

EXTRACTS AND NOTES FOR KS2 TEACHERS

INTRODUCTION

Suitable for: Ages 7+

Includes: Extracts from the text
+ corresponding discussion
questions and activities

Themes: Pets; Best Friends; Brainbusters; Science



CONTENTS

- **EXTRACT 1:** Pets (taken from Chapter One – Animal Lover)

Objectives: Explore a character's relationship with different animals in the text; illustrate your own 'Dream Pet Storyboard'.

Subjects: Literacy, Art, Design and Technology, RSHE, Citizenship



- **EXTRACT 2:** Best friends (taken from Chapter Three – The Disappearing Caterpillar Brothers)

Objectives: Reflect on the theme of friendship and how it is explored in the story; sketch 3 unique 'things' that you share with your best friend.

Subjects: Literacy, Art, Design and Technology, Drama, RSHE, Citizenship



- **EXTRACT 3:** Brainbusters (taken from Chapter Five – Cat Burglar)

Objectives: Create a list of 5 questions and answers on your specialist topic; participate in a Brainbusters quiz with your classmates.

Subjects: Literacy, RSHE, Citizenship

- **EXTRACT 4:** Science (taken from Chapter Eight – Restraining Order)

Objectives: Discuss the impact of scientific advancements on day-to-day life; design and build your own 'Non-edible Solar System'!

Subjects: Literacy, Art, Design and Technology, Science: the Solar System



ABOUT THE BOOK

Cookie's life is basically over. Her best friend in the whole world is moving to Solihull because one of her dads has a new job there. Solihull?! Where even is that?!

Cookie begs her parents for a pet to fill the void but they have given her an absolute NO. It would be way too expensive and way way too messy. But Cookie has never been a fan of the word 'no' so she visits the pet shop anyway and sets her heart on the sweetest cutest kitteniest kitten ever: Bluey.

But then ... DISASTER!

The most ANNOYING boy she's ever met in her entire nine years goes into the pet shop, buys Bluey and renames her Nigel! And then he joins her year at school! And if that wasn't bad enough, he moves in next door to her.

AAAAGGGGHHHHH! But it's not all bad...

Cookie gets the chance to go on her favourite TV show, Brainbusters. It's only a chance though - she'll have to win the school science competition first. It shouldn't be too hard . . . all she has to do is keep her head down, and not get too over-excited. Unfortunately that's not Cookie's strong point ...

ABOUT ME!

Name . . . Cookie Haque . . . well kind of.*


Parents . . . Abed and Rozie


Sisters . . . Nahid and Roubi

Age . . . 9, although I feel I am more mature than this

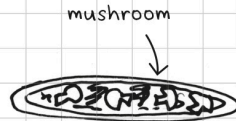
Pets . . . Really want one

Star-sign . . . Don't believe in all that. I mean, how could somebody's whole personality be determined by random stars or what month they're born in. Makes no sense. E.g. I'm supposed to be a Scorpio but their traits include being jealous, negative, secretive and resentful. I am NONE of those!






NO GOOD ON PIZZA



GOOD ON PIZZA

Best friend . . . Keziah, Keziah, always and forever Keziah. BFF.



Hobbies . . . I love drawing and doodling

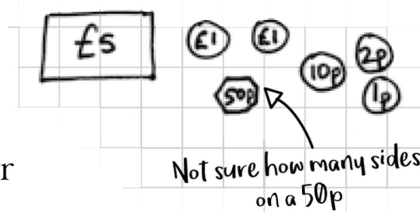
* Cookie is actually my nickname because my parents called me Kanak and annoyingly that's pronounced more like Konok than Kanak. It's Sanskrit (an ancient Asian language) for gold. It got lost in translation as my parents originally spelt it using the Bengali letters Kaw and Naw so really it should be spelt Kawnawk which, said at the right speed, is nearer to Konok than Kanak but they spelt it Kanak which looks more like Kawnawk. So there you have it. Bored yet? Don't be . . . because of the confusion this caused people to call me by my nickname: Cookie.

EXTRACT 1: PETS (Taken from Chapter One – Animal Lover)

Suzie Ashby (the most irritating girl in our class and potentially the world) has **FIVE**. At least she did on my last count, and I don't even have **ONE**. I didn't really think I was into animals, but then last month I was walking home from school when a random cat snuzzled me in the street. It came over to me (yes, me!) and rubbed up against my legs, then purred loudly before walking off. I was **GOBSMACKED!!** Animals don't usually like me much (and to be fair I'm a bit cautious of them myself, especially big birds).

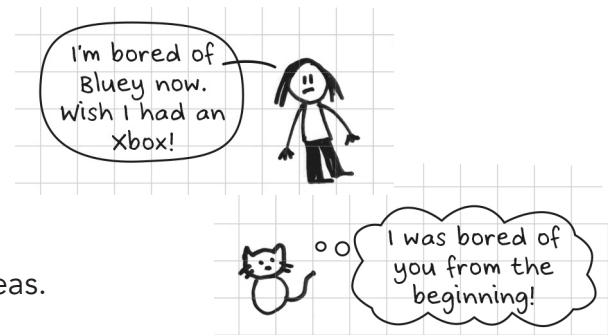


Ever since that moment though I've wanted a pet. Preferably a cat. I've even chosen one in the local pet shop. I've called her Bluey on account of her huge blue eyes. She costs £150, which I know my parents would never splurge out on a cat, so I've started saving. So far, I have £7.63.



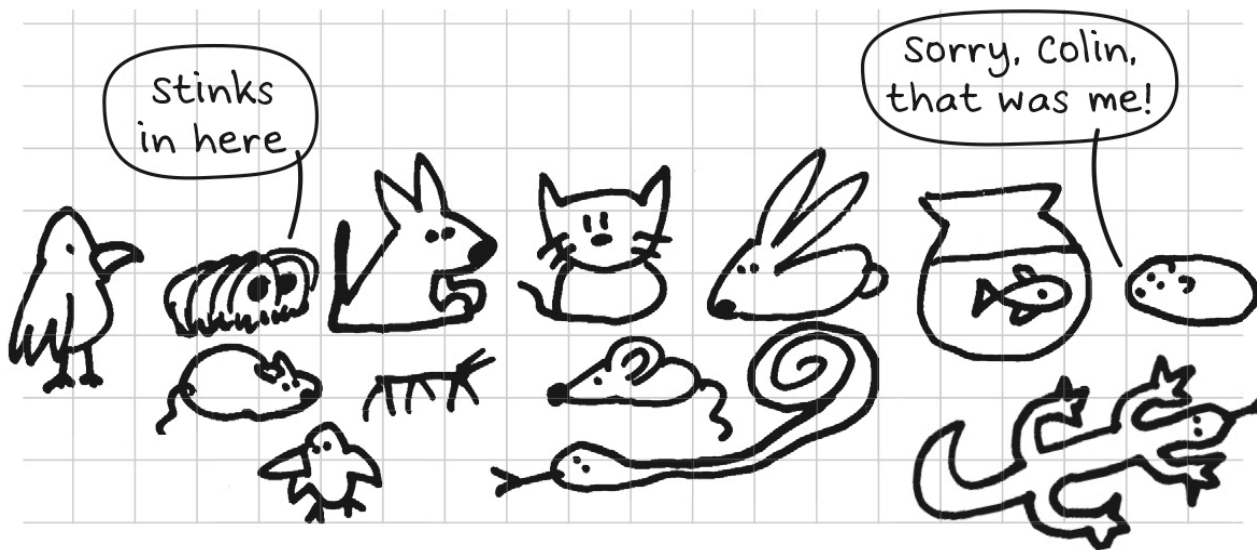
DISCUSSION QUESTIONS:

- Do you have any pets? Why do you think Cookie wants a pet so badly? What do pets give us?
- Who or what would be Cookie's ideal pet? How does Bluey come between Cookie and Jake?
- What animal is Cookie afraid of and why? Are you afraid of any animals? If so, why?
- What funny story does Cookie tell about her old cardigan? Do you have any similar stories?
- What animal would be your ideal pet if you could have any animal or creature? Explain your ideas.



ACTIVITY: MY DREAM PET STORYBOARD Subjects: Literacy, Art, Design and Technology, RSHE, Citizenship

- On your tables, talk about what pets you already own. What do you love about your pet? Is there anything annoying about them sometimes? Then, discuss what other pets you would like to own if you could. They could be exotic, even extinct like dinosaurs, or maybe a mythical creature.
- Once you have chosen your dream pet, create a storyboard about a funny story you might share with this pet. For instance, your storyboard might be about finding or buying your pet, or a time your pet gets you into trouble, maybe you even bring your pet to school or to a friend's house one day and they cause trouble.
- Tell your story in 6 pictures using only a few words or speech bubbles along the way. You can use similar illustrations to those in Cookie! If you like, or you can create your own, it's up to you!





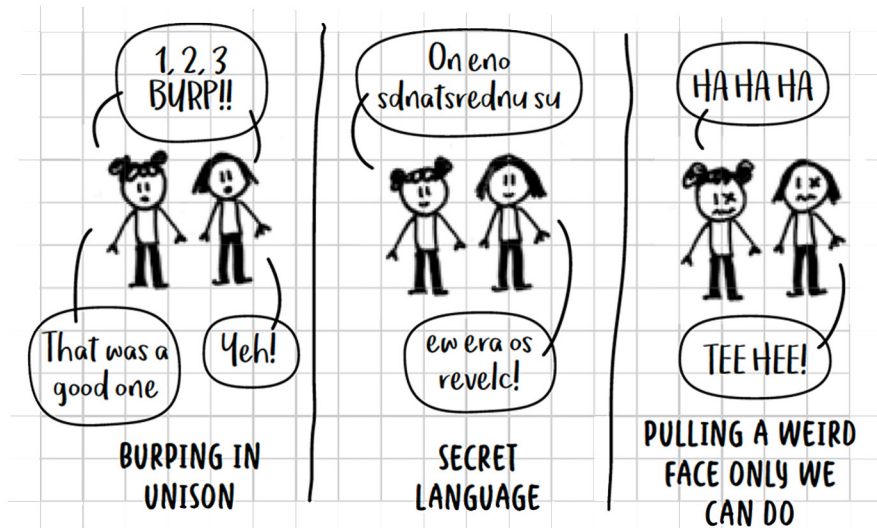
MY DREAM PET STORYBOARD



<p>1)</p> <p>.....</p>	<p>2)</p> <p>.....</p>	<p>3)</p> <p>.....</p>
<p>4)</p> <p>.....</p>	<p>5)</p> <p>.....</p>	<p>6)</p> <p>.....</p>

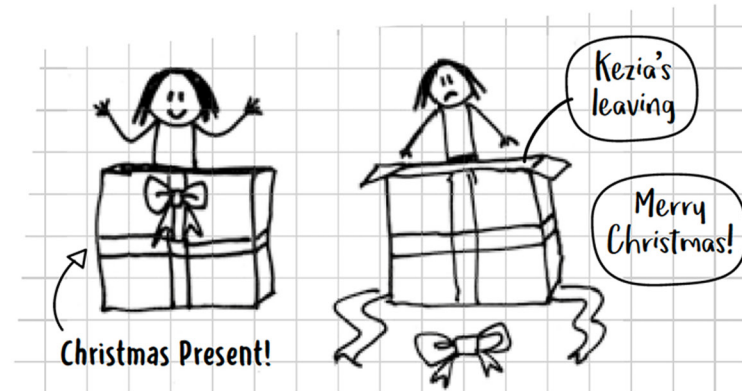
EXTRACT 2: BEST FRIENDS (Taken from Chapter Three – The Disappearing Caterpillar Brothers)

There's so many 'me and Keziah things'.
When she leaves there's so many things that I'll miss.



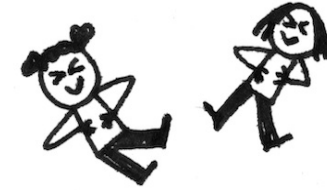
Waaaah!! Whenever I remember it makes me sad. I'll really miss her. Still, bright side, we have a whole term left together as she leaves in December when her dad's work contract ends.

Worst Christmas present ever.



DISCUSSION QUESTIONS:

- Why is Cookie going to 'really miss' Keziah? Where is she going and why?
- How do the illustrations show that Cookie and Keziah are best friends? Explain your ideas.
- Who or what else threatens their friendship? Give examples. Who is 'the most annoying boy in the world'?
- How does Cookie's relationships with Jake and Axel change as the story develops?
- Who would you say is your best friend? What qualities do you look for in a friend?



ACTIVITY: OUR THINGS Subjects: Literacy, Art, Design and Technology, Drama, RSHE, Citizenship

- Look over the illustrations of Cookie and Keziah again thinking about the little 'things' that you do or share together with your best friend. What do you really miss about them when they are away or not at school? Why are these things that you do together so important and what do they show about your friendship?
- Using the three examples that Cookie gives to inspire you, draw 3 'things' that are unique to your friendship with your best friend. If your friend is in class with you and you are happy to, act out or show the class one of the 'things' you share together!

OUR THINGS

1	2	3

**EXTRACT 3: BRAINBUSTERS** (Taken from Chapter Five – Cat Burglar)

I was beginning to zone out when the most unexpected and brilliant thing happened. Mrs Mannan made an **ACTUAL** announcement. She announced: ‘The school had been successful in its application to be on popular general knowledge TV quiz show, *Brainbusters*.’

NO WAY!! **AMAZING!!!!**

Maybe the bird-poo luck had come good! Due to the contestant guidelines of the show, two children would be selected from Year Five. She would give out all the details after lunch. A murmur

of excitement spread throughout the class. How brilliant was this? Me and Keziah could be on *Brainbusters* if we played our cards right. Life was taking a turn!

All I could think about now was *Brainbusters*. There were thirty children in the class, sixty in the year, two that would be picked, so I had a one-in-thirty chance.

$$P(\text{BB}) = \frac{\text{one contestant}}{\text{n}^\circ \text{ in year} - (\text{Priti} + \text{Juke})} = \frac{1}{60 - 2} = \frac{1}{58}$$

DISCUSSION QUESTIONS:

- What is Brainbusters? Why is Cookie so excited at the announcement made by Mrs Mannan?
- Who or what stands in Cookie’s way? What does she have to do in order to get on the show?
- What is ‘general knowledge’? Can you think of any similar shows you have seen on television? Give examples.
- What do you think Cookie’s specialist topic could be? What would your specialist topic be if you went on Brainbusters?
- What would your least favourite topic be and why? What are the most and least popular topics on your table?





ACTIVITY: LET'S PLAY BRAINBUSTERS! Subjects: Literacy, RSHE, Citizenship

- In groups of 4, take a few minutes to discuss what your specialist topics would be in a game of Brainbusters. Here are some ideas to get you started:

- Sport
- World, i.e. Countries, capital cities, places
- Current Affairs, i.e. What's happening in the news at the moment?
- Film and theatre
- Literature
- Nature
- The Animal Kingdom



- Try to make sure all 4 of you choose different topics if possible. If you want to choose a different category that isn't on the list then that's great too, just make sure you check it with your teacher first!
- Then, being careful to make sure no-one on your table can see your answers, note down 5 questions and the answers on your specialist topic.

Q1.

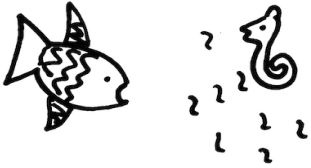
Answer =

Q2.

Answer =

Q3.

Answer =



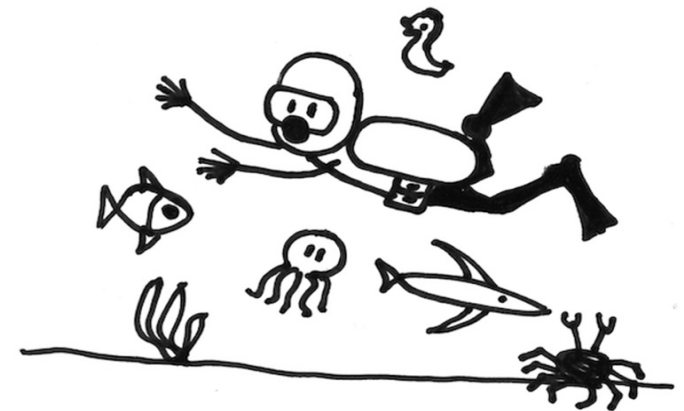
Q4.

Answer =

Q5.

Answer =

- Once you have filled in your questions – making sure the answers are definitely correct – you are ready to play a game of Brainbusters!
- Take it in turns to read out your specialist topic questions whilst your other 3 group members write down their answers. Go through everyone's questions and make sure your names are on your answer sheets at the end. Finally, swap them over so that you are marking someone else's work, then go through all the answers and see who got the most correct and won this round of Brainbusters!



EXTRACT 4: SCIENCE (Taken from Chapter Eight – Restraining Order)

I then looked up the sizes of all the planets and decided my model would NOT be to scale. That would be impossible anyway since the sun is 820,000 times bigger than Earth. A honeydew melon is not 820,000 times bigger than a pea. My model would just show the planets in very rough size order instead.

This was all turning out to be more complicated than I first thought. Armed with a ruler I went to the kitchen and began measuring up.

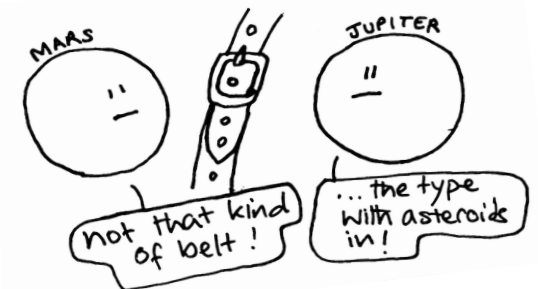
Twenty-six hours left EST, I finally had all my planets. Unfortunately they weren't all fruit . . .

I decided to rename my project 'The Edible Solar System' and try to buy a honeydew melon for the sun, but Mum said our new next-door neighbours were coming over for dinner later, which meant . . .

a) She probably wouldn't have time to get one, so I'd have to call it 'The Nearly Edible Solar System' and use the sponge ball.

b) Me and my sister would have to sit down at the dining table and help entertain. This would eat into my project time by at least a couple of hours.

Need to crack on . . .



DISCUSSION QUESTIONS:

- Why is Cookie taking part in a competition? Why is her entry named 'The Edible Solar System'?
- What challenges does she face in her project? What could go wrong?
- Can you name all the planets that are in her Solar System? What do you use to help you remember them all?
- Why does Cookie love science so much? How would life today be very different without its advancements?
- What other scientific experiments or projects does Cookie participate in? Have you done any of these yourself before?

**ACTIVITY: THE NON-EDIBLE SOLAR SYSTEM** Subjects: Literacy, Art, Design and Technology, Science: The Solar System

- Carefully read through the instructions Cookie has left you as well as to any further instructions given by your teacher. You are now going to make your own Solar System, although yours won't be edible!
- Make sure you have all of your materials ready and have read the instructions closely. Take a moment to ask your teacher any questions you have before you begin. When you're ready, get started! Try to make your Solar System as accurate and colourful as possible.
- When you have finished, compare your Solar Systems together. What have you learned from this activity? What else would you like to know about the Solar System? Make a note of it and be sure to ask in your next science lesson!
- Take your Solar System home and put it on display to remind you how amazing science is!

HOW TO MAKE YOUR OWN SOLAR SYSTEM!

Materials

10 balls or spheres to represent your planets and the sun. (*I used fruit and a sponge ball but you can use anything that fits the bill. Styrofoam or modelling clay balls are probably the best as unlike fruit they don't rot, which I should have probably thought about before making my project! Your balls should be of differing sizes to best represent the relative size order of the planets and the sun – this is why I ended up using balls from as small as a peppercorn to as big as my yellow sponge ball from the back garden.*)



Glue (*multipurpose glue is the best because it's pretty strong stuff*)

Paint / varnish (*or whatever you want to use to decorate your balls to make them more planet-like*)

Large piece of black cardboard
(*This will be space . . . whoa!*)



Gold or yellow cardboard (*This will be for cutting out your star shapes*)

Scissors (*This will also be for cutting out your star shapes!*)

Marker pen (*This will be for labelling your planets and writing on any solar system or planet facts on your star shapes*)

Sugar (*to make your asteroid belt*)

Glitter (*for extra starry decoration*)

Glue-stick (*this is for sticking your glitter and your sugar as multipurpose glue would be way too mucky*)

Drawing pin and string (*this will make a compass to draw perfectly circular orbits... clever, huh?*)

A pencil

Needle and thread (*optional – for if you want to fix a sponge ball in the centre as your sun like I did*)



Method

The first thing you'll need to do is paint and varnish your planets if you're not happy with the way they already look. You'll need to leave these to dry overnight. That way you can sleep instead of being bored watching paint dry!

Using the string, drawing pin and pencil, draw circular orbits for all of your planets on the black cardboard, making sure to leave enough space within Mercury's orbit to stick the sun (every solar system needs a sun! We'd be lost without it!).

This can be done by pinning one end of the string with the drawing pin to the centre of your black cardboard and tying the pencil to the other end of the string such that the length of string is the radius of your first orbit (Mercury). By rotating the pencil around the drawing pin and holding the string taught, you will be able to draw orbit number one pretty easily.

Clever huh?! If you do it right you should have a perfect circle. Genius.

Increasing the length of the string each time

by a small amount and repeating the process you can draw orbits of all nine planets. You will need to make sure that your cardboard is big enough to fit all of these on before you start. Otherwise you'll end up drawing on the table and get grounded. You might end up on the green seats if you do it at school so be careful!

Now you have your orbits, stick on your planets one by one to each orbit, making sure you use the relevant sizes for the relevant planets. Multipurpose glue is best for this because it's multipurpose so it can be used for multiple purposes including sticking planets onto card.

Now stick your sun in the centre of your solar system. Just in case you are using a spongeball like I did, it doesn't stick very well with glue so maybe try sewing it on. You may need a friendly grown-up to help you with this but if you're mature like me you won't.

If you want to add an asteroid belt it goes in between Mars and Jupiter. Apply glue-stick between those two orbits and sprinkle on sugar. Sweet! You can sprinkle on glitter too for a bit of extra sparkle!

If you want to add 'star facts', cut out some star

shapes from your yellow or gold cardboard and write on any facts about the solar system that you want to add. You can find loads on the Internet. My favourite fact was Uranus has a battered moon called Miranda. I wonder who named it? Was their name Miranda?

Label the different planets with your marker pen and just in case you can't remember who's who... my very easy method just speeds up naming planets. Ha ha!

Results

You've now got your very own solar system! I bet it's not as good as mine.

Conclusion

Your home-made solar system will help you remember the order of the planets. Good, eh?

