggar girl, Pezar, Gia, distracted, arresting, pouted.**

1. Prince Pezar \_\_\_\_\_ into the mirror.
2. The village roofs are \_\_\_\_\_.
3. The shape of the alcove is \_\_\_\_\_.
4. Pezar wants Jahra to \_\_\_\_\_ to him.
5. The candelabra and chandeliers are \_\_\_\_\_.
6. The sorcerer is \_\_\_\_\_.
7. The secret passageway is \_\_\_\_\_.
8. Jahra is a \_\_\_\_\_.
9. \_\_\_\_\_ is a bird that can talk.
10. Nanny Fatima \_\_\_\_\_ Prince Pezar.
11. \_\_\_\_\_ flushed as red as a ripe tomato.
12. Jahra \_\_\_\_\_ the fruit seller.
13. Pezar let out a \_\_\_\_\_ scream.
14. The sorcerer's soldiers are \_\_\_\_\_ people.

**Worksheet ANSWERS**

1. Prince Pezar pouted into the mirror.
2. The village roofs are domed.
3. The shape of the alcove is arched.
4. Pezar wants Jahra to curtsy to him.
5. The candelabra and chandeliers are elegant.
6. The sorcerer is evil.
7. The secret passageway is eerie looking.
8. Jahra is a beggar girl.
9. Gia is a bird that can talk.
10. Nanny Fatima worshipped Prince Pezar.
11. Pezar flushed as red as a ripe tomato.
12. Jahra distracted the fruit seller
13. Pezar let out a high-pitched scream.
14. The sorcerer's soldiers are arresting people.

## Picture Resources

This is a modern photo of a Middle Eastern market, also known as a souk. The photo was taken in Morocco, a country similar to where *Stop that Sorcerer!* is set.



What do you think it would smell and sound like in the souk?

Using your 5 senses think of adjectives to describe the souk.

How does this compare to markets where you live? How is it similar and how is it different?

What can you see for sale?

**Picture Resources**

This is a photo of a candelabra.

Do you think the ones lighting the portraits and corridors in Prince Pezar's palace look like this?

Where do you think the candles would be placed?

Why was the palace lit by candlelight and lamps and not by light bulbs?

What do you think the candelabra is made out of?

What shapes or decorations can you see on the base?



## Picture Resources

Here is a photo of a jackdaw.



What is the name of the talking jackdaw in chapter 1 of *Stop that Sorcerer!?*

Have you ever seen a jackdaw in your garden or around your town?

Do you know the names of any other birds?

What do you think it would be like if animals could talk? What would they say? What would you say to them?

Do you think the jackdaw will help Pezar in chapter 2?



## Resources

### Websites

RSPB video and audio of a jackdaw:

<https://www.rspb.org.uk/discoverandenjoynature/discoverandlearn/birdguide/name/j/jackdaw/>

Discover wildlife jackdaw facts: <http://www.discoverwildlife.com/blog/7-jackdaw-facts-you-need-know>

Arhive website jackdaw facts: <http://www.arkive.org/jackdaw/corvus-monedula/image-A11690.html>

Tweetz website jackdaw facts: <http://www.tweetz.com/bird/Jackdaw>

Video of a talking mynah bird: <https://www.youtube.com/watch?v=IJ6BkPmIDQ>

Video of a walk through a souk in Morocco: <https://www.youtube.com/watch?v=P9XOd9Brl8s>

Video guide to shopping in the souks of Marrakech:

<https://www.youtube.com/watch?v=ucNcoluKC9U>

Science kids, camel facts: <http://www.sciencekids.co.nz/sciencefacts/animals/camel.html>

Soft schools: camel facts: [http://www.softschools.com/facts/animals/camel\\_facts/38/](http://www.softschools.com/facts/animals/camel_facts/38/)

Easy science for kids, all about camels: <http://easyscienceforkids.com/all-about-camels/>

Note to teachers: Every effort has been made by the Publishers to ensure that these websites are suitable for children, that they are of the highest educational value, and that they contain no inappropriate or offensive material. However, because of the nature of the Internet, it is impossible to guarantee that the content of these sites will not be altered. We strongly advise that Internet access is supervised by a responsible adult.

### Books:

#### Non-fiction

*I is for Iran* by Shirin Adl, Francis Lincoln Children's Books, 2011

#### Fiction

*Illustrated Arabian Nights (Usborne Illustrated Story Collections)* by Anna Milbourne, Usborne Publishing Ltd, 2012

*The Thousand Nights and One Nights* by David Walser, Puffin, 2011

*Aladdin and the Enchanted Lamp* by Philip Pullman, Scholastic, 2013