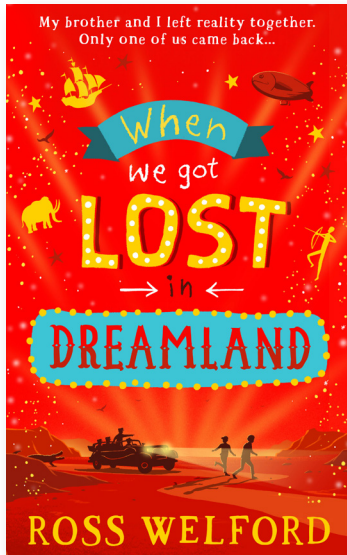


UKS2– Creative topic & comprehension pack

When We Got Lost In Dreamland

by Ross Welford



When 11-year-old Malky and his younger brother Seb become the owners of a “Dreaminator”, they are thrust into worlds beyond their wildest imagination. From tree-top flights and Spanish galleons, to thrilling battles and sporting greatness – it seems like nothing is out of reach when you can share a dream with someone else. But... impossible dreams come with incredible risks, and when Seb won’t wake up and is taken to hospital in a coma, Malky is forced to leave reality behind and undertake a final, terrifying journey to the stone age to wake his brother.

When We Got Lost In Dreamland is the exciting new novel from Ross Welford. This resource includes a creative topic map with engaging ideas for using the book as the focus for work across the curriculum, and a set of comprehension questions.

The topic map is designed to be printed out A3 so there’s room for extra notes during a planning session.

The comprehension sheets use an extract (chapter 11, pp 52–54, and chapter 12, pp 55–56) from the book. The questions are divided into different domains focusing on vocabulary, retrieval, inference, prediction and identifying how language, structure and presentation contribute to meaning.

1. Discuss and reflect

Kenneth McKinley, the eccentric idealist behind the Dreaminator, talks about *"a new future... in which we use the infinite power of our subconscious to release us from poverty, from sickness, from weakness and from hatred."*

What kind of future do you dream about? Could you make it happen? How?

In this book, we see everything through Malky's eyes. Is he a reliable narrator? How would Susan describe these events? Or Kez? Can anybody tell us the whole story?

Let It Be by the Beatles is mentioned several times in this story. Where does the song feature, and in what circumstances? Listen to *Let It Be* and have a go at singing it yourselves. How do the lyrics relate to the events and ideas in this book?

What do Susan and her Mola tell us about Buddhism and Tibet? What else can you discover? Create a display for your classroom, or present what you've learned at an assembly.

"Just don't start being all judgy with me when I tell you what I've done..."
What does Malky do that other people think is wrong? What does he do that he knows is wrong? Why do you think Malky does these things? Could he have behaved differently?

"Bigger, more mysterious and scarier than anywhere on Earth..."

Draw a sketch map of Dreamland, showing the locations and events Malky describes. Add explanatory notes, then use your map to direct someone who is trying to find you in your dream.

5. Across the curriculum

Write about an amazing new gadget you've just invented. What does it do, and how does it work? Why should people use it? How will it change the world? Use Kenneth McKinley's Dreaminator brochure to help you.

What happens when Malky and Seb get their hands on your invention? Write a newspaper report about the consequences!

"This is definitely someone who is used to putting on an act..."
Create a stage persona for yourself, like Kenneth 'The Mystic o' The Highlands' McKinley. Introduce yourself in role and describe the wonderful act you used to perform. Imagine your class is putting on a variety show. Can you write a description of your act for the programme? Don't forget to give it a memorable name!

List the locations, characters and objects that Malky encounters in his dreams. What have you experienced in your dreams? What can you invent?

Come up with as many 'dream elements' as you can – green clouds, a toffee castle, talking daffodils – and write each idea on a card. Place the cards in a hat and give everyone three dips. Write a dream story using all your cards.

4. Writing challenges

3. Create and share

"The whole effect is like being in a magical, multicoloured antique shop..."

Read Malky's account of visiting Kenneth McKinley's sitting room. Using silky fabrics, pendants, wind chimes and imaginative ideas like Kenneth's mass of blue butterflies, create a special place of your own for reading, listening to stories or dreaming up new ideas.

Find out about Surrealism. Choose your favourite artworks, then draw or paint a dream inspired by what you've discovered and observed.

Design and construct a Dreaminator, using the descriptions in the text to guide you. Decorate it with feathers, old jewellery, shells – anything that is visually appealing and safe to use – and hang it in a shared space. Can you write and illustrate instructions on 'How to make a Dreaminator' for another class?

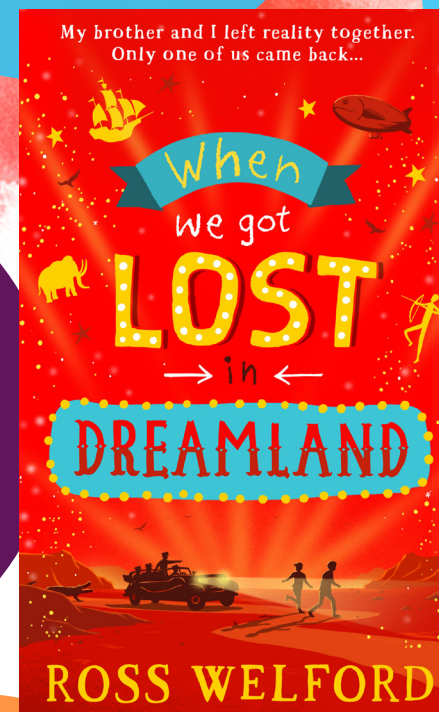
2. Investigate and explore

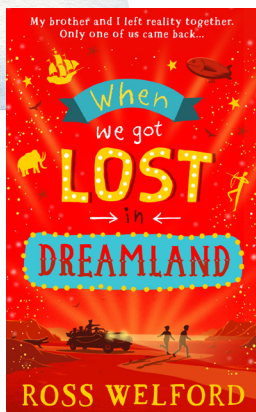
Dreaminators are shaped like pyramids. How many edges, vertices and faces do square pyramids have? How do they differ from triangular pyramids? Use a range of materials to construct pyramids of different dimensions and compare your 3D solids with their corresponding nets. Can you find a way of measuring their volumes?

Kenneth McKinley's leaflet mentions dream philosophies and traditions from other cultures. What can you discover about these beliefs and practices?

Where do dreams come from, and what do they mean? What do children in your school think? Is one type of dream more common than another? How could you find out?

Malky and Susan visit Kenneth McKinley with COMMS, a community volunteering group set up by their school. Could your class connect with lonely older people by visiting or writing letters?

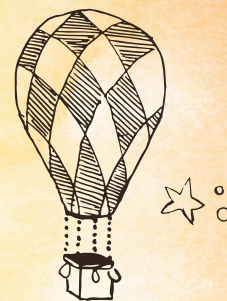




When We Got Lost in Dreamland, by Ross Welford

pages 52 – 56

CHAPTER 11



The instructions say to position the Dreaminator above your head while you sleep, and, minutes later, we have found four triple-A batteries in the kitchen drawer and put two in each unit. Then, by balancing the little bedside cabinet on each of our beds in turn, I have fixed the screws into the ceiling, and hung the contraptions over our beds with the little on-off switch hanging down within reach of my hand. I read out the last bit.

How to dream the Dreaminator way!

1. Go to sleep as normal, at your normal time, with the Dreaminator™ turned on.
2. During a dream, you may become aware that you are dreaming. To test this, simply ask someone else in the dream, 'Am I dreaming?' They will almost always answer with the truth.
3. Another dream test is to look at a clock or to read. Numbers on clocks and printed words are usually jumbled or indistinct during dreams.
4. Finally, try to float! Even the laws of gravity are under your control!
5. To wake up (for example, if you do not like the dream and no longer wish to control it) simply say to yourself,

‘Wake up!’ If this does not work, try holding your breath for a few seconds and then expelling it forcefully.

6. If you do not wake yourself up deliberately, your dream will end naturally as your sleep cycle finishes and you will wake up as normal.

Remember – perfect results may not be achieved straight away.

Happy dreaming!

I put down the sheet of instructions and puff out my cheeks. ‘Well,’ I say to Seb, who is gazing up at the Dreaminators hanging from the ceiling. ‘What do you make of that?’

‘What does he make of what?’ says Mam, standing in the doorway.

CHAPTER 12

We were so absorbed that we didn’t hear her come upstairs. She sees the new additions to the room, hanging from the ceiling, straight away. ‘What the heck are they?’

If I was going to come up with some explanation that wasn’t the whole truth, then I’m too late, because Seb answers immediately.

‘They’re called Dreaminators. They... give you better dreams.’

Mam rolls her eyes and goes, ‘Pfft!’, the way she does when one of us says something so unbelievable that she can’t even be bothered to argue. ‘Where on earth did you get them?’



‘Malky found them!’

Mam narrows her eyes. She’s suspicious. Seb continues.

‘At the Lifeboat Nearly New Sale. This afternoon. Hassan’s mam was running a stall. A pound for them both. Weren’t they, Malky? What do you reckon?’

He’s such a convincing liar, I’m almost envious. But here’s the thing: I owe him now, and he knows it.

Mam shakes her head and smiles. She picks up the sheet of instructions from the bed and glances over it, far too quickly to read it properly, and I know I’ve got her. ‘They look ridiculous. Do they play nursery rhymes?’

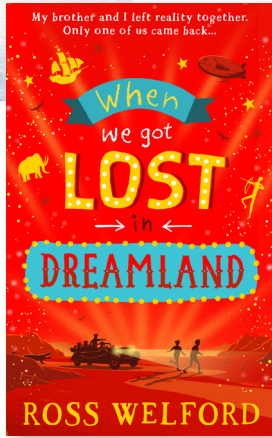
Seb is defensive. ‘No! They allow you to control your dreams.’

‘Oh aye? You did that with Cuthbert the crocodile when you were little, Malky. Do you remember?’ I bristle. I haven’t been troubled by crocodile dreams for ages. Mam is properly chuckling now. ‘Good luck with that, boys. If it works, let me know – I’ve got a couple of dreams myself that I wouldn’t mind coming true!’

I smile back at her little joke. I like making Mam laugh. She doesn’t do it often and when I asked her why, about a year ago, she got really sad so I never mentioned it again.

She’s being normal Mam again soon enough. ‘Now, Sebastian, have you finished your holiday project? Well, why not, Seb? It’s only stickers. And, Malky, when did you last wash your hair? It’s like a ferret’s nest. Don’t forget – tonight, please. First day of term tomorrow.’





Reading comprehension

When We Got Lost In Dreamland,
by Ross Welford

Read the extract from *When We Got Lost in Dreamland* and then answer the following questions.



Vocabulary

1. 'If this does not work, try holding your breath for a few seconds and then **expelling** it forcefully'

What does the word **expelling** mean here?

2. 'If you do not wake yourself up **deliberately**...'

What does the word **deliberately** mean?

3. 'I'm almost **envious**...'

What does the word **envious** mean?

Retrieval

1. Where were the batteries found?

2. How can you test whether or not you are dreaming?
Give one answer.

3. List the three ways that the dream may be ended.

1.

2.

3.

4. Where did Seb say the Dreaminators were found?

5. What troubled Malky when he was little?

Inference

1. Malky made sure the on / off switch was within reach of his hand. Why?



2. Why might the person not like the dream they are having and want to stop it?

3. Their mum overheard Malky and Seb talking about the Dreaminator. Do you think they wanted her to hear their conversation? Why not?

4. 'What the heck are they?' Mam said this when she saw the Dreaminators. What does this tell us about what she thinks when she first sees them?

5. '...Do they play nursery rhymes?' Mam asks this question about the Dreaminators. Why might she think they play nursery rhymes?

6. 'Remember – perfect results may not be achieved straight away.' What do you think this means?

Exploring the author's choice of language, structure and presentation

1. Why do you think the author chose to call the object a 'Dreaminator'?

2. The author has chosen to use a different font for the section 'How to dream the Dreaminator way!'. Why do you think he has done this?

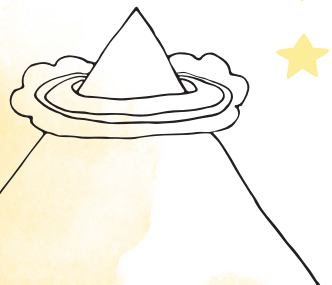


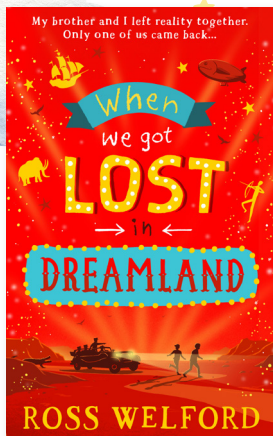


3. 'What does he make of what?' says Mam, standing in the doorway.' Why do you think the author chose to finish chapter 11 at this point?



4. 'She's being normal Mam again soon enough.' What do you think the author means by this?

[illegible]



Reading comprehension

When We Got Lost In Dreamland, by Ross Welford

Read the extract from *When We Got Lost in Dreamland* and then answer the following questions.



Vocabulary

1. 'If this does not work, try holding your breath for a few seconds and then **expelling** it forcefully'

What does the word **expelling** mean here?

To push the air out of your mouth.

2. 'If you do not wake yourself up **deliberately**...'

What does the word **deliberately** mean?

To do something on purpose.

3. 'I'm almost **envious**...'

What does the word **envious** mean?

Wanting to have what someone else has.

Retrieval

1. Where were the batteries found?

In the kitchen drawer.

2. How can you test whether or not you are dreaming? Give one answer.

You can ask someone "Am I dreaming?" because they will give you an honest answer / tell you the truth.

OR

Look at a clock or book, because letters and numbers are usually jumbled in dreams.

3. List the three ways that the dream may be ended.

Say 'wake up'.

Hold your breath (and then expel it / breathe out forcefully).

Naturally when you wake up.

4. Where did Seb say the Dreaminators were found?

The Lifeboat Nearly New Sale.

5. What troubled Malky when he was little?

A crocodile (called Cuthbert).

Inference

1. Malky made sure the on / off switch was within reach of his hand. Why?

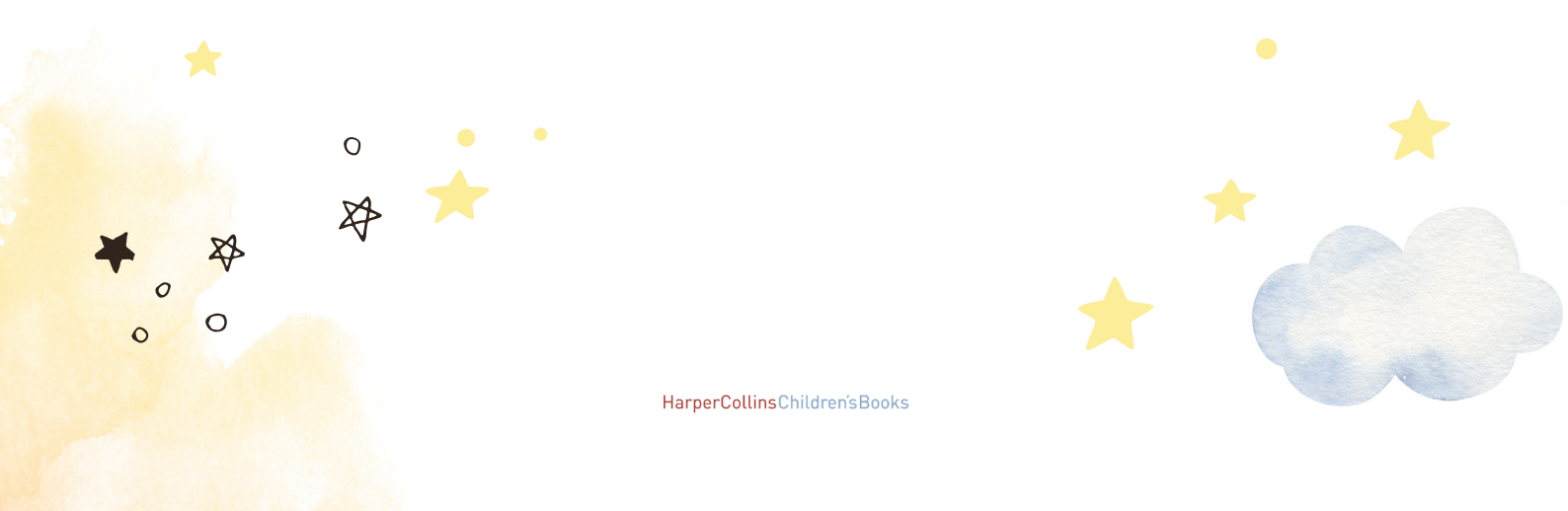
So they could turn the Dreaminators on and off easily whilst lying in bed.

2. Why might the person not like the dream they are having and want to stop it?

They might have a nightmare or the dream may take place somewhere that they do not like or want to be.

3. Their mum overheard Malky and Seb talking about the Dreaminator. Do you think they wanted her to hear their conversation? Why not?

No, I don't think they wanted Mam to know as they want to keep it a secret in case she thinks it is a silly or dangerous idea.





4. 'What the heck are they?' Mam said this when she saw the Dreaminators. What does this tell us about what she thinks when she first sees them?

She is surprised and hasn't seen them before.

Mam is shocked to see things attached to the ceiling and doesn't know how they got up there.

Mam thinks that the Dreaminators look strange and wants to know what they are.

5. '...Do they play nursery rhymes?' Mam asks this question about the Dreaminators. Why might she think they play nursery rhymes?

When Seb says they give you better dreams, Mam might think they are like mobiles (or similar) that young children have to help them get to sleep.

6. 'Remember – perfect results may not be achieved straight away.' What do you think this means?

The Dreaminator might not work properly the first (few) times, or something might go wrong when it is first used.

Exploring the author's choice of language, structure and presentation

1. Why do you think the author chose to call the object a 'Dreaminator'?

It shows that the object is involved with dreams and adding -inator to the end indicates that it is probably some sort of machine.

2. The author has chosen to use a different font for the section 'How to dream the Dreaminator way!'. Why do you think he has done this?

It shows that the text is something that Malky is reading, rather than him narrating the story. It also highlights that he is reading a set of instructions, as they are formatted using numbered bullet points.



3. 'What does he make of what?' says Mam, standing in the doorway.' Why do you think the author chose to finish chapter 11 at this point?

It adds some suspense / drama as it makes the reader want to know what Mam will think about the Dreaminator, as Malky and Seb did not realise that she was there and they might not have wanted her to know about them. It is a cliffhanger and will entice the reader to continue onto chapter 12.

4. 'She's being normal Mam again soon enough.' What do you think the author means by this?

This shows that Mam has stopped laughing about the Dreaminator and is back to reminding them about school work. Because it is described as 'normal' it shows that this is something that she has to do regularly and that Malky may not like it (he may think she is 'nagging' him).





Prediction

‘Remember – perfect results may not be achieved straight away.’ Do you think that Seb and Malky will successfully control their dreams? Explain what might happen when they explore Dreamland, using evidence from what you have read so far.



Answers should be plausible and refer to ideas in the extract. For example:

That ‘perfect results may not be achieved straight away’ so something may go wrong.

The crocodile that used to appear in Malky’s dreams when he was little may reappear.

They might dream about what makes Mam sad.

They might float, look at clocks or printed words, ask someone ‘Am I dreaming?’, say ‘wake up’ or hold their breath (all things suggested in the instructions).

