

Stop that Sorcerer!

Teacher Resources, Week 2

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.
- **Starter Vocabulary List:** Students might find this list useful for their writing exercises.
- **Other Extension Activities:** This section provides ideas for cross-curricular extension activities related to the chapter.
- **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'.
- **Puzzles:** This section provides printable puzzles for students to complete. 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 2: Dark Magic

1. Do you enjoy reading fantasy stories like *Stop that Sorcerer*? Why do you think you enjoy them so much?
2. Why do you think the chapter has the title 'Dark Magic'?
3. When you read the writing on the slip of paper Pezar found between the bricks, did you think it was a spell?
4. Find at least two pieces of evidence in the text that shows that Pezar still wants to behave like a prince.
5. Explain the spell and how it worked.
6. Why weren't there many people around in the market square, even though it was the middle of the day? Go back to the text to find out.
7. How does Pezar manage to find the bakery? Explain your answer in full sentences.
8. What does Latima think about spoilt children? Go back to the text to find out. Do you think she is right?
9. Why do you think Pezar blushes red when Latima says, 'And when a child is spoilt, they find they can't do anything for themselves'.
10. How many sisters does Nanny Fatima have? Find the evidence in the chapter.
11. What do we learn out about Patima? Go back to the text to find out.

12. Why is Pezar surprised when he sees his own reflection in the mirror? Go back to the chapter to find the answer to this question.
13. Where had Gia been and what had he discovered? Find evidence in the text to answer this question.
14. What is the sorcerer Almazad searching for?
15. Why does Pezar's voice go all squeaky?
16. Had the magic carpet been used recently? Find at least two pieces of evidence in the text to answer this question.
17. What happens before the carpet starts to rise into the air?
18. What does Pezar notice about the village below as the carpet rises into the sky? Do you think Pezar is enjoying this ride?
19. What do we find out about the landscape around the village? Go back to the text to find out.
20. Are you looking forward to reading chapter 3 of this story? Explain your answer.

Making the Choice and Voting

What happened?

Option 1: Latima had seen a huge dust storm heading straight for them.

Have you any idea what a dust storm is like? Do you think the dust storm is natural, or has it been conjured up by the sorcerer Alamazad? Will Latima be able to use her magic to get through the dust storm? Can you imagine what will happen in chapter 3 if you choose this option? Do you think it will make for an entertaining or exciting chapter? Would you want to be on a magic carpet in a dust storm?

Option 2: A group of Alamazad's guards appeared on another magic carpet.

Would it be surprising to find that Alamazad also has a magic carpet? Maybe he has even more than one? Do you think all magic carpets are the same? What do you think the guards will do if they catch up with Latima's carpet? Will they be armed? Will Latima's magic be strong enough to defeat them, or will they all be captured and taken prisoner? Would you like to find out?

Option 3: The magic carpet turned over.

What do you think might have made the carpet turn over? Can you imagine what the author would be able to do in chapter 3 to save her characters if you choose this option? Might they be able to hang on to the carpet as it turned over? Would Latima have enough magic to turn it up the right way, or make it dive down to save them as they fell? Would you like to find out? What would you do if you were the author in this situation?

Writing Activities

Create your own magic spell just like Latima in chapter 2. First think of what you want your spell to do. Will it make something happen, disappear, appear or change? Think carefully about the words that you are going to use. You could even make it rhyme. Illustrate your spell with a border design full of magical objects and items.

What do you think Latima, the witch-baker looks like? Write a description of her as she works baking delicious breads in her bakery. Do you think she uses any 'special' ingredients in her bread? Alternatively write a poem to describe this scene.

TEACHER NOTE: Vocabulary list provided.

If you could travel on a magic carpet where would you go? Which countries would you like to fly to and what would you want to see there? Write your own imaginative account of a fantastic journey on a magic carpet.

In chapter 2 we find the magic carpet rolled up and left in a cupboard. Imagine you are the magic carpet and write about the last adventure you had and how you feel about being rolled up in the bakery cupboard. Think carefully about the personality of the carpet – will it be grumpy, proud, adventurous – and try to make this clear in your writing.

Write the first paragraph of chapter 3 for the option that says *The magic carpet turned over*. Think what might have made the carpet do this. Then think of a clever way to save your characters. You might want to discuss your ideas with a partner first.

Stop that Sorcerer! by Paula Niclomhair



Latima is the village baker and makes delicious sweetbreads and crusty rolls. Research simple bread recipes and then write out a set of instructions on how to make bread. Remember to number your steps, choose your opening time connectives carefully and use adverbs such as 'quickly', 'carefully' and 'gently' to make your instructions really clear.

TEACHER NOTE: Websites for recipes are provided in the Resources section.

Starter Vocabulary List

Here are some words to help you with your writing. Use a dictionary to find the meanings of any words you do not know. Add some useful words of your own to the vocabulary list before you start your writing.

Bustling, busy, hard-working, efficient, aproned, floury, yeast, warm, smudged, steamy, cosy, sugar, golden honey, milk, eggs, spiders' webs, beetle juice, essences, flavours, churning, beating, sifting, pouring, magic words, chants, warm, kind, appealing, attractive, ingredients, mix, blend, knead, pound, stir, sieve, sprinkle, delicious, rising, soft, hollow, tin, wooden spoon, bowl, measure, pour, melt, stretch

Other Extension Activities

Drama Activities

Imagine you are a baker. Give a demonstration to some other students in your class, showing how to bake a cake or some bread. You can mime the actions, but give a spoken commentary on what you are doing, like a TV chef.

Imagine the last adventure that the magic carpet went on. Act this out and then write about it from the carpet's point of view. Where did you go? What did you see? Who did you carry?

TEACHER NOTE: This is linked to a writing activity

Art Activities

Draw a series of illustrations that show the magical transformation of the prison cell window into the door. Read this part of the chapter again and add your own details, too.

Persian rugs have many varied and bright patterns. Research Persian rugs and design your own flying carpet.

TEACHER NOTE: Websites provided in the 'Resources' section and photos in the 'Picture Resources' section.

Paint a colourful sign to go on the front of Latima's Bakery. Choose your colours carefully to make the bakery look more inviting. You might even add a slogan to entice people into the bakery, such as: **The best bread for miles around!**

Stop that Sorcerer! by Paula Niclomhair



Design a price list for the different types of bread and cakes on sale at Latima's Bakery. Illustrate your price list with pictures of the different items.

Research Activities

Using the Internet, find out about other magic carpet stories. Make notes about the ones you want to read. Don't forget to write down the titles and the authors' names.

Key Words and Phrases

Here is a list of interesting or potentially unfamiliar vocabulary used in Chapter 2 of *Stop that Sorcerer*: **waft, ragged, opened in a flash, gleaming green jewel, ragged ribbon, gulp of fresh air, gazed, dashed.**

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!

waft

ragged

opened in
a flash

gleaming
green jewel

ragged
ribbon

gulp of
fresh air

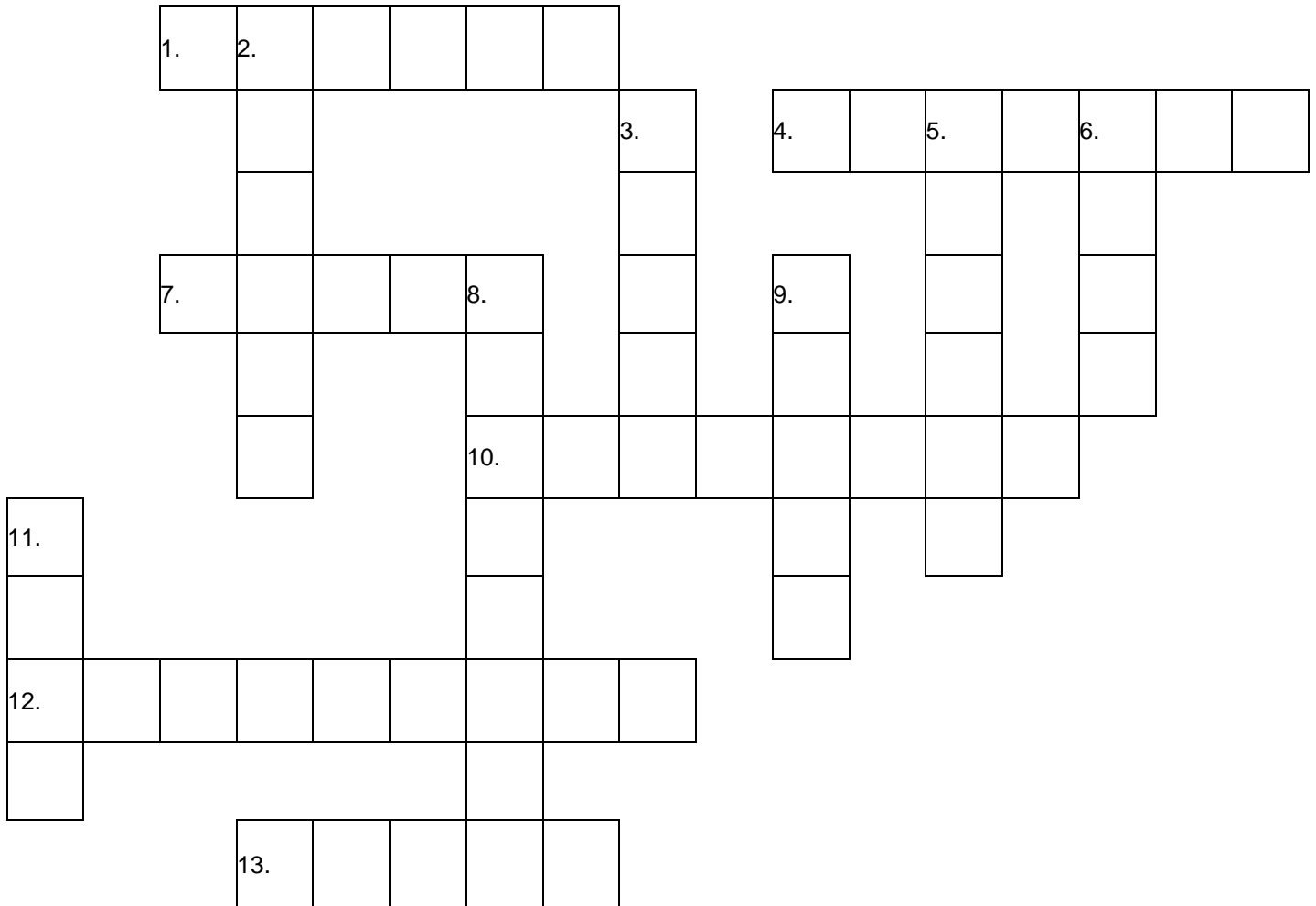
gazed

dashed

Crossword Puzzle (page 1 of 2)

Puzzle: Crossword

Here is a crossword puzzle with clues from chapter 1 and 2 of *Stop that Sorcerer!*



CLUES

Across

1. What word is written on the paper, followed by a magical spell? (6)
4. What type of bird is friends with Jahra? (7)
7. Pezar follows the scent of _____ to find the bakery. (5)
10. Almazad is an evil _____. (8)
12. What is the symbol of Farsia that the guards wear on their chests? (9)
13. What is Latima's job? (5)

Crossword Puzzle (page 2 of 2)

CLUES

Down

2. In chapter 1, the palace portrait swung out to reveal a _____ passageway. (6)
3. What is the name of the prince? (5)
5. At the end of chapter 2 Pezar and his friends are all flying on a magic _____ (6)
6. When Pezar read the spell the prison window changed into a _____. (4)
8. Nanny gave the prince smelly old clothes to help him _____ his true identity. (8)
9. What colour was the jewel that the prince must guard with his life? (5)
11. Gia is a special bird because he can _____. (4)

Picture Resources



These pictures show a beautiful Persian carpet and a stack of rolled-up carpets.

Is this what you imagined Latima's carpet might be like?

Which is your favourite and why?

How are the carpets similar and what are the differences?



Do you know anyone who has a carpet or rug similar to this?

What symbols or shapes can you recognize?

Pick out one or two symbols and use them to design your own magic Persian carpet.

Picture Resources

This picture shows a view from the air of a desert scene.



Is this what you thought the view from the magic carpet might be like?

What is the area with the trees called, and what is it?*

People sometimes think they see a mirage of water in a desert. Do you know what a mirage is? Have you ever seen a mirage of water on the road on hot, sunny days?

Have you ever been to, or do you come from, a desert country? What was it like? Tell your classmates about your experiences in a desert country.

*It is an oasis. A place in the desert where there is water and where plants can grow.

Picture Resources

This picture shows bread for sale in a Middle Eastern market. It is similar to the bread Latima might make.



Is this like the bread that you eat at home? How is it different? How is it the same?

Have you ever eaten bread like this? What was it like?

Have you ever baked bread?

Do you know the names of any different types of bread?

Do you like to try different foods?

Resources

Websites

Kids' Activities Blog, easy bread recipe:

<http://kidsactivitiesblog.com/12750/easy-bread-recipe-for-kids>

BBC Good Food, bread in 4 easy steps:

<http://www.bbcgoodfood.com/recipes/10121/bread-in-four-easy-steps>

Good Food, Persian flat bread recipe:

<http://goodfood.uktv.co.uk/recipe/persian-flat-bread/>

Little Persia rug designs: <http://www.little-persia.com/?action=RugDesign>

Farsinet, Persian rug designs: <http://www.farsinet.com/persianrug/designs.html>

BBC school radio, audio of Aesop's Fables *The Eagle and the Jackdaw*:

http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops_fables/25-32/eagle_and_jackdaw

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

Fiction

The Stone of Destiny: Tales from Turkey by Elspeth Tavaci, Frances Lincoln

Children's Books, 2012

Seasons of the Sandstorm by Mary Pope Osborne, Random House Inc, 2007

Non-fiction

Baking with Kids: Make Breads, Muffins, Cookies, Pies, Pizza Dough and More!

by Leah Brooks, Quarry, 2015