

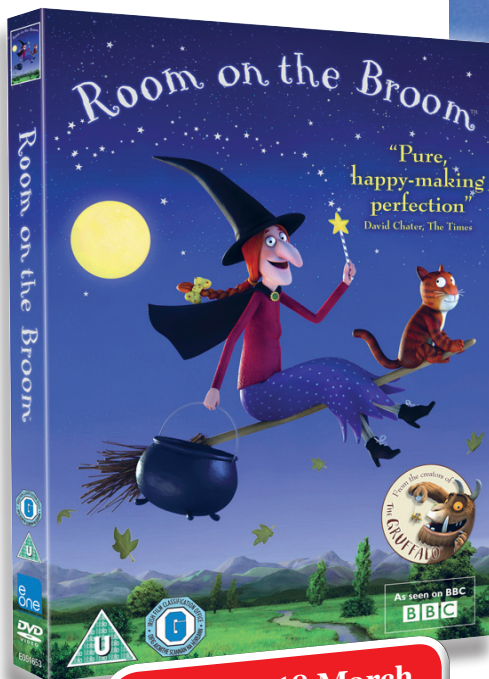
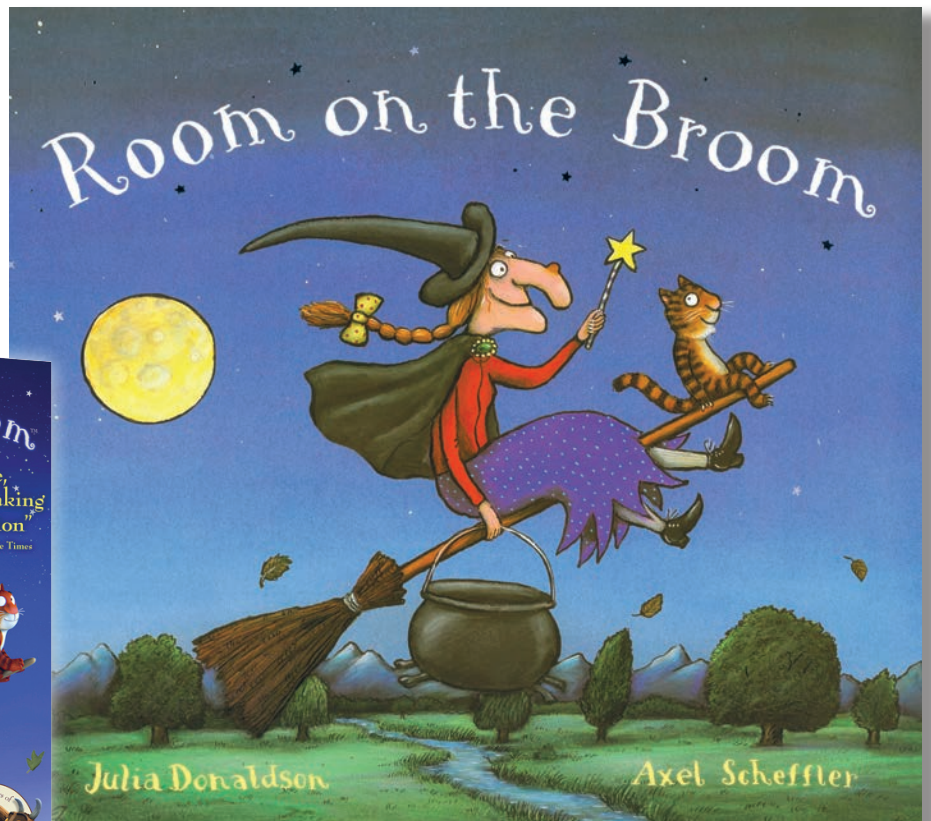
 SCHOLASTIC

# READ & RESPOND

ACTIVITIES BASED ON

# Room on the Broom

by Julia Donaldson and Axel Scheffler



On DVD 18 March

Ages  
5-7

## About the story

*Room on the Broom* tells the story of a friendly witch and her faithful cat who enjoy flying around, watching the world go by – that is until the day that the wind blows the witch’s hat right off her head. Luckily a keen dog bounds from the bushes with the hat in his mouth and asks to ride on the broom and...whoosh!, off they fly. But it is not long before the witch loses her bow and then her wand. Again, the witch is in luck as a green bird and a clean frog retrieve them. To show how grateful she is, the witch makes room on her broom for them all.



Then calamity strikes as the broom snaps, the passengers tumble downwards into a bog and a fiery dragon licks his lips at the thought of WITCH AND CHIPS! Bravely, the witch’s new friends disguise themselves as a horrible beast to scare away the cowardly dragon and rescue the witch. The wonderful climax to the story sees A TRULY MAGNIFICENT BROOM rise from the witch’s cauldron, cleverly accessorised with something for everyone.



## About the DVD

Based on the bestselling book by Julia Donaldson and Axel Scheffler, this magical adventure about friendship and family is narrated by Simon Pegg and features Gillian Anderson as the witch, Rob Brydon as the cat and Timonhy Spall as the dragon to name just a few. It was enjoyed by an audience of 7.6 million viewers for its Christmas premier on BBC1.

The animated film version will help to bring this story to life. It will inspire children’s imaginations to soar as they fly with the witch and her friends, share her encounter with a fearsome dragon and learn more about the characters. It will help to develop children’s ability to appreciate and experiment with the effects of rich patterned language, rollicking rhyme and satisfying

repetition. It will also raise children’s awareness of the importance of true friendship as they consider how the characters clearly support one another.

## About the author

Julia Donaldson was born on 16 September 1948 and brought up in a musical household. Julia attended the University of Bristol and during her university years she went busking around Europe. The busking, supported by her wonderful rhyme and language skills, led to a career in singing and songwriting, mainly for BBC children’s television. Of all of Julia’s characters, perhaps the most popular is *The Gruffalo*, whose inspiration has roots in Chinese folklore.

Julia was appointed the seventh Children’s Laureate for 2011–2013. During this time she has toured the UK supporting local libraries and extended children’s involvement in drama and music, using her natural skills and ability to inhabit their imaginative worlds.

## About the illustrator

Axel Scheffler has collaborated on picture books with Julia Donaldson since the publication of *A Squash and a Squeeze*, but he is also the best-selling illustrator of books such as *The Bedtime Bear* and *The Tickle Book*. His distinctive characters and humorous details bounce from every page and perfectly enhance Julia Donaldson’s unique and wonderful verse. The character he is most known for in his partnership with Julia is probably *The Gruffalo*. Other popular characters include *Tiddler*, *Stick Man* and *Tabby McTat*.

### Facts and figures

Published in 2001.

Adapted into a children’s puppet show at the Edinburgh Festival in 2009, the show then moved to the West End in January 2010 and is now touring the UK.

Animated version first aired Christmas 2012 and now available on DVD.



## What happens next?

**Objective:** To understand what has been read and retell a story.

**What you need:** Copies of the *Room on the Broom* book or DVD, interactive activity 'What happens next?' and photocopiable page 'What happens next?'.

### What to do

- Watch the DVD of the story or share the book.
- Display screen 1 of the interactive activity and watch the video clip together as a class. Invite the children to discuss the information it conveys about the story and characters. Ask: *How soon are we introduced to the main character? (Immediately.) Who is the other character we meet? What does this tell us about the story?*
- Watch again and focus on the rhyming words. Introduce to the class the notion that the text resembles a poem because of the regular rhyming words. Click 'Rhymes' to display these words (or make a note on screen of these words using the

toolbar) and, together, examine the spelling of the rhyming words and highlight phonemes that have different graphemes in *hat* and *plait*.

- Look at the pictures on screen 2 and discuss each of the different characters. Work together as a class to sequence them in the right order.
- Then go to screen 3 to sequence the end of the story. Discuss the ending and ask the children to consider how the cat's character changes, click on the question panel to reveal question prompts.
- Ask the children to work in groups to cut out and sequence the images on the photocopiable page and to write sentences about each of them.

### Differentiation

**For older/more confident learners:** Ask the children to extend the sentences, adding further details that they remember about the story, without referring to the text.

**For younger/less confident learners:** Ask the children to only write sentences for four key events of the plot.

## The witch and the dragon

**Objective:** To give some reasons why things happen or characters change.

**What you need:** Copies of the *Room on the Broom* book or DVD, 'The witch and the dragon' interactive activity and photocopiable page.

### What to do

- With the class, discuss the role of good and bad characters in fairy tales. Explore common 'witch' features (such as a hat and cloak) and unusual features (such as a friendly smile and kind words). Establish that this witch is not a typical one.
- Watch the videos on screen 1 of the interactive activity. Discuss and note words that describe the characters using the tools.
- Move to screen 2 and discuss how the dragon changes from fierce to frightened in the story. Complete the sentence starters; each option could be an appropriate answer so discuss the choices with the children. Encourage the class to decide whether this dragon is typical.

● Put the class into groups and provide the photocopiable page for them to discuss and complete. Explain that the notes they make will help them to explore the characters.

- Next, invite pairs into the hot-seat to use their notes to adopt the roles of the witch or dragon, while other group members ask questions about the character's feelings during their eventful encounter.
- Move on to screen 3. Reveal the clues one at a time while discussing the hidden characters. Discuss how and why the characters reacted as they did linking to their character traits.

### Differentiation

**For older/more confident learners:** Invite the children to conduct question and answer sessions to establish why things happened.

**For younger/less confident learners:** Allow the children to draw pictures of the witch and dragon and concentrate on completing the first two sections of the photocopiable sheet.

## Assessment advice

On-going formative assessments of individual achievements and progress in literacy are an essential component of the planning and assessment cycle. They enable teachers to make detailed judgements regarding a child's progress towards specific learning targets, and provide supportive evidence when ensuring that future learning activities are planned at an appropriate level. Assessment outcomes are invaluable in determining new individual targets. Reports and assessments should be based on clear evidence arising from observations and examples of actual work completed.

Formative assessments build up gradually and should be created from a variety of sources, such as observations, contributions to classroom discussions, peer group interaction and analysis of children's practical work. The importance of peer- and self-assessment should not be

underestimated. The activities in this book are designed to be assessed using a combination of these methods.

Each activity has a clear assessable learning objective which represents what a child should know, or be able to do, by the end of that activity. Informing children of these objectives before an activity begins is essential in order to help them to recognise their involvement and take ownership of their own learning. At the end of each activity there should be time for reflection, when children can revisit the learning objective and discuss whether or not they think they have achieved it. This helps them to recognise the relevance of assessment in planning the next steps in learning.

You can use the assessment activity below as part of a record of individual progress.

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## Room on the Broom

**Objective:** To assess children's understanding of the story.

**What you need:** Copies of *Room on the Broom* book or DVD, interactive activity 'Room on the Broom quiz' and photocopiable 'Room on the Broom – the sequel'.

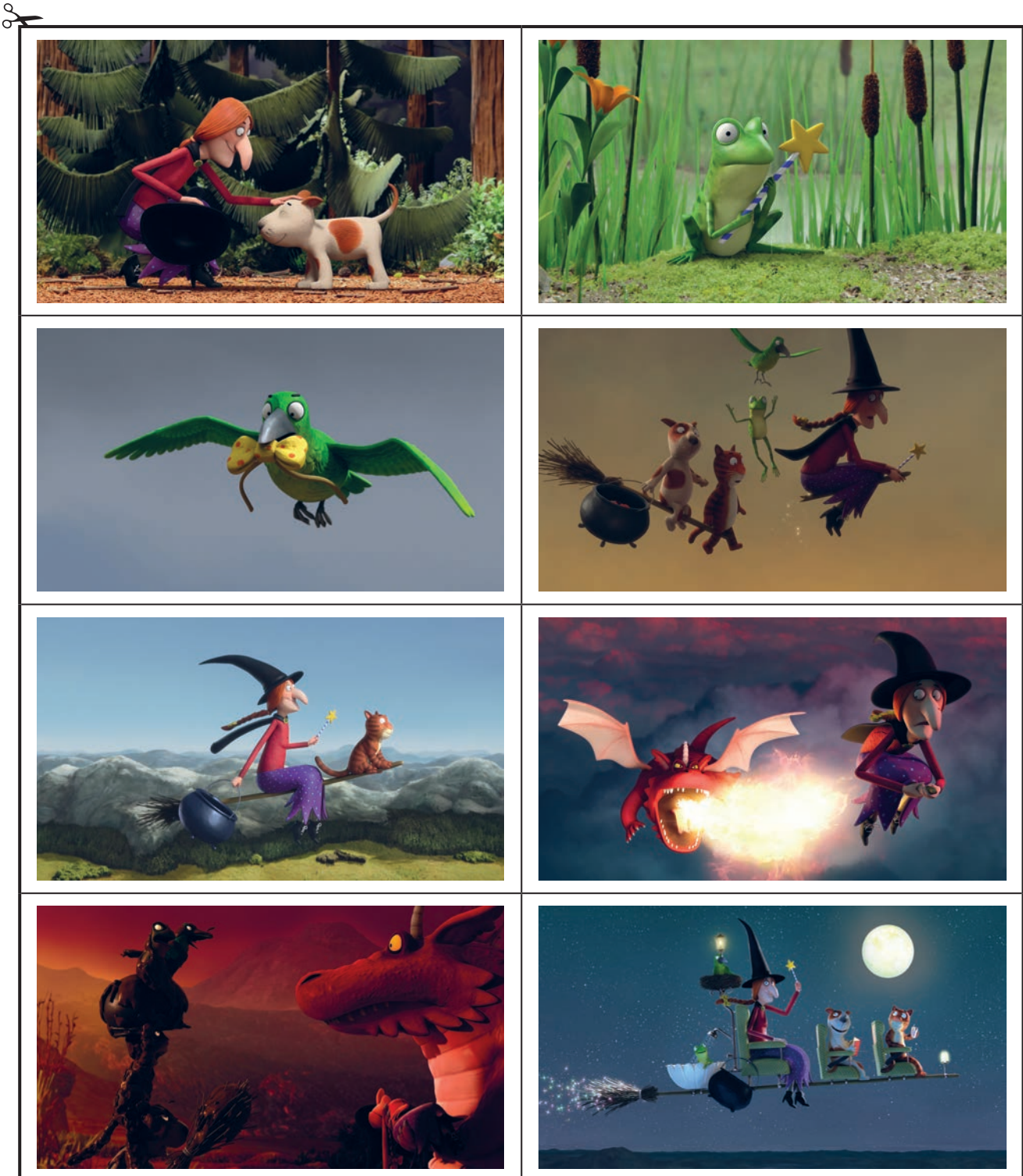
### What to do

- Watch the DVD (or read the book) of *Room on the Broom* with the class and discuss the consequences of the witch's chaotic journey on her broomstick as she loses items along the way. Talk about the outcome of events and the ultimate resolution.

- Ask children to share favourite moments of the story and explain why they liked those parts.
- Ask the children, individually or in pairs, to complete the interactive activity 'Room on the Broom quiz'. They should work through the activity screen-by-screen and complete each question. Remind them of the work done previously about the story. Once the interactive activity is complete, review it with the children.
- Ask the children to think about the end of the story. What do they think that the characters do next? Ask them to plan a story on the photocopiable page 'Room on the Broom – the sequel'. They should use the knowledge they have developed of the story and characters.



## What happens next?

- Cut out the boxes below. Stick them in the order they happen in the story and write a sentence about each of them.



## The witch and the dragon

- Complete the table below, making notes about the witch and the dragon. Use these notes when you take the hot-seat.

Question	Witch 	Dragon 
Circle the words that describe the character.	wicked      friendly cruel      kind scary      funny	fierce      friendly scary      kind cowardly      brave
Write words to describe the character's appearance.		
Write some words the character might use/ say.		



## Room on the Broom – the sequel

- Plan a sequel to *Room on the Broom*.



**Title:**

**Setting:**

**Main character:**

**Other characters:**

**Beginning** (How will the story start?)

**Middle** (What two events will happen?)

1

2

**End** (What will be the outcome?)

# Room on the Broom

Released on DVD on 18 March 2013



From the creators of *The Gruffalo*, the hugely enjoyable tale of *Room on the Broom* whooshes onto DVD on 18 March 2013 from Entertainment One – just in time for Easter!

Staying true to the book which has sold over 2.5 million copies since 2001, *Room on the Broom* is an enchanting modern classic to be enjoyed time and time again.

The DVD also features bonus material including a ‘making of’ documentary, a live performance by Julia Donaldson and an artwork gallery.

“Pure, happy-making perfection” – *The Times*

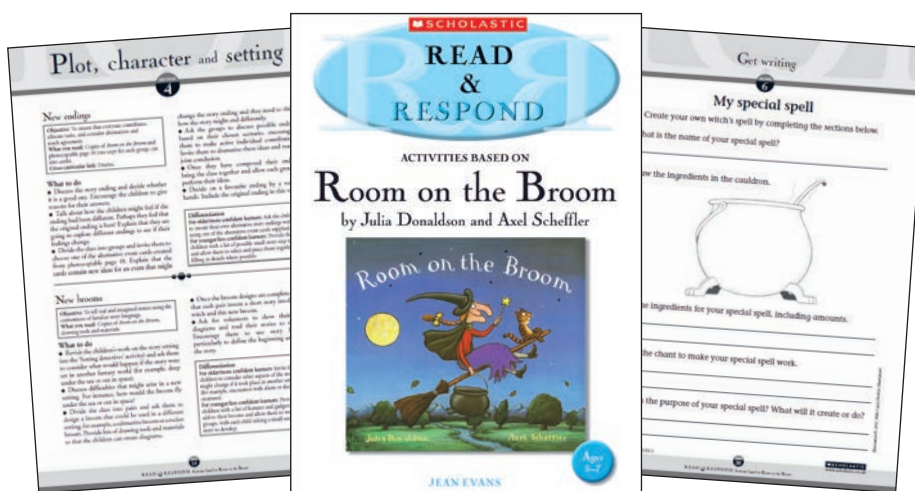
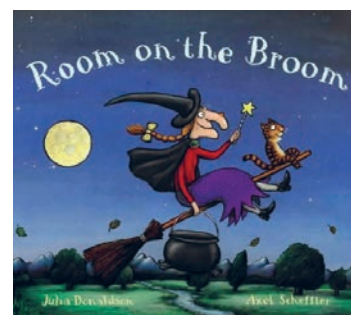
Buy *Room on the Broom* from [Amazon](http://Amazon.com).



## Read & Respond: Room on the Broom

### Bring *Room on the Broom* to life

*Read & Respond* provides you with everything you need to share Julia Donaldson’s *Room on the Broom* with your class. Inside you will find differentiation advice and assessment guidance, plot, character and setting activities, speaking and listening activities, guided reading notes and texts for shared reading, extended writing projects and an author biography.



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