

## CHAPTER ELEVEN – READING RESOURCES

Reading Skill	Activity
<b>Retrieval</b>	<p>What was it that woke Poppy up? Find and copy the simile used to describe it. (p71) <i>She was woken by a beautiful sound like a symphony of glass bells in the air.</i></p> <p>What time was it when Poppy woke up? (p71) <i>It was one o'clock in the morning.</i></p> <p>Which of the fairies spoke to Poppy first? (p71) <i>Sophie</i></p> <p>What had Poppy spotted when she went back into the treehouse for a drink of water? (p72) <i>She spotted headlights by Farmer Johnson's barn.</i></p> <p>Which fairies did Poppy send to Mr Johnson's barn and what did she ask them to do? (p74) <i>Elvina, Deri and Emma were sent to the barn to see how many people there were and to check to see if Mr Featherbottom was ok.</i></p> <p>What did Poppy ask Oona, Sophie, Belle and the rest of the fairies to do? (p74) <i>She asked them to go and let the air out of the tyres on the cars and vans.</i></p> <p>When the fairies returned, how many people did they say were in the barn? (p75) Accept <i>18/19/20/21 (depending on which fairy counted them and whether they counted Mr Featherbottom.</i></p> <p>What was Lord Ted's part in the plan to stop the robbers? (p75) <i>He had to trip up one of the robbers while Poppy ran off.</i></p>
<b>Inference</b>	<p>Poppy wants to go and investigate what is happening at the barn, Lord Ted doesn't think it's a good idea. What do you think? Create a list of reasons why you should go and investigate and reasons why you shouldn't.</p> <p>Imagine you are Poppy. How would you stop the robbers? Work with a group of 3/4 and come up with your own plan (with or without the fairies) to stop the robbers.</p>



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<b>Vocabulary</b>	<p>Each of the words below are used in chapter 11. Put them into alphabetical order, then choose 4 of them and find out what they mean. Challenge; use them in a sentence of your own. (See resources below for a table of the words to cut out for sorting into alphabetical order.</p> <p style="text-align: center;">                     Intoxicating (p71)      Loot (p74)                      Harmonies (p71)      Commotion (p75)                      Enchanting (p72)      Mayhem (p76)                      Formulating (p72)      Anticipated (p76)                      Readying (p73)      Pursuit (p76)                      Illuminating (p73)      Sprawling (p76)                      Menacing (p74)                 </p>
<b>Summary</b>	<p>What was Poppy's plan to stop the robbers, inform the police and save Mr Featherbottom? Rewrite the main points of the plan either using bullet points or in a paragraph. Remember to write in chronological order – otherwise the plan won't work.</p>
<b>Prediction</b>	<p>Who do you think the characters in Mr Johnsons barn are? Who is the 'him' that they are referring too? (p73) <i>Some of the men from the Tower of London robbery, the 'him' is the hostage Mr Featherbottom</i></p>
<b>Author</b>	<p>On page 75, the author compares Poppy to a bullet from a gun. Why has the author chosen this simile? Can you think of any other similes that create the same impression?</p>
<b>Commentary</b>	<p>The chapter ends with Poppy shouting 'Grandpa'. Retell the events of the night, in a way that Poppy might tell her grandparents.</p>



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Cut out the words for sorting into alphabetical order...

<b>Intoxicating</b>	<b>Commotion</b>
<b>Harmonies</b>	<b>Mayhem</b>
<b>Enchanting</b>	<b>Anticipated</b>
<b>Formulating</b>	<b>Pursuit</b>
<b>Readying</b>	<b>Sprawling</b>
<b>Illuminating</b>	<b>Loot</b>
<b>Menacing</b>	



## CHAPTER ELEVEN – OTHER CURRICULUM AREA ACTIVITIES

Activity	Curriculum Area
<p>What different musical instruments can you make yourself? Poppy talks about the ‘gold strands of a harp’ on page 71, could you make your own harp. Design your own version of a musical instrument and make it. Write out a set of instructions to show how someone else could do it too. Consider who the audience for you instructions is going to be and think carefully about using appropriate features and vocabulary.</p>	<p>Music DT English</p>
<p>Think about the instruments that the fairies were playing. What sort of instruments are they and which family of instruments within an orchestra would they fit into?</p>	<p>Music</p>
<p>Split the class into two groups. Create an argument for either going to see what is going on at Farmer Johnson’s Barn, or not going to see what is going on at the barn. Present your arguments to the class.</p>	<p>English</p>
<p>Research how binoculars work and make your own. (see instructions on the next page)</p>	<p>Science</p>

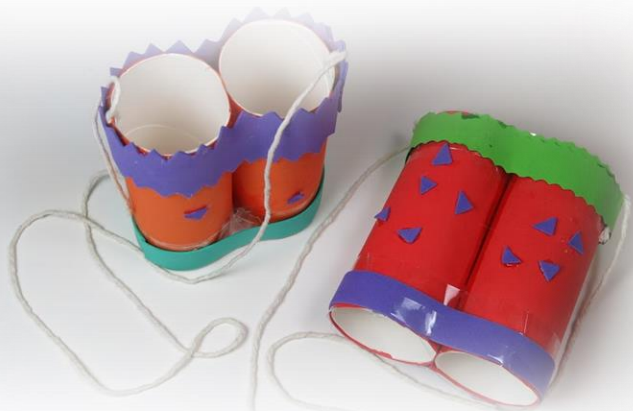
FOR MORE ACTIVITIES PLEASE VISIT  
[WWW.POPPYANDLORDTED.COM](http://WWW.POPPYANDLORDTED.COM)



## CHAPTER ELEVEN – LET’S MAKE POPPY’S BINOCULARS

### What you will need...

- Toilet roll tubes x2 (or a kitchen roll tube cut in half)
- String
- Paper
- Scissors
- Glue
- Elastic band
- Hole punch or pen
- Colouring crayons, pencils or pens (optional)



### How to make your binoculars...

1. Cut two strips of paper, each the width of a toilet roll tube, and glue one strip around each tube.
2. Using a pen or a hole punch, make a hole in the side of each tube about a third of the way down.
3. Apply glue down the side of one of the tubes, on the opposite side to the hole, and stick this to the other tube, so that both holes are facing out.
4. Insert string into one of the holes from the outside of the tube. Bring it through the tube and tie a chunky knot. Repeat this on the other side to form the strap.
5. Place an elastic band around both tubes to hold them together while the glue sets.
6. Once the glue is dry, remove the elastic band and decorate your binoculars if you wish.

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