

SPECTRE COLLECTORS



RESOURCE PACK
FOR KS2 TEACHERS
& LIBRARIANS

SPECTRE COLLECTORS: TOO GHOUL FOR SCHOOL

Ghosts, magic and outrageous battles come to life in this hilariously ghoulish new series! Perfect for ghost enthusiasts in Years 5–6 and, not forgetting, those reluctant boy readers (who are definitely too ghoul for books)...

ABOUT THIS RESOURCE PACK

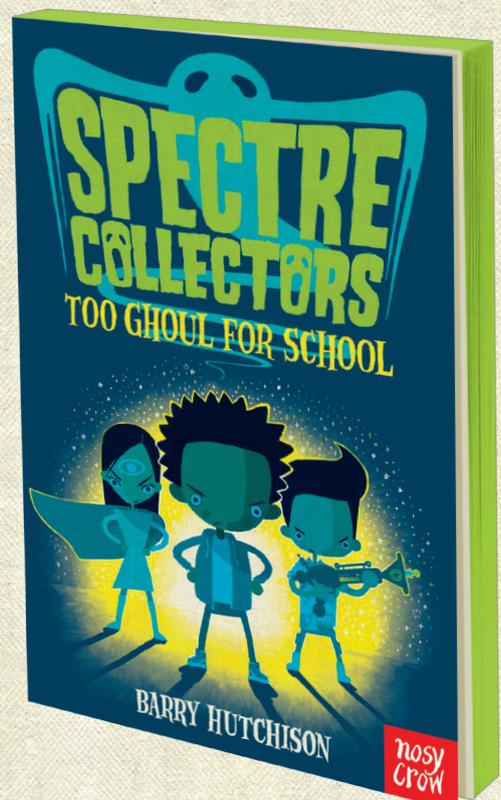
The activities suggested in this pack provide material for at least five, hour-long creative writing KS2 lessons, which can take place during literacy lessons or as extra-curricular activities. They are suitable for children aged 9–11 years and will guide pupils through the different elements of story writing, giving them the skills they will need to write a short story of their own. From characters to sensory description and creating tension, these activities will help children structure their writing and create thoughtful pieces of their own.

ABOUT THE BOOK

Denzel is just doing his homework one day when he senses he is not alone. In the corner is a weird black shape, waving its smoky black tentacles menacingly at him. Then two figures explode through his window; they are the Spectre Collectors, a secret organisation monitoring the barrier between the spirit world and ours, and preventing any hostile spirits making it across.

Their leader is Doctor Quinn, a woman whose smile never quite reaches her eyes. She is intrigued by Denzel, as no one has ever been able to actually see ghosts before. She recruits him (i.e. makes it impossible for him to return home to his dads) and soon Denzel is caught up in the weird world of spectre collecting.

But he senses all is not as it seems...



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9+ readers



CREATIVE WRITING OBJECTIVES

This Resource Pack provides material for five, hour-long lessons that can take place during KS2 classes or as extra-curricular activities. The pack covers Literacy objectives that include but are not limited to:

English

Reading: comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- i. listening to and discussing a wide range of fiction
- ii. discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by

- i. identifying how language, structure, and presentation contribute to meaning
- ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: composition

Plan their writing by:

- i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by:

- i. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing and suggesting improvements



LESSON ONE FREE WRITING

This task is designed to help students explore ideas and write in a free and unrestricted way.

It's time to get creative! First of all, take off your shoes (not socks too, ugh!) – so that you feel free and comfortable. Remember, this is a private writing task and no one is ever going to read your work. Now, it's time to get started. Begin with the words: 'I remember, I remember, I remember' until a thought comes into your head. As soon as it does, write it down! Continue to write, without stopping, until three minutes have passed. Don't worry, if you get writer's block you can go back to writing 'I remember' until a new thought comes. Relax, and enjoy!

Feedback questions:

- How did you find this experience?
- Was anyone surprised by the thoughts that came to them as they were writing?
- Would anyone like to share his or her work?

LESSON TWO INTRODUCING THE BOOK

Lead-in questions:

What does the title *Spectre Collectors: Too Ghoul for School* make you think about?

What do we mean when we say the word 'genre'?

Task 1:

Look at the following genre cards. Can you come up with a definition or example of each genre type on the cards?

Fantasy	Autobiography	Reference
Horror	Adventure	Comedy

Task 2:

Barry Hutchison's new book is called *Spectre Collectors: Too Ghoul for School*. Can you choose which genre you think it might fit into? Is it possible for a book to fit into several different genres?



Task 2:

Denzel's whole body began to shiver. He felt cold from the inside out, but he felt something even more troubling, too.

He felt like he was not alone.

“Wh-who’s there?” he whispered. The words sounded smothered by the suffocating silence of the house. He heard nothing, saw nothing, but felt... something. A tickle of movement across his face and through his hair, like the air itself were taking form around him, becoming something different, something more.

Down on the tabletop, Denzel's eraser stood on end. It walked towards him, rocking from side to side the way his dad would walk the wardrobe from one end of his bedroom to the other whenever they took it upon themselves to reorganise the place. Unlike the wardrobe, though, the rubber was walking all on its own.

Read this extract from the book and complete the following comprehension questions/tasks:

1. How does Denzel feel in this extract? How do you know?
2. How many of the five senses does the author use in this extract? Can you pick them out?
3. What does Denzel say is ‘taking form around him’?
4. What does Denzel compare the rubber on his table to?

Task 4:

Now that you have guessed the genre and some of the themes of the book, imagine that you are an illustrator and you have been asked to design a front cover for *Spectre Collectors: Too Ghoul for School*. First of all, make a list of five success criteria for a good front cover!

FRONT COVER SUCCESS CRITERIA:

1. Strong, bold colours
- 2.
- 3.
- 4.
- 5.

Make sure that you refer to the success criteria above when you create your cover, and don't forget to share it with us on Twitter at @NosyCrowBooks!



LESSON THREE CREATING TENSION

Lead-in question:

What is tension? Why is tension important in a ghost story?

Can you think of a book that you've read which had a moment of tension? How did it make you feel?

Slowly, Denzel turned. He looked up.

And up.

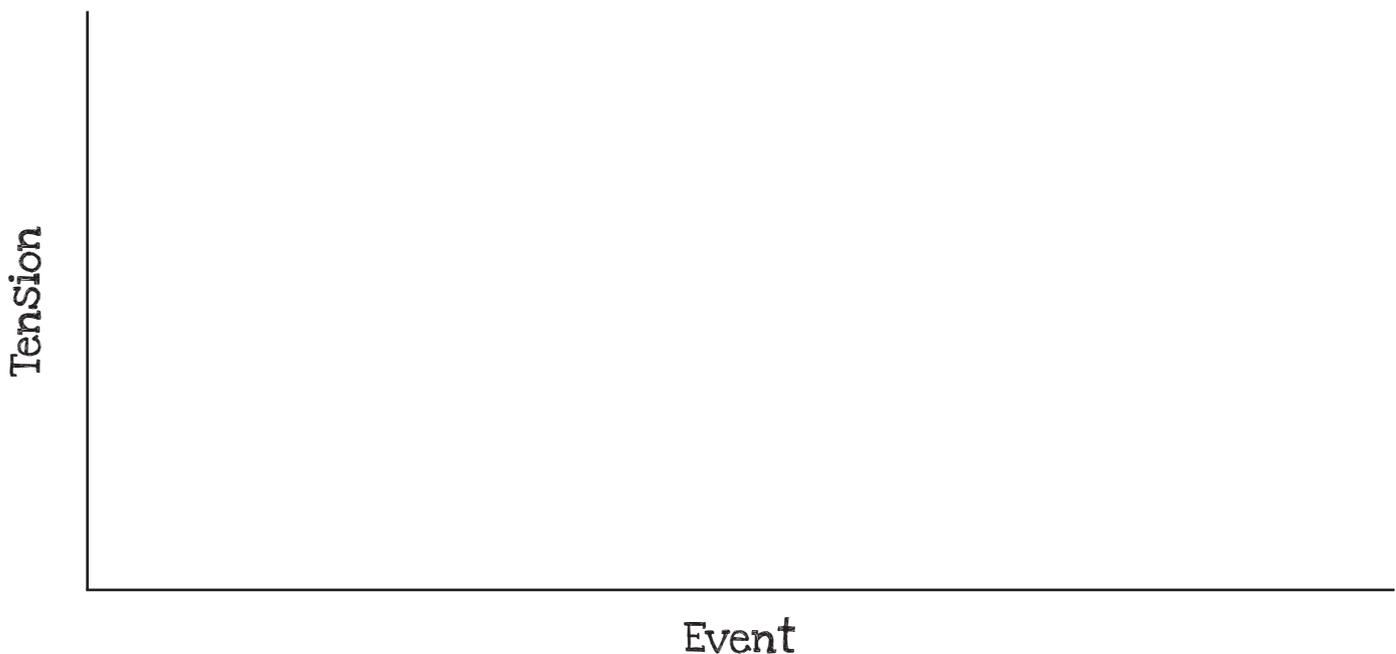
And up.

The trash-monster loomed over him. It had given itself eyes made of ketchup-stained paper plates. It also had a Pringles tube where its nose should have been, but that could have just been a coincidence.

"Top three worst lunch breaks ever," Denzel whispered. There was nowhere to run now. Denzel could only wait for the thing to attack, and hope it didn't hurt too much.

But it didn't attack. It dropped to one knee, and bent low over him until the smell of rubbish made Denzel gag. "What... What do you want?" he choked, but before he could get an answer, the creature imploded.

After reading the extract, plot the moments of tension on the graph below. Consider when the tension is at its highest and at its lowest. How does the author achieve this?



Task 2:

Read the extract again. Can you find examples of the following techniques to create tension?

- A variation of short and long sentences to create pace
- Dialogue
- Vocabulary to evoke an ominous atmosphere
- Strong emotions from the characters

Task 3:

Now it's your turn to plot your own ghostly story or scene using the same Tension graph, but this time use a different coloured pen or pencil. Consider the following things:

- What events will occur
- How will your characters feel
- The highest moment of tension
- The lowest moment of tension

LESSON FOUR GHOULS AND GHOSTS

Lead-in tasks:

Pick an object in the classroom – it can be anything!

Try to turn that object into something ghostly or menacing in your head.

To Denzel's dismay, when he opened his eye he saw that the corner wasn't empty. The thing that lurked there looked like a cross between an octopus and a chimney fire. It was as black and intangible as smoke, with six or seven long tentacles all tangled in knots. The shape seemed to pulse in time with Denzel's crashing heartbeat, getting faster and faster as Denzel's panic bubbled up inside him.

One of the thing's tentacles reached out for him, and Denzel stumbled back. He raced for the door leading into the hall and pulled it open. The tentacle whipped past him, slamming the door again and holding it shut.

In the extract above, can you find examples of the following things?

- Similes and metaphors
- Sensory description
- Powerful verbs, adverbs and adjectives
- Characters' feelings



Task 2:

Return to the object that you picked at the beginning of the lesson. Draw it in the box below:

My Object

Annotate your drawing by answering the following questions:

1. What does your object look like? (think about colour, texture and shape)
2. What does your object feel like to touch?
3. What does your object smell like?
4. What does your object sound like if it is moved or used?
5. What would your object taste like? Could you describe it as food?

Task 3:

Now it's time to write a description of your ghoulish object. Try to include at least three of the senses from the list above, and don't forget to refer to the extract from Task 1 for inspiration! Share your descriptions with us on Twitter at @NosyCrowBooks!



LESSON FIVE GHOST STORIES

Reflection questions:

What intrigues you about the novel *Spectre Collectors: Too Ghoul for School*?
What makes it different to other stories you've read or heard about?

Task 1:

Take a look at the work that you have completed so far. You should find the following things:

- Free writing from Lesson One**
- A book cover from Lesson Two**
- Tension graphs from Lesson Three**
- Character description from Lesson Four**

With your partner, take turns to complete the following statements:

My favourite piece of work is...

The thing I'd like to develop more about is...

Task 2:

Now it is time for you to write a short story or scene of your own. Using everything that you have learned and all of the skills that you have gathered, channel your creative energy to write a ghostly tale – using *Spectre Collectors: Too Ghoul for School* as your inspiration. Consider the plot development of your piece, the tension, the setting, as well as the emotions of the characters, and the themes. Who knows, you might unleash the Barry Hutchison within you! (not to mention all those ghoulish creatures lurking in your imaginations)...

Don't forget to share your finished stories with us on Twitter at [@NosyCrowBooks!](https://twitter.com/NosyCrowBooks)



FURTHER ACTIVITIES DEVELOPING STORIES

The following activities should be completed after everyone in your class has written their stories, reworked them and got them exactly as they want them to be.

GHOSTLY BOOK SLAM!

Children can take turns reading their stories to an audience. This might be another class or a group of teachers. They can work on their reading styles and creating drama in their own unique voices. Prizes can be given out for the most atmospheric ghost stories.

SPOOKY CLASS MAGAZINE!

Start a 'spooky magazine' with your class. Students can submit their stories and include book reviews of their favourite horror writers. Circulate the paper around school – and don't forget to get creative with design!

GHOULISH FILM CLUB!

Work with the drama department to turn children's stories into haunting plays or horror films. You can have great fun turning a story into a script and holding auditions for the different roles.

