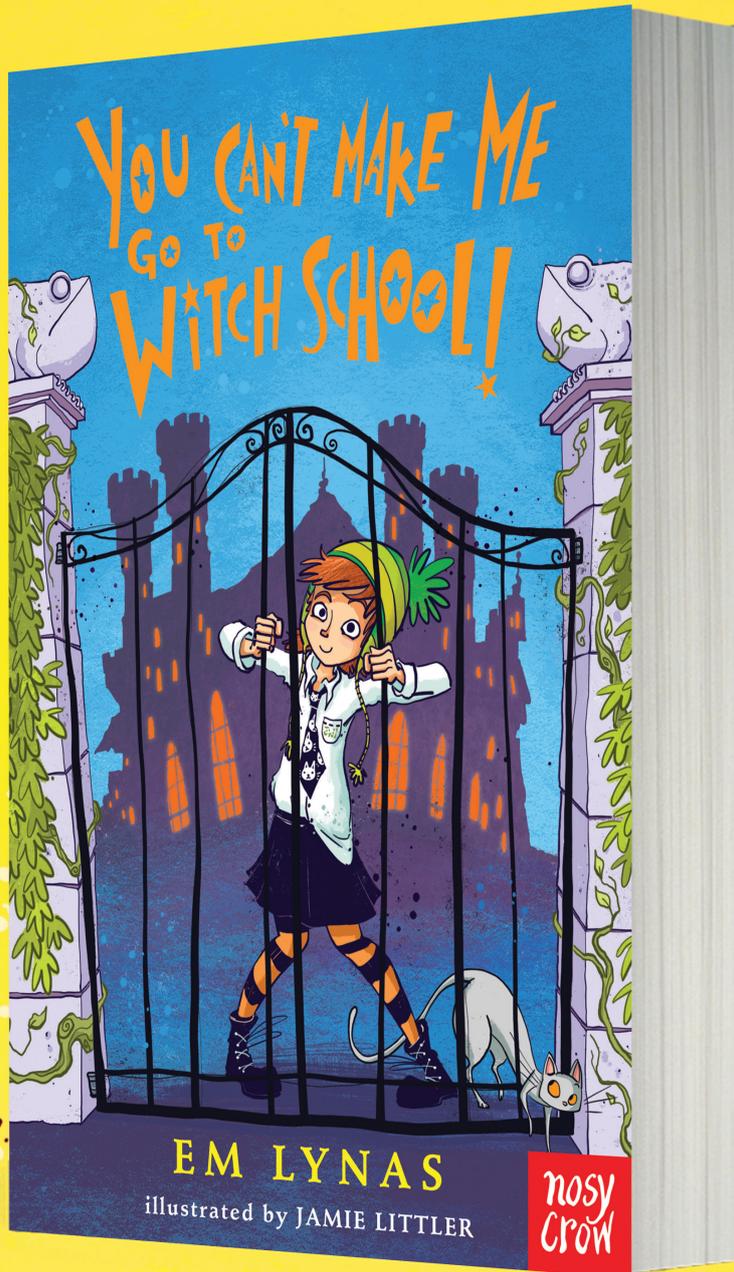


# YOU CAN'T MAKE ME GO TO WITCH SCHOOL!



## RESOURCE PACK FOR KS2 TEACHERS & LIBRARIANS

# YOU CAN'T MAKE ME GO TO WITCH SCHOOL!

## WELCOME TO TOADSPIT TOWERS!

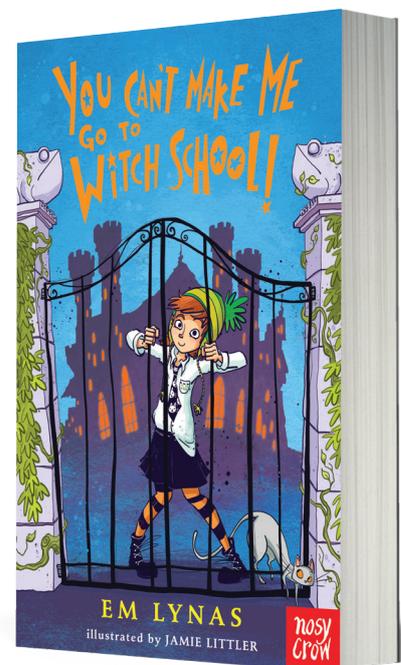
### ABOUT THIS RESOURCE PACK

This Resource Pack is based on *You Can't Make Me Go To Witch School*, a brand new book from debut author Em Lynas – perfect for any budding young witches or magicians in Years 3–4. The activities suggested in this pack provide material for at least five, hour-long KS2 lessons, which can take place during literacy lessons or as extra-curricular activities. They are suitable for children aged 7–9 years and have a literacy focus, but also cover other areas of the curriculum. The final objective of the pack is for pupils to create their very own witch to join Daisy and her magical friends at Toadspit Towers!

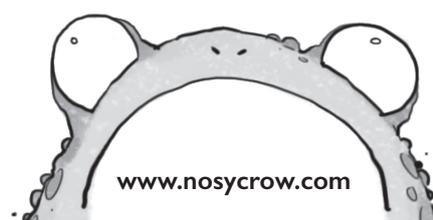
### ABOUT THE BOOK

Daisy Wart, a Shakespearean actress with grand ambitions, is FURIOUS at being left at Toadspit Towers School for Witches by her grandmother. SHE IS NOT A WITCH! And who will play her Bottom now? Daisy soon becomes drawn into the mysteries of life at Toadspit, and finds that she even has a few magical surprises up her sleeve. . .

With great writing and voice from an exciting debut writer, the adventures of Daisy the reluctant witch are perfect for fans of magical school stories.



9781788000130  
£6.99 Paperback  
7+ readers



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## CURRICULUM OBJECTIVES

### *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

### *English 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

Evaluate and edit by:

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

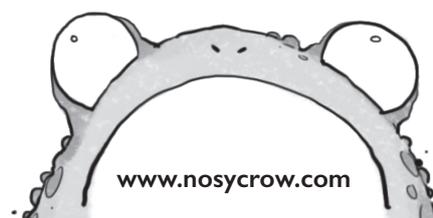
### *Drama, speaking and listening*

To participate in discussions, presentations, performances, role play, improvisations and debates

To conduct interviews and drama tasks in-role as different characters

### *Design technology and art*

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



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## LESSON ONE TOADSPIT TOWERS

**OBJECTIVE:** To create a piece of descriptive writing based on your school.

### LEAD-IN QUESTIONS:

What do the words 'Toadspit Towers' make you think of?

Why is 'Toadspit Towers' a good name for a school?

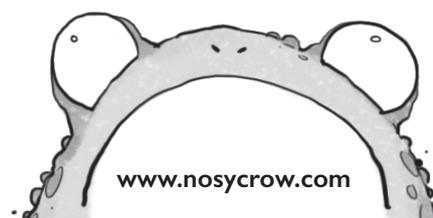
### TASK 1

In *You Can't Make Me Go To Witch School*, Daisy finds herself in Toadspit Towers – a witch school full of magical surprises. Read this extract from chapter three of the book and answer the comprehension questions below:

There are more dusty pictures all along the corridors. Old witches in old clothes. I watch them carefully as I go past. I think they're watching me. Ms Thorn's cane tap, tap, taps on the flagstones and her wooden leg goes thunk, thunk, thunk in between. The bat is riding on her shoulder, watching me. I name it Fangus...

We enter a library. Books are stuffed on the shelves and stacked in wobbly piles on the floor. I guess we're in a tower because the walls are curved. The wall on the right is covered in mirrors. Big, small and in between with silver, gold and wooden frames. There's a wooden spiral staircase on the left and a really low desk and a comfy chair with purple cushions in the middle.

1. What noise does Ms Thorn's cane make on the flagstones?
2. What name does Daisy give to the bat on Ms Thorn's shoulder?
3. When she enters the library, why does Daisy 'guess' that she's in a tower?
4. How many colours can you spot in the extract?



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## TASK 2

Split the class into five groups and allocate one of the words below to each group.

DUSTY

WOBBLY

BAT

OLD

GOLD

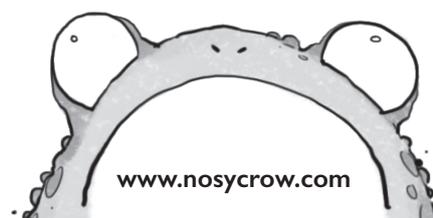
CURVED

Take a close look at the key word that your group has been given. What does it make you think of? What does it make you feel? Is it a **noun**, a **verb** or an **adjective**? As a group, present your keyword and its connotations back to the class.

## TASK 3

In the space below, write a few sentences to describe your own Magical School. Try to use powerful vocabulary including nouns, verbs and adjectives like the ones from Task 2!

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## LESSON TWO DESIGNING MY CAULDRON

**OBJECTIVE:** To create a cauldron that represents your identity.

### LEAD-IN QUESTIONS:

What is identity?

How do you represent your identity when you're at school?

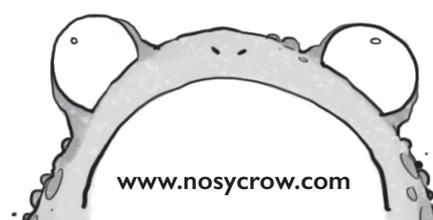
### TASK 1

In Toadspit Towers, the girls don't sleep in normal beds; they sleep in cauldrons!

I see giant cauldrons. Seven cauldrons hanging from the ceiling by metal chains. Seven sinks on the left and three arched windows at the back. The cauldron at the front has a big yellow rosette hanging from its chain. It says B&B in the centre. Does that mean bed and breakfast? Are these cauldrons ac-chew-ally beds?

The cauldron that Daisy describes here belongs to Dominique Laffitte, the 'Best and Brightest Witch' in the school. Can you guess what the 'B&B' on the rosette stands for?

Imagine you have your own cauldron in the dormitory. What would it look like from the outside? How would it represent your identity? Use the template on the next page to draw the outside view of your cauldron.

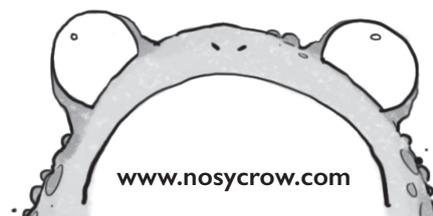


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DESIGN YOUR OWN CAULDRON  
OUTSIDE VIEW



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## TASK 2

We know how the cauldron appears on the outside... but this is a magical school after all. When Daisy climbs into her cauldron, she finds something very unexpected...

“Wow,” I repeat to myself. Inside the cauldron is HUGE.

Golden light is shining from the padded walls and the girls are glowing with it. They're sitting on a thick duvet and comfy cushions, covered in jazzy African prints of orange and blue.

On the back of your cauldron template, draw or describe the inside of your cauldron.

Consider the following things:

*How big is it?*

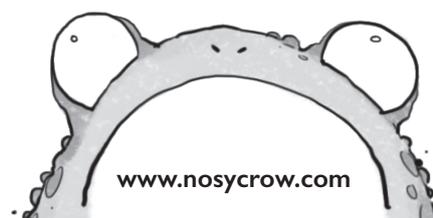
*What colours can you see?*

*What features can you see?*

*What noises can you hear?*

*What can you smell?*

Don't forget to make your cauldron reflect your identity through some of its features or design. Share you cauldrons with us on Twitter at @NosyCrowBooks!

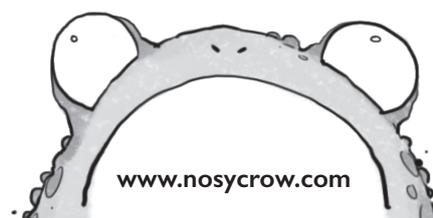
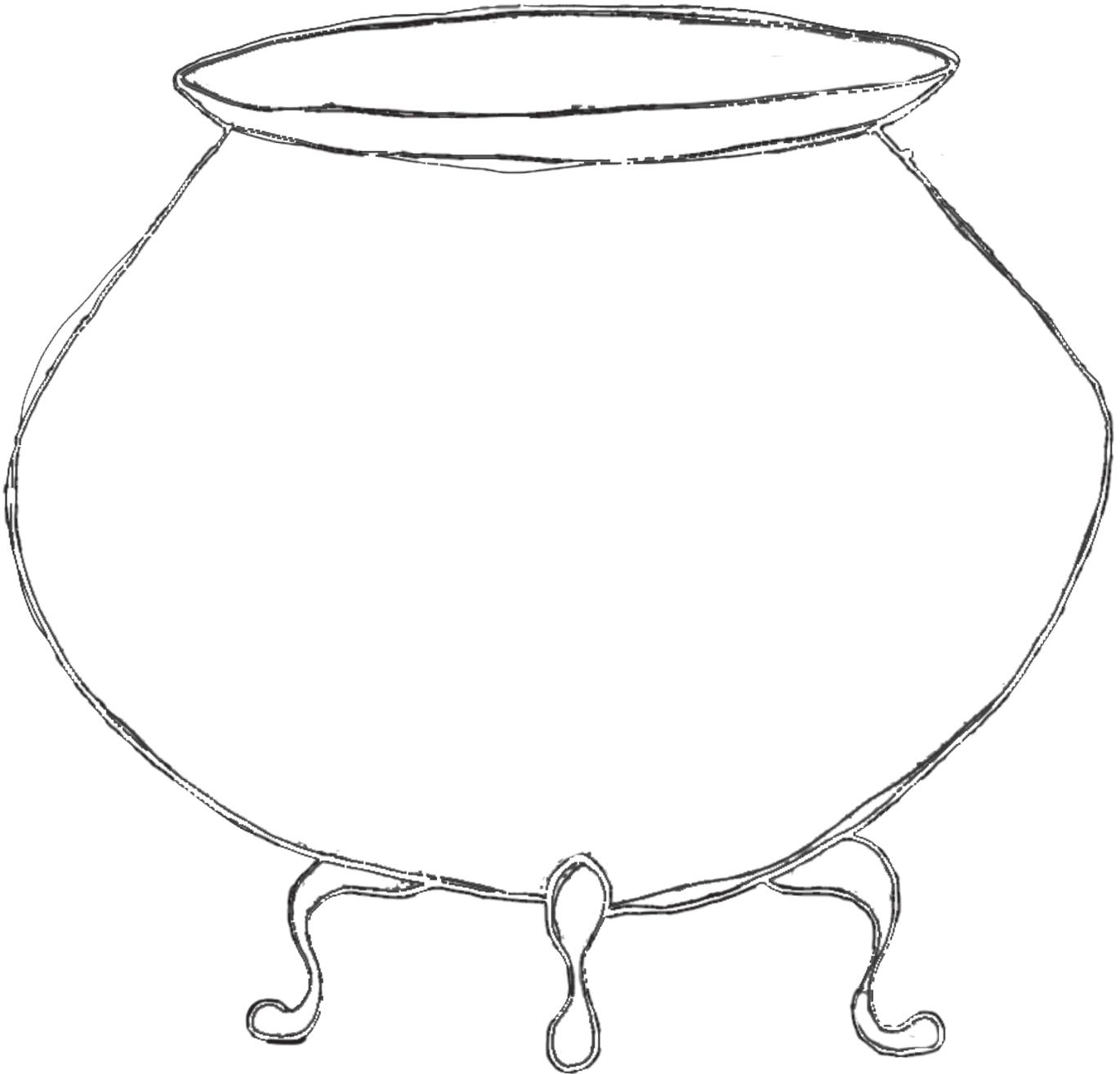


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DESIGN YOUR OWN CAULDRON  
INSIDE VIEW



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## LESSON THREE MY WITCH'S HAT

**OBJECTIVE:** To create a witch's hat.

### LEAD-IN QUESTIONS:

Why do you think witches wear hats?

Can you think of any famous witch or wizard hats from other stories?

### TASK 1

Read this extract from chapter seven of the book and answer the comprehension questions below. Remember to back up your answers with key words or phrases from the text:

“Lights on,” says Dominique. The girls’ hats light up with different amounts of bright. Dominique’s, of course, is the brightest and the steadiest. Shalini’s is spreading a warm glow over her shoulders, and Jess’s hat is bright but it’s flickering on and off. Arwen’s is the dimmest. It’s casting a dull red light over her face, making her look a bit spooky.

Which character do you think might be the cleverest? Why?

Which character do you think might be the kindest? Why?

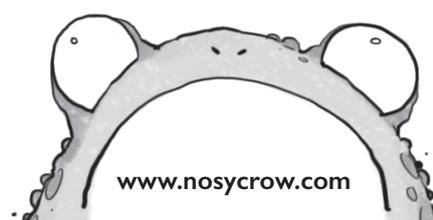
Which character do you think is the least reliable? Why?

### TASK 2

With the person next to you, discuss what you think are your **three best qualities**. Ask your partner to help you and to give feedback to the class.

### TASK 3

It’s time to create your own witch’s hat! Imagine, like Daisy, you’ve been sent to Toadspit Towers and you need to create your hat. Use the template below, and remember to try to make it represent your best qualities. When you have finished, present your hat to the rest of the class, and explain what it tells us about you. And don’t forget to share your witch’s hats with us on Twitter at @NosyCrowBooks!

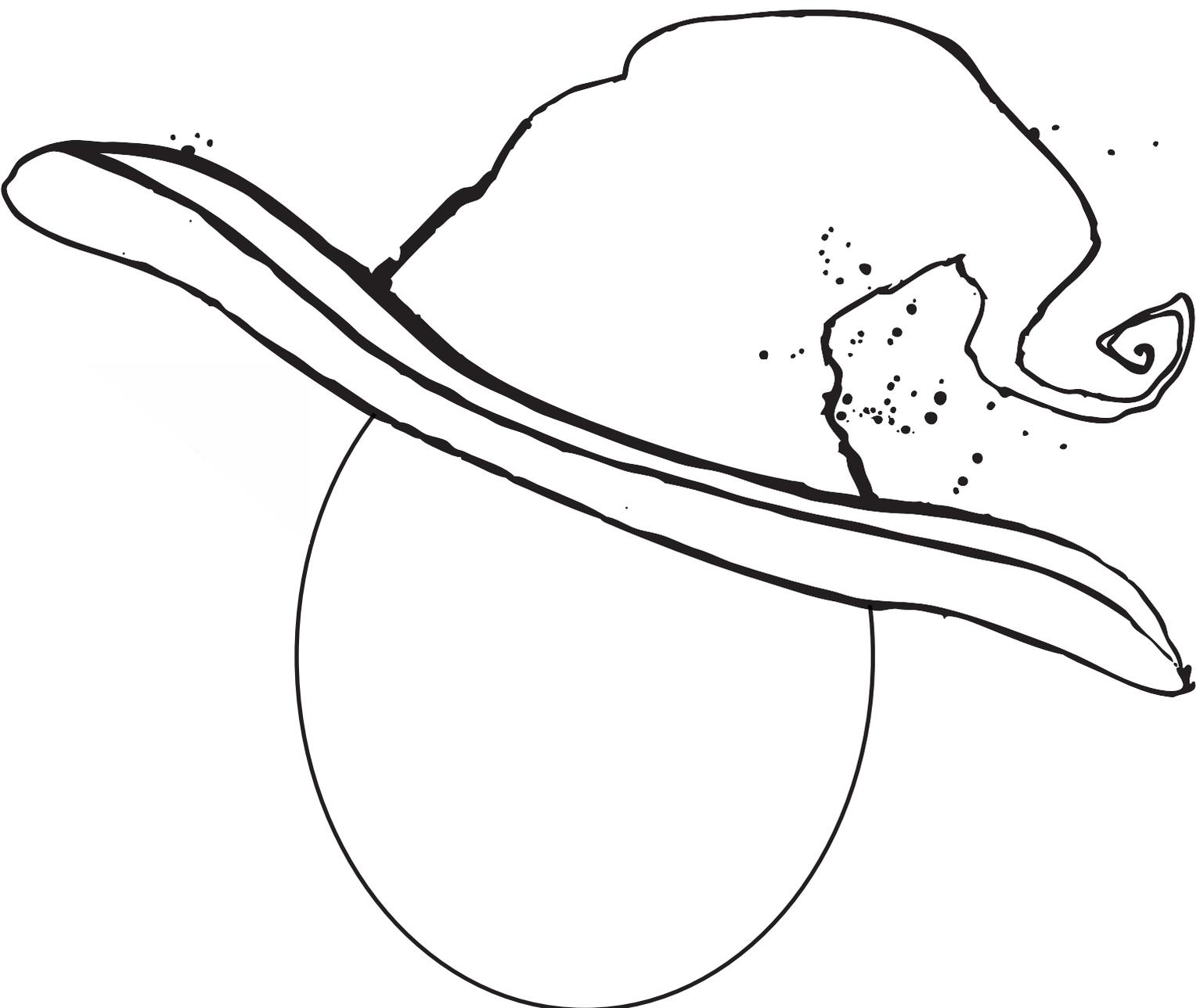


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## MY MAGICAL HAT



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## LESSON FOUR MY WITCH CHARACTER

**OBJECTIVE:** To create a character profile for a fictional character.

### LEAD-IN QUESTIONS:

Read the following extract from the book.

“Granny.” I say it with firmness. This is definitely a hands-on-hips moment, so I put them there. “Chocolate, currently in my backpack, is a birthday treat. The Complete Works of William Shakespeare with pictures, also currently in my backpack, is a birthday treat. Money, in the backpack, is a birthday treat. Dumping me at witch school is NOT a birthday treat. I absolutely refuse to enter a dilapidated building named Toadspit Towers because I am NOT a witch!”

This is now a moment of determination, a folding-of-the-arms moment, so I do fold them. I add in a glare. I’m rather good at glares.

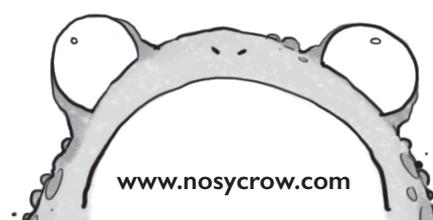
What can you tell about Daisy’s character from this extract? Discuss it with the person next to you and share your ideas with the class.

### TASK 1

Imagine that you are going to Witch School. What type of character would you be? What sort of personality would you have? Complete a profile for your character using the template on the next page.

### TASK 2

Imagine you are a novelist and you are writing a story about your witch’s first day at a magical school. Write the first paragraph of the story – and remember to show as much as you can about your character’s identity and feelings.



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**DRAWING OF WITCH**

**NAME:**

**REASONS FOR NAME:**

**WHEN MY WITCH  
WAS BORN:**

**MAGICAL POWERS:**

**DRAWING OF WITCH'S HAT**

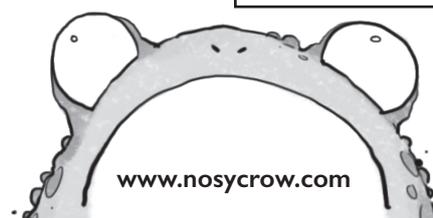
**SPECIAL SKILL:**

**WEAKNESSES:**

**PHYSICAL FEATURES:**

**BEST FRIEND:**

**CLOTHES:**



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## LESSON FIVE WITCH INTERVIEWS

**OBJECTIVE:** To empathise with a given character and create a drama piece.

### LEAD-IN QUESTIONS:

If your witch character was interviewed on the television, what do you think he or she would be like in real-life? Brainstorm your ideas using the following headings:

**Appearance:**

**Voice:**

**Body Language:**

**Facial Expressions:**

### TASK 1

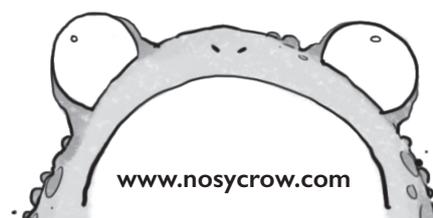
Pair-up with someone in your group and read your character profiles from last lesson. Try to use body language and voice to make your characters come to life!

Listen to your partner's profile. As you listen, think of a list of questions that you would want to ask your partner in an interview. Write your list of questions here:

- 1.
- 2.
- 3.
- 4.
- 5.

### TASK 2

In pairs, conduct an interview between the two characters. Remember to stay in role. Share your interviews with the class or, better still, ask your teachers to film them and share them with us on Twitter at @NosyCrowBooks!



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## FURTHER ACTIVITIES CROSS CURRICULAR IDEAS

For even more cross-curricular activities when teaching *You Can't Make Me Go To Witch School*, here are some ideas from author, Em Lynas – who used to be a Primary School Teacher herself!

### POETRY

Transformation spells: children take two images at random and think of spells to change from one to the other.

### MATHS

- Spider maths
- Maths puzzles based on the Toadspit Terrors
- Hat maths
- Triangular numbers
- Angles

### GEOGRAPHY

Create a map of the Toadspit garden: children can research different types of terrain including: Rockeries, Ponds, Zen Gardens, Jungles, Waterfalls, Caves, Follies, Mazes

### DESIGN & TECHNOLOGY

Create a board game based on a map of the Toadspit garden. For example, 'Along the Red Brick Path' – with penalties (go back three spaces if you land on the scarabites) or rewards (go forward three spaces if you land on Shalini's hat).

### NATURAL SCIENCE

Imagine the creatures and plants that live in the Toadspit garden. Devise an eco-system for these plants and beasties.

### ART

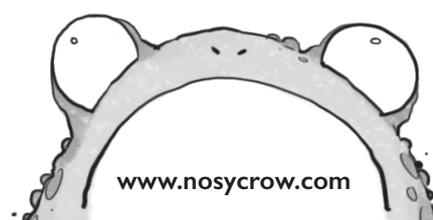
Portraiture: research portraits displaying or not displaying emotion.

Display: 'A Look From The Book of...' – children paint a range of emotions using emoticons for ideas.

The witches see atoms and manipulate them to transform objects: children can investigate the technique of pointillism to create images.

### CRAFT

Make witch's hat book corners



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