

Grace-Ella: Spells for Beginners

Lesson Ideas

KS2 (Years 3 & 4)

1. Pre-reading activity
2. Chapter 1 – Character Profiles
3. Chapter 2 – Hot Seating
4. Chapter 3 – What makes a ‘magnifulous, splendifulous witch’?
5. Chapter 4 – i) Design your own wand
ii) Writing ‘9 Golden Rules’
6. Chapter 5 – Writing magic spells (rhyme)
7. Chapter 6 – Writing potion labels (alliteration)
8. Chapter 7 – i) What makes a good friend (adjectives)
ii) Writing a portrait (adjectives, similes and metaphors)
9. Chapter 8 – i) Writing a fact file
ii) Looking at dialogue
10. Chapter 9 – Writing a recipe (imperative verbs)
11. Chapter 10 – Design a costume.
12. Chapter 11 – Creating a Halloween game.
13. Chapter 12 – i) Discussing bullying
ii) Designing an anti-bullying poster
iii) Building suspense in a story
14. Chapter 13 – Story writing.
15. Write a review of the story.

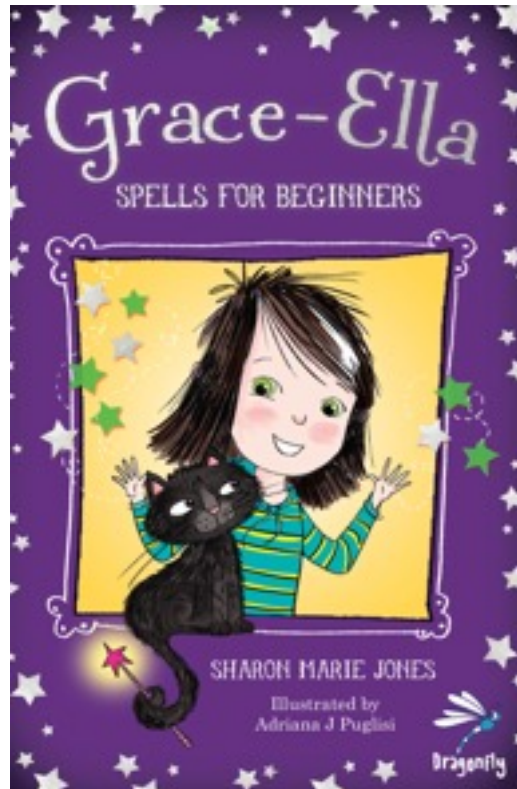
Pre-Reading Activity:

Look at the cover for 'Grace-Ella: Spells for Beginners'.

What does the cover tell you about the story?

What type of story do you think it will be?

What is your opinion of the cover?



Chapter 1 - The Black Cat

In the first chapter, the author introduces us to the Bevin family. What can we learn about Grace-Ella, Mrs Bevin and Mr Bevin from this chapter?

Write a **character profile** for each one, using examples of the text to support your ideas.

Use this sheet to make notes whilst you re-read the chapter.

Chapter 2 - At the Stroke of Midnight

In this chapter, Grace-Ella’s life changes for ever. How do you think she feels by the end of the chapter?

Imagine that you are Grace-Ella and the class are going to ask you about how you felt when you discovered that you are a witch. You are going to sit in the hot seat and answer their questions.

(Tip: Why not use some props to help you get into the role e.g. you could wear a witch’s hat.)

Self-evaluate your hot seating performance.

You can jot down some ideas for questions and answers on this sheet.

Self-Evaluation of Hot Seating

	yes	no
1. Did you characterise well?		
2. Did you use your voice effectively?		
3. Could the class hear what you were saying?		
4. Could you answer the questions?		
5. Were you confident?		
6. Were your answers interesting?		
7. Did you hold the audience's attention?		
8. Did you use facial expressions and gestures to enhance your performance?		

What do you think was the best part of your performance?

What could you practise in order to improve for next time?

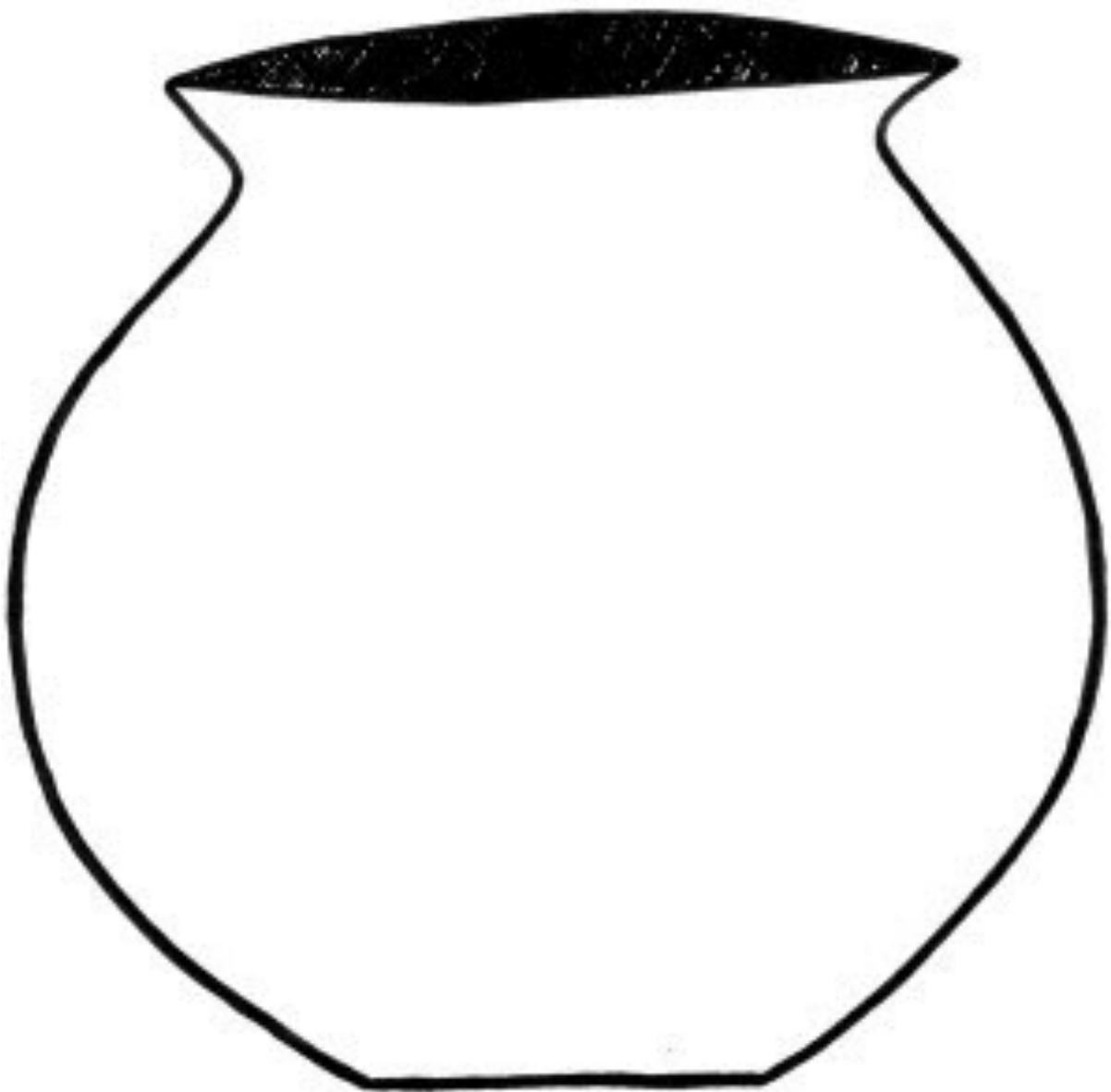
Chapter 3 - The Secret Revealed

Grace-Ella worries that she's going to be no good at being a witch. Mr Whiskins reassures her by telling her that she's going to be a 'magnifulous, splendifulous witch'.

What qualities do you think would make a 'magnifulous, splendifulous witch'?

e.g. not afraid of creepy crawlies

Write your ideas in the cauldron.



Chapter 4 - The Book of Rules

Grace-Ella's new wand is described as 'a silvery wooden wand. Circling the widest end was a ring of black and emerald gems which twisted halfway up the wand, like a creeping vine.'

The name of her wand is 'Bestow', which is written on the label using the Theban alphabet.



(this image is not the copyright of Sharon Marie Jones. We believe it to be freely available to use but if you disagree please contact us fireflypress@yahoo.co.uk)

Grace-Ella's wand is decorated with black onyx and emerald gems. It is believed that precious stones have special meanings.

Design your own magic wand. Label each special part.

- Which precious stones would decorate your wand? Research the meaning of different precious stones and choose the ones that you feel best represent your wand.

- What name would you give your wand? (Have a go at writing the name using the Theban alphabet). Label your wand.

Chapter 4 – The Book of Rules

Grace-Ella must learn and follow the ‘The Nine Golden Rules’ written by the founder of the Witch Academy.

Discuss the importance of rules.

Write ‘Nine Golden Rules’ for your classroom.

Chapter 5 - Spells for Beginners

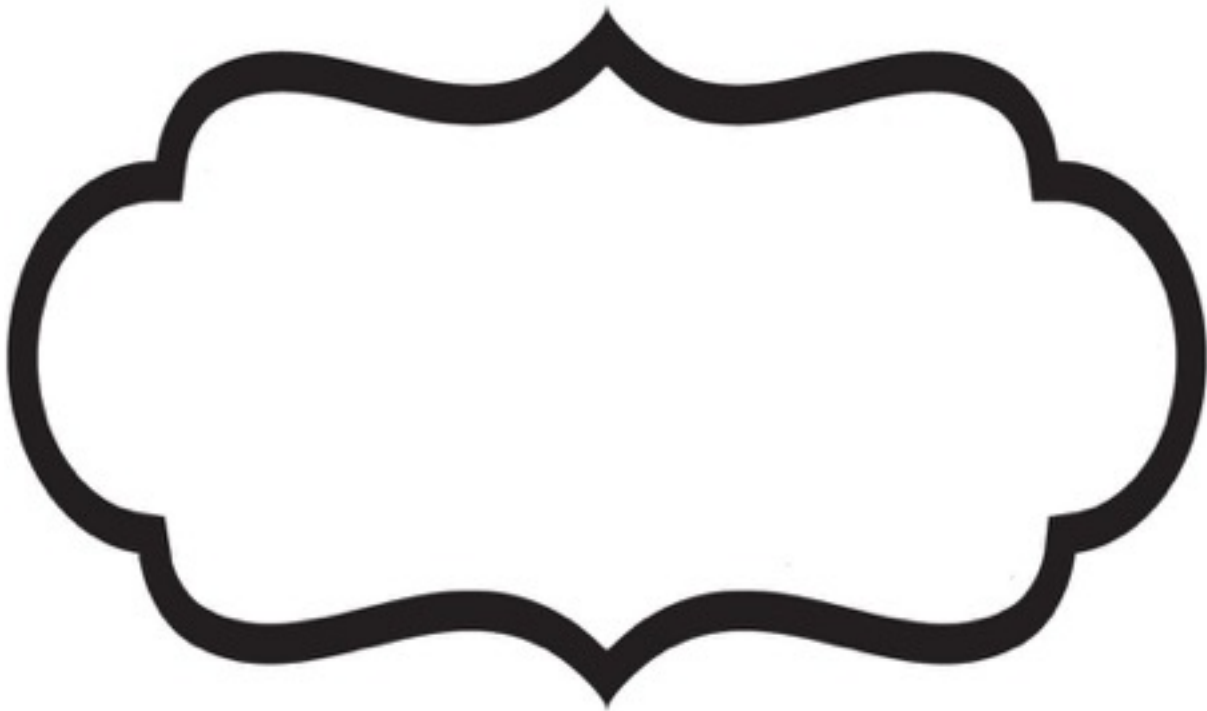
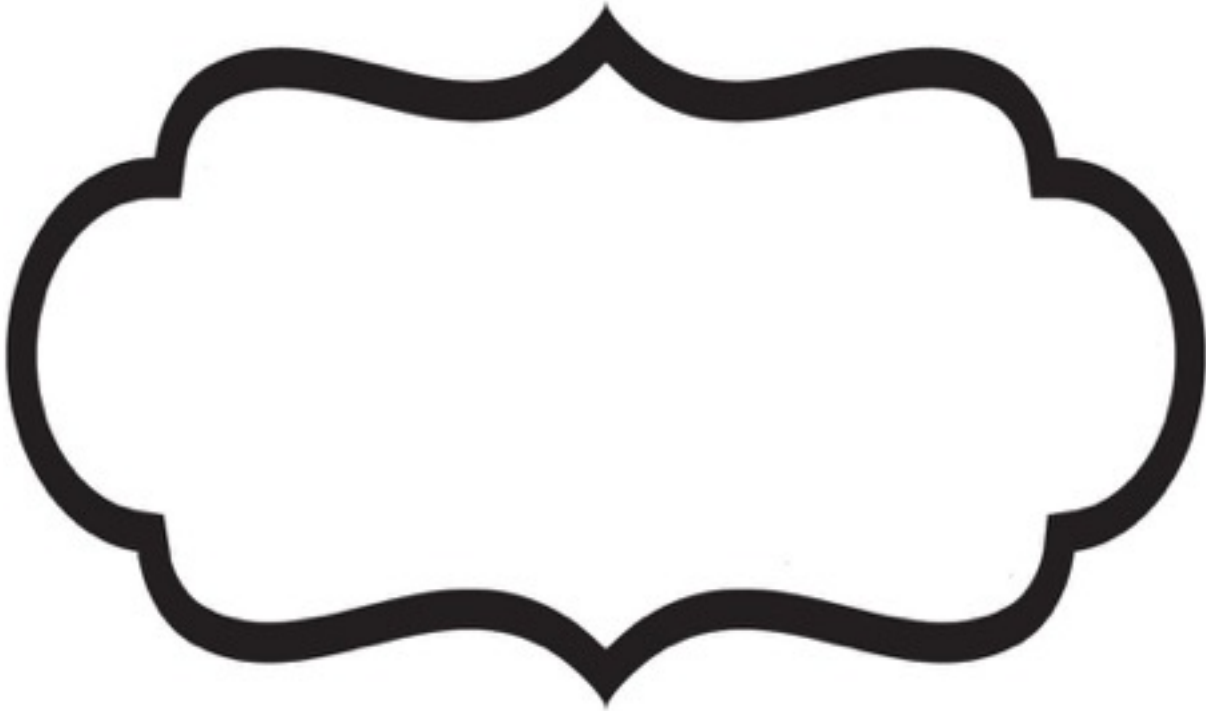
Write your own magic spells e.g. 'Handy Homework Help',
'Clearing the Classroom'.

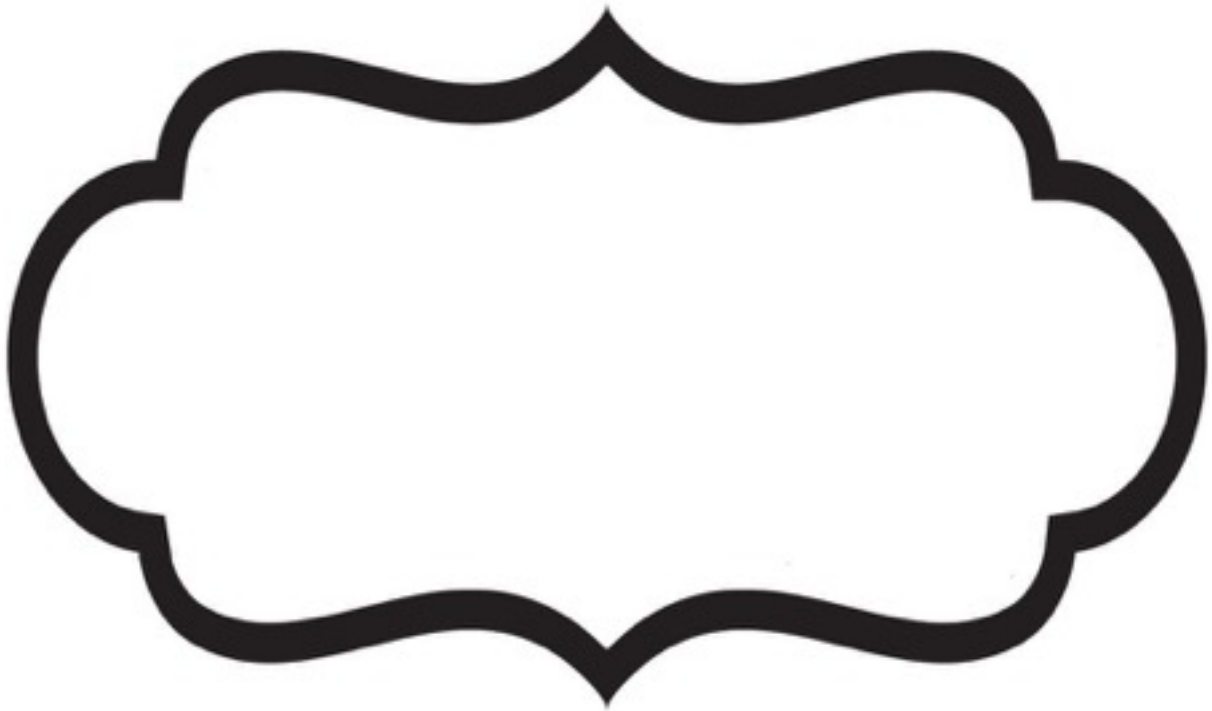
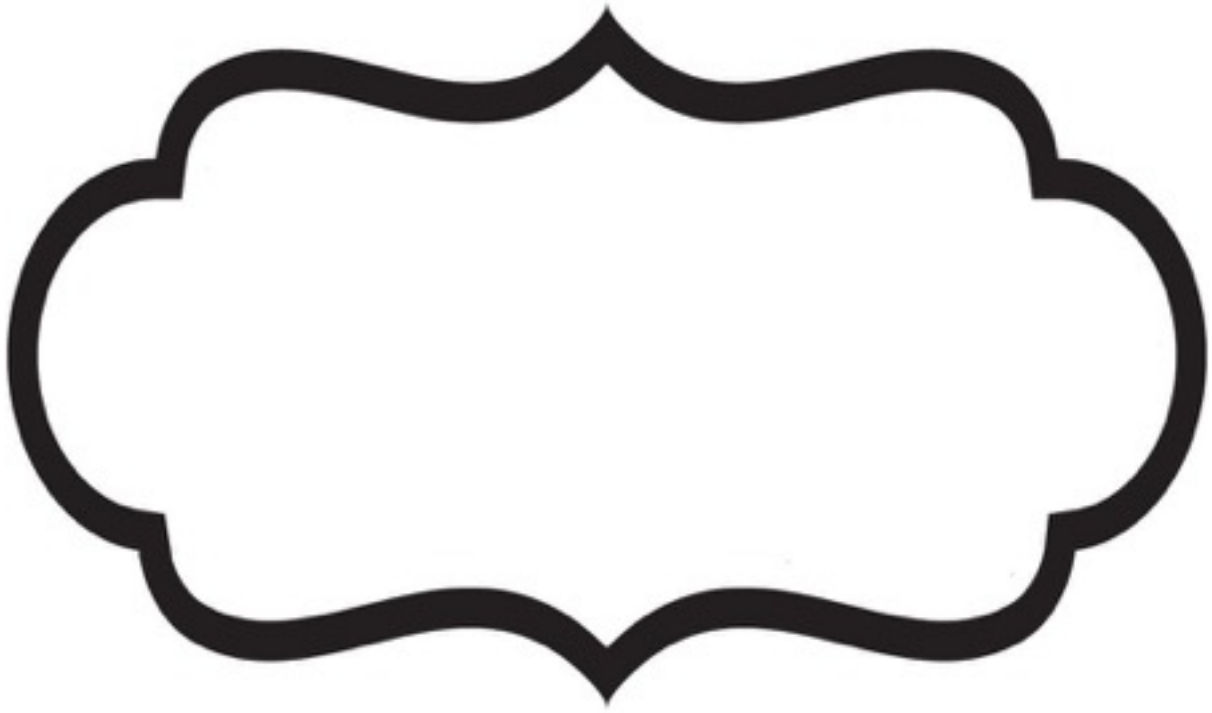
Remember to use **rhyming words**.



Chapter 6 - Slugs, Mice and All Things Nice

Create your own potion labels. Use **alliteration**. List the ingredients needed for your potions. You could stick your labels onto glass jars and arrange them in alphabetical order.





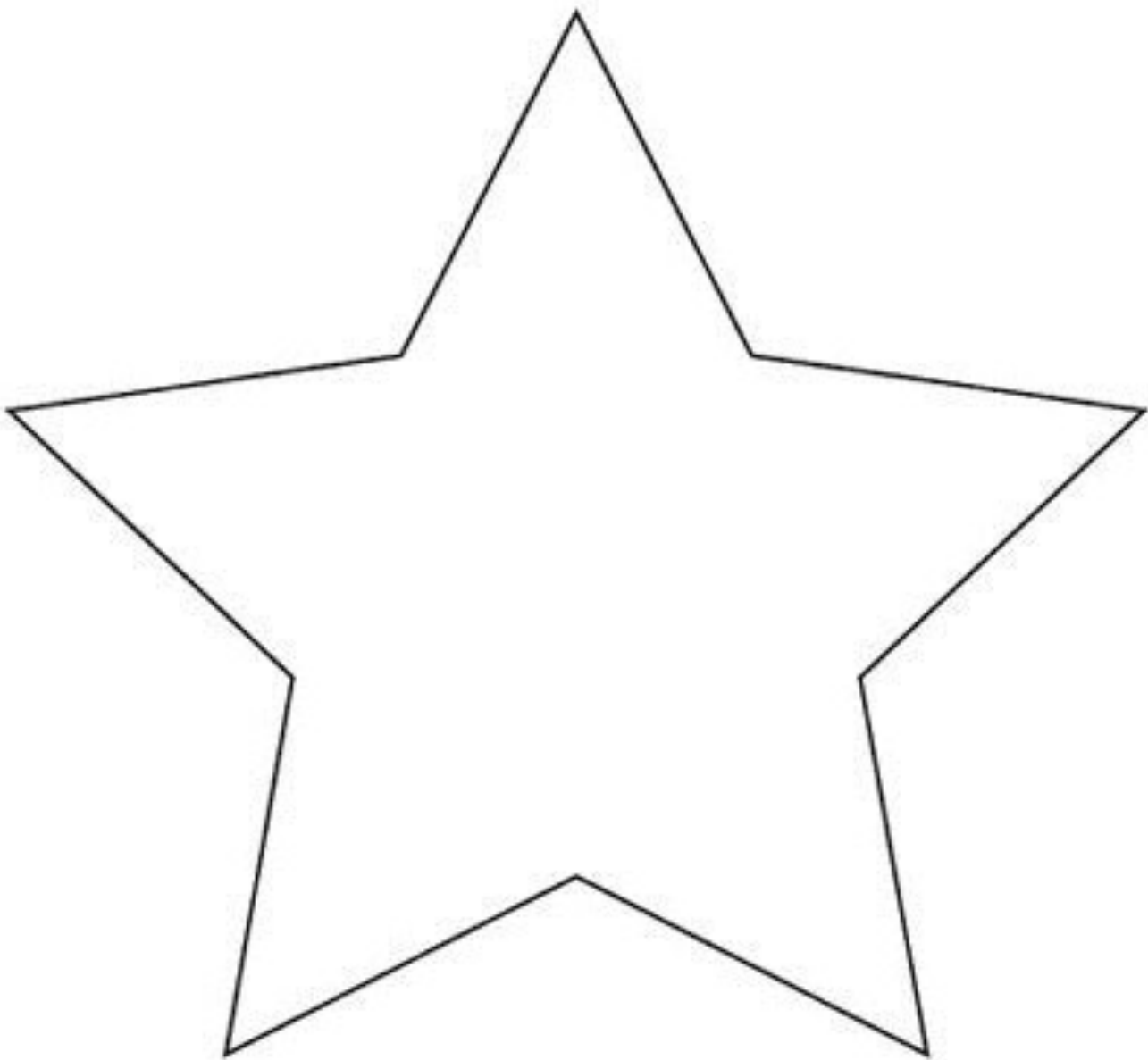
Chapter 7 – Hockey Horrors

Friendship and bullying are two of the themes explored in this story. In this chapter, we get to see more of Amelia's horrid behaviour. We also see the strong friendship between Grace-Ella and Fflur.

What do you think makes a good friend? Discuss with a partner.

Which **adjectives** would you use to describe a good friend?

Write your ideas in the star (remember to use a thesaurus).



The author has used **similes** in this chapter, to make descriptions more vivid.

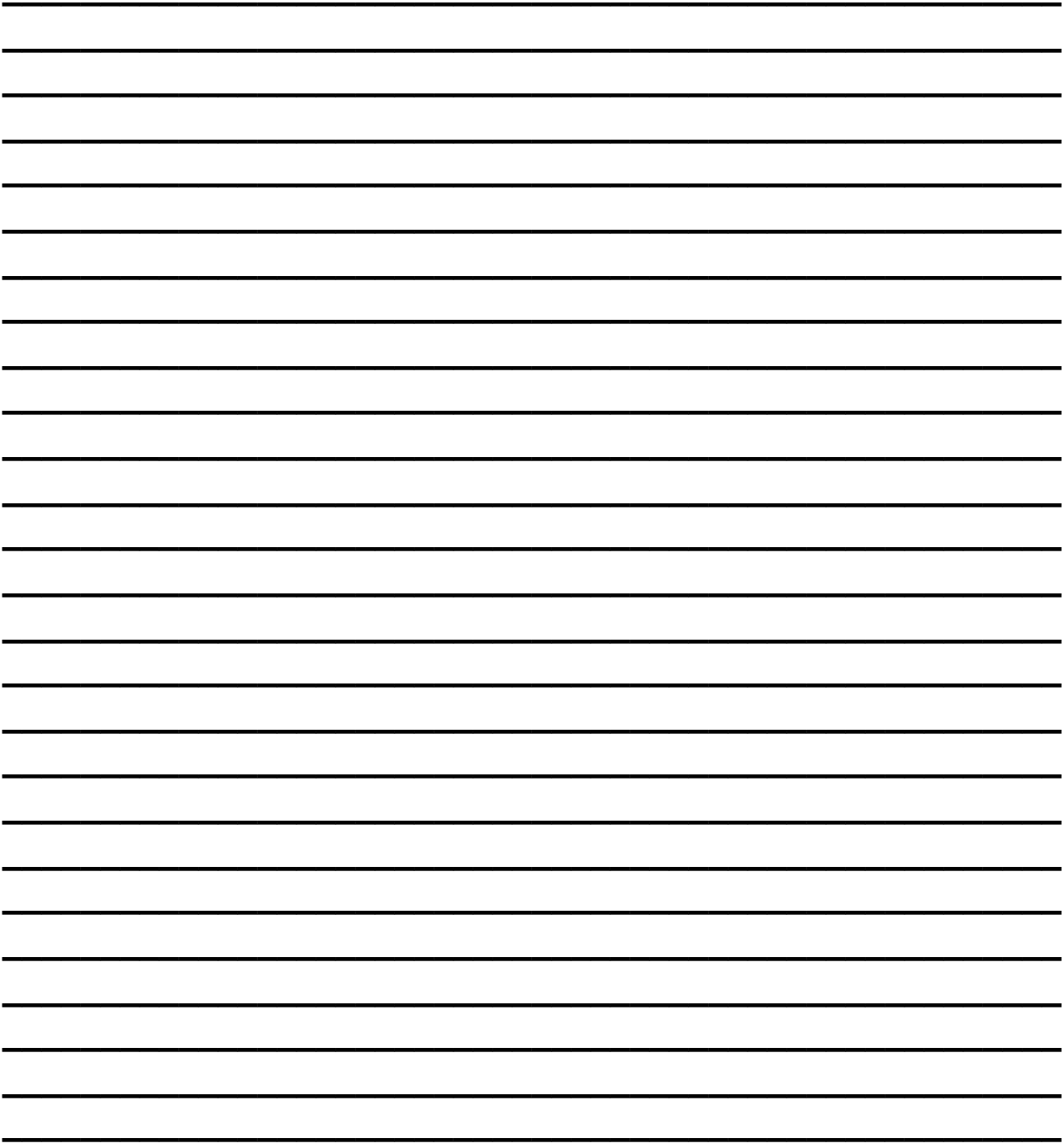
Can you find them? Copy them down.

Write a portrait of your best friend. You can use some of the **adjectives** that you collected in your star.

Can you think of some original **similes** and **metaphors** to describe your best friend?

When you're finished, swap your work with your friend. Read your friend's portrait. Can you find examples of adjectives, similes and metaphors? Highlight/underline each one. Use a coloured key (show the key below).

A series of 25 horizontal lines, evenly spaced, filling the majority of the page. These lines are intended for writing or drawing.



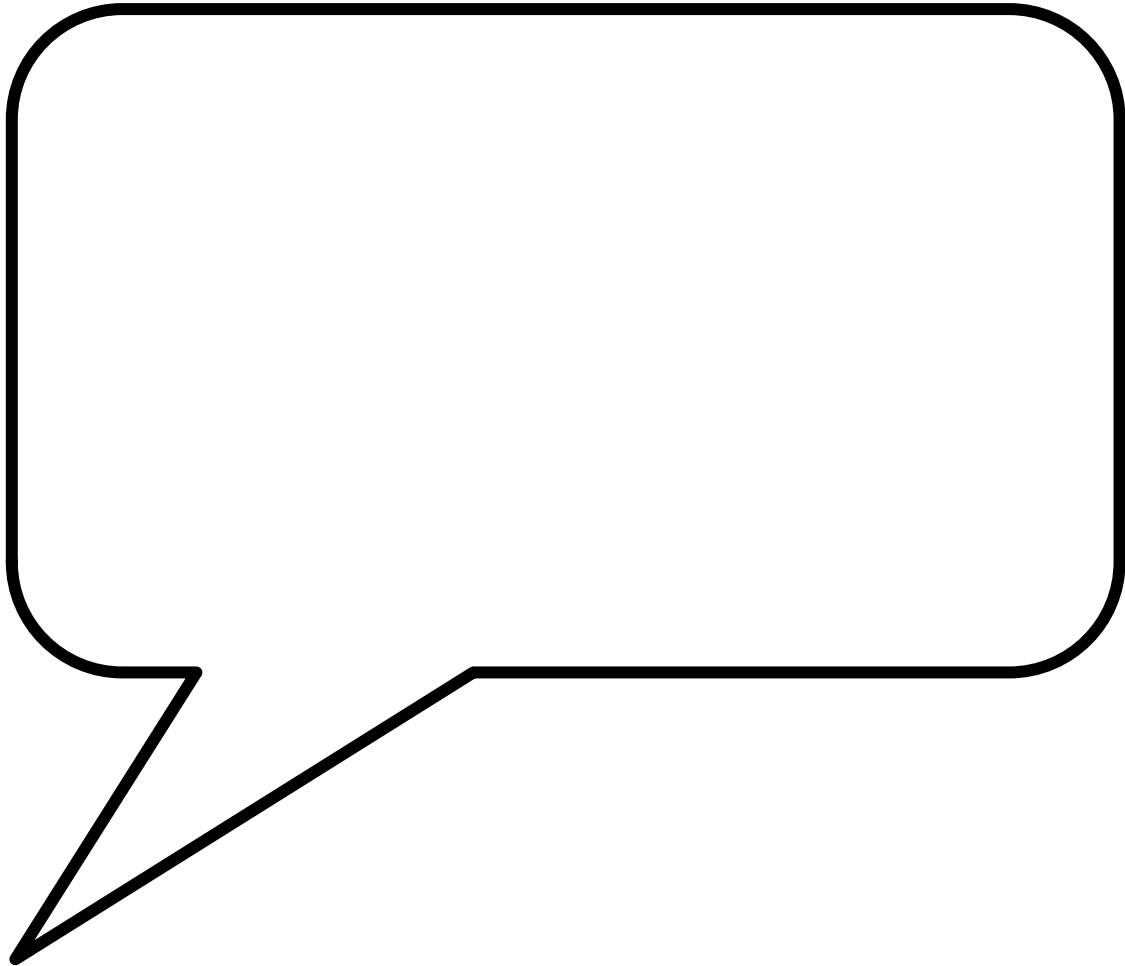
Chapter 8 – Magical Mayhem

Bedwyr loves to look for bugs and learning all about them. In this chapter, he wants to find a *Hypothenemus Obscurus* (an Apple Twig Beetle).

Choose an interesting insect and write a fact file. You will need to research information about your insect. You can make notes here.

Chapter 8 – Magical Mayhem

In this chapter, Grace-Ella reveals her secret to her friends. When characters talk to each other in a story, it's presented as a **dialogue**. Look at the dialogue in this chapter and identify the rules of writing dialogue.



Imagine that you have a special secret. What could your secret be? Write the dialogue with your friend when you reveal your secret. How do you feel? How will your friend react?

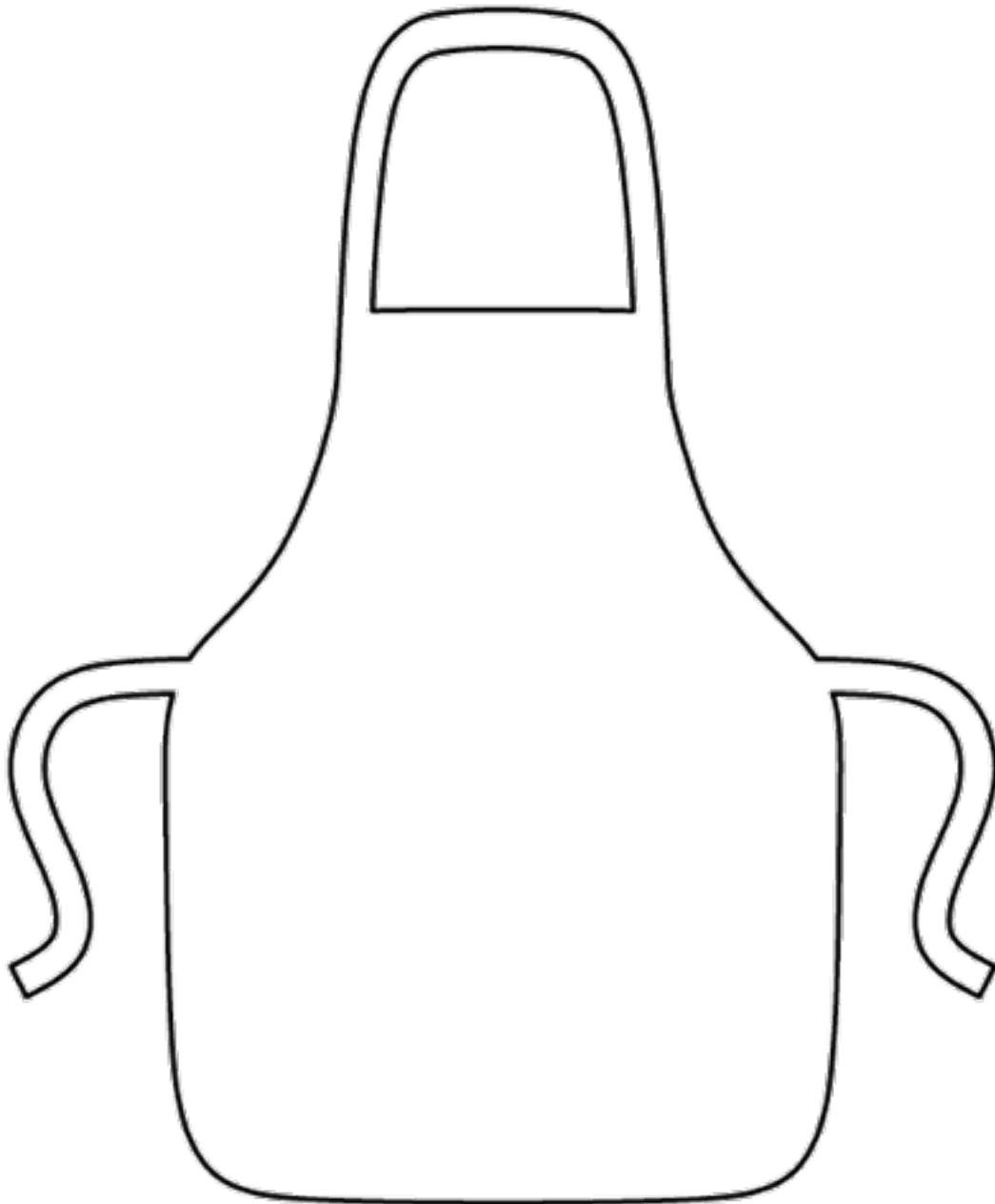
(Remember to follow the rules of writing a dialogue)

Chapter 9 – The Pumpkin Pie Disaster

Find a recipe for a pumpkin pie. Look at the format of the recipe.

As a class, choose something that you would like to bake e.g. gingerbread/ shortcake biscuits.

Write up the recipe. Remember to list the ingredients and utensils needed. Write your instructions clearly using **imperative verbs**. Note down some imperative verbs in the apron to help you.



Chapter 10 – Party Preparations

Design a Halloween costume. Label your design.

Chapter 11 – Spooks, Ghouls and Dancing Shoes

At the Halloween party, there are Halloween games to play - apple bobbing, hanging apples, pin the tail on the black cat and witch's stew.

Create a Halloween game of your own and write instructions on how to play the game.

Your instructions will need:

- A clear main heading – the name of your game
- Numbered stages
- Time connectives
- Sub-headings
- A 'you will need' section
- Useful diagrams, illustrations or photographs

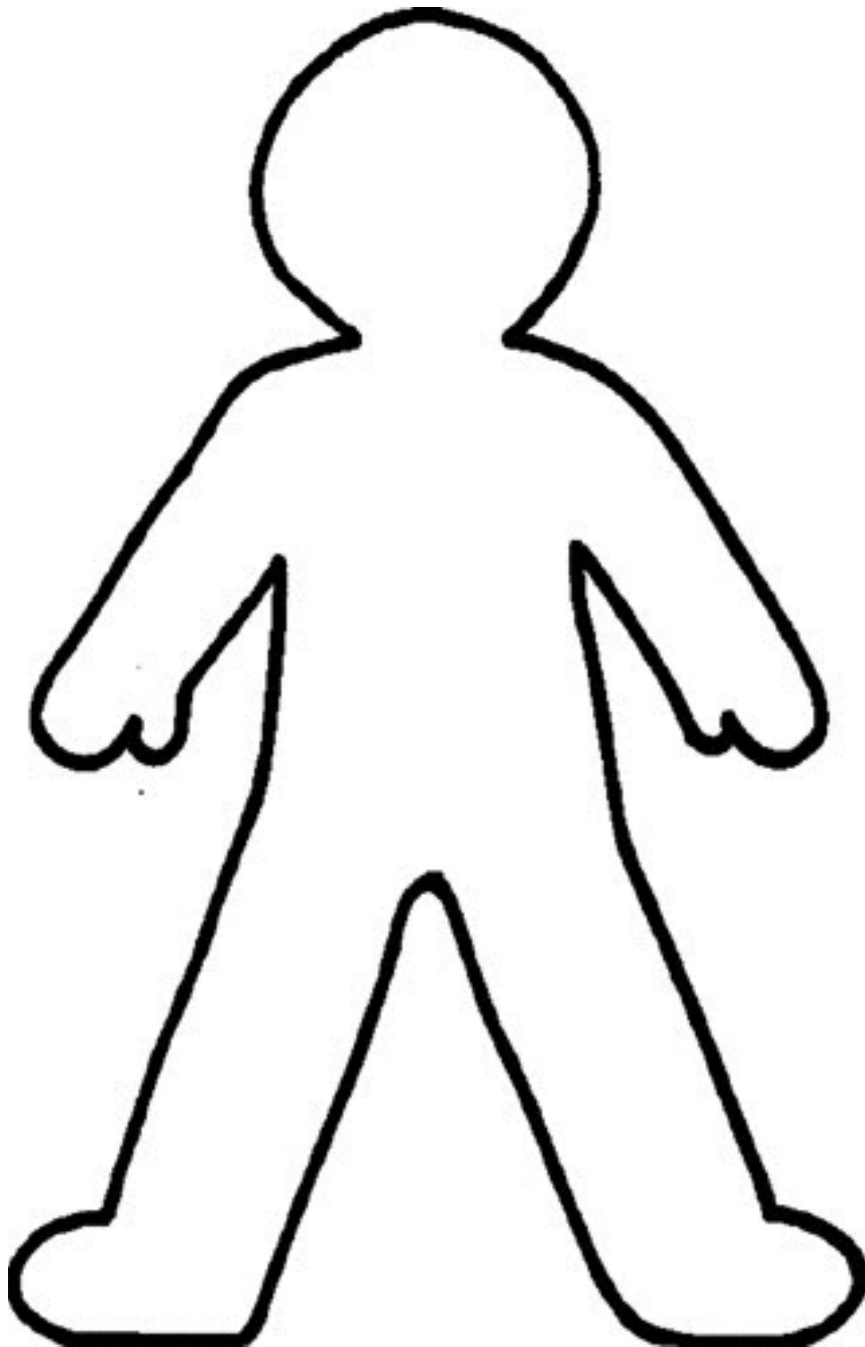


Chapter 12 – Fright Night

'Do you know Amelia I've had about enough of your nasty, horrid, mean mouth. You're always picking on me and Fflur and you think that you're better than everyone at this school. You're even mean to your own friends. I don't know why they bother with you. You're nothing but a nasty bully.'

What is bullying? (Write your ideas outside the person).

How do you think it feels to be bullied? (Write your ideas inside the person).



Chapter 12 – Fright Night

Design an anti-bullying poster for your school.

