

# TOM FLETCHER

*Illustrated by* SHANE DEVRIES



# THE CREAKERS

Resource Pack for KS2 Teachers

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## THE AIM

This Resource Pack can be used with all children in KS2, recommended ages 7–11. Each lesson is based on *The Creakers* by Tom Fletcher and illustrated by Shane Devries. The activities included have a literacy and geography focus, looking in particular at the effects of waste disposal on our planet and how this theme is explored in the story; they can be taught as whole units or as individual activities to be dipped in and out of.

These notes include reading comprehension questions to support and elevate understanding of the text and to improve reading inference, retrieval and predictive skills, as well as suggestions for classroom activities to enjoy the book across different areas of the curriculum – from creating new, magical worlds made of waste, to carrying out research into the effects of waste disposal across the world, to creating campaign posters to advocate the importance of recycling!



# TOM FLETCHER THE CREAKERS

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## ABOUT THE BOOK

*What silently waits in the shadows at night?  
What's under your bed, keeping just out of sight?*

Do you ever hear strange, creaking noises at night?  
Ever wonder what makes those noises?

Lucy Dungston always did.

Until, one morning, Lucy discovers that all the grown-ups have disappeared – as if into thin air. Chaos descends as the children in Lucy's town run riot. It's mayhem. It's madness. To most kids, it's amazing!

But Lucy wants to find out the truth. Lucy lost her dad not long ago, and she's determined not to lose her mum too. She's going to get her back – and nothing is going to stop her . . .

**. . . except maybe the Creakers.**

The darkly magical new story about the monsters under the bed, from bestselling author of *The Christmasaurus*, Tom Fletcher.



## Did you know?

You can listen and learn with *The Creakers: The Musical Edition*, out now. It includes an exclusive CD with 10 brilliant brand new songs from Tom Fletcher. Flick to the end of these resources for the sheet music for “Different” – one of the songs included on the soundtrack!



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**THE CREAKERS**

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## OBJECTIVES AND OUTCOMES

### Lesson 1: Something Very Strange

#### KS2 Objectives:

- To identify the atmosphere and setting created by the author in the first paragraph of the book
- To personify an object from the story
- To use inference skills to make predictions about the story

**Outcomes:** A drawing of the opening scene of the book;  
a piece of drama/writing in which an object from the book is personified

### Lesson 2: The Glorious Rubbish

#### KS2 Objectives:

- To understand what we mean by 'waste' and 'waste disposal'
- To use clues from the text to inform research about waste and waste disposal
- To carry out research in groups and to record findings about waste disposal and the effects of waste on the planet

**Outcome:** A research sheet recording the different types of waste, the ways humans dispose of it and the effects on the planet

### Lesson 3: Worlds Made of Waste

#### KS2 Objectives:

- To identify different features of a setting in the book
- To identify the physical and man-made features of a Town or City
- To create a map with a geographical key using waste items

**Outcome:** A creative map of a new world made of waste, decorated, embellished or annotated with various waste items

### Lesson 4: Campaign Posters

#### KS2 Objectives:

- To understand what we mean by the term 'recycling' and why it is important
- To prioritise the success criteria for a successful campaign poster
- To create a persuasive and informative campaign poster using success criteria

**Outcome:** A persuasive and informative campaign poster advocating the need to recycle in order to protect the environment

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## LESSON ONE: SOMETHING VERY STRANGE

### Lead-in questions:

- What does the front cover of *The Creakers* make you think of? What might the story be about?
- What does the title '**The Creakers**' make you think about? Who might '**the Creakers**' be? Where might they live?

### Task 1:

Read the extract below from the Prologue of *The Creakers* and then answer the comprehension questions below:

**T**he sun disappeared behind the pointed silhouettes of Whiffington Town, like a hungry black dog swallowing a ball of flames.

A thick, eerie darkness fell like no other night Whiffington had ever known. The moon itself barely had enough courage to peek round the clouds, as though it new that tonight something strange was going to happen.

1. What kind of atmosphere does the author, Tom Fletcher, create in this extract?
2. How does the author use the weather (the technique of pathetic fallacy) to create this atmosphere?
3. What inanimate thing or object is personified in the extract? Why is this effective?
4. How do you get the sense that something out of the ordinary is going to happen?

### Task 2:

Using the extract above, draw the scene in the template provided on the next page. Remember to include the different elements mentioned in the extract, including colours and shapes. In fact, you don't just need to use coloured pencils for this task; why not get your hands sticky and use some different materials from around the classroom.

Don't forget to share your drawings of Whiffington with us on **Twitter** at **@PenguinSchools!**

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**THE CREAKERS**

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**MY DRAWING OF WHIFFINGTON TOWN**

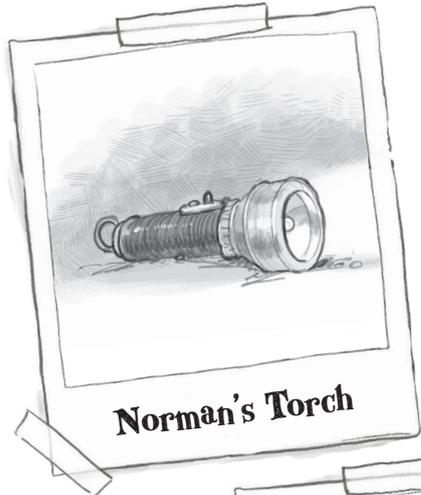


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## Task 3:

Now it's your turn to try to personify an inanimate object – to make it think, feel and act like a human. Choose one of the important objects from the story *The Creakers*, listed below. You can either act out how your object would speak and behave, or you can write it down!



## Reflection task:

Looking back on everything that you have completed in this lesson, what have you learned about *The Creakers* by Tom Fletcher? Complete the following sentences:

I think *The Creakers* might be about

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I predict that the story might include

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**THE CREAKERS**

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## LESSON TWO: THE GLORIOUS RUBBISH

### Lead-in questions:

- What do we mean by 'waste'?
- How do you dispose of waste in your own home or at school?

### Task 1:

Read the extract below from *The Creakers* and then answer the comprehension questions below:



'Them stupid human grown-ups be takin' all the stinkerful waste, and . . . and . . . '

Lucy noticed that Grunt was getting very agitated as he tried to spit out these words.

' . . . they WASTE it!' he spat.

'They waste what?'

'They waste all the WASTE!' all the Creakers barked in unison.

'All the glorious rubbish.'

'All the stuff you silly humans take once and then get rids of, they takes it and chucks it in the watery oceans,' said Grunt.

'They buries it under the ground!' added Guff.

'Or they burns it all up into smoky clouds. Hidin' it outta sight, outta brain, but, worst of all, outta reach of us – '

'Creakers!' said Scratch and Sniff together.

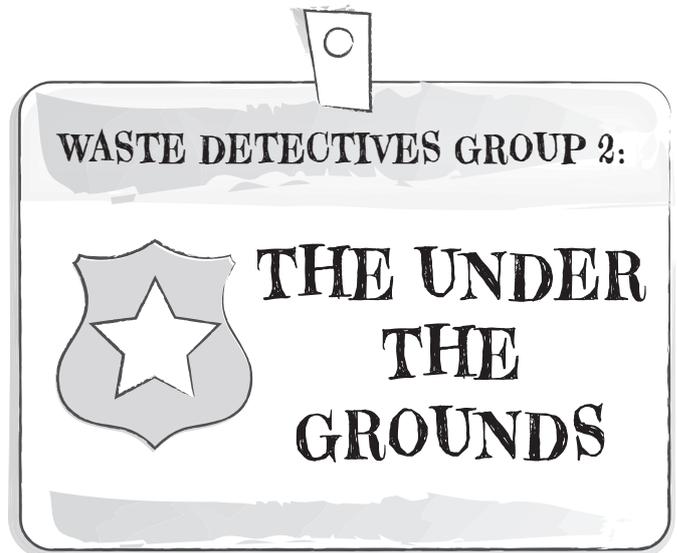
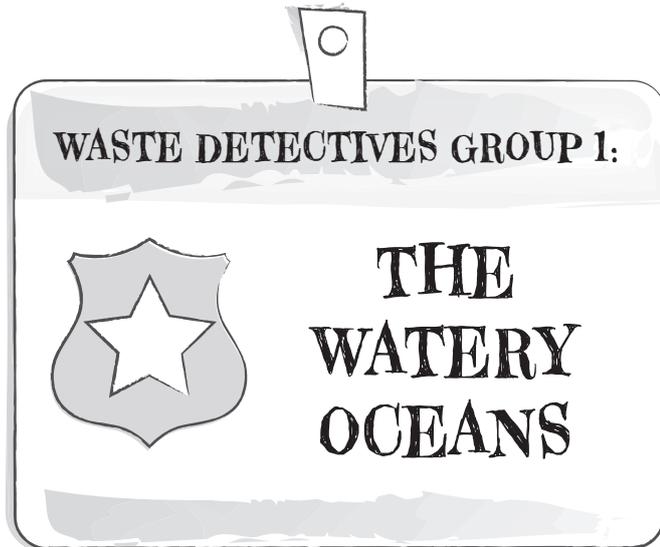
1. How many **Creakers** can you identify in this extract? What are their names?
2. How do the **Creakers** speak differently to Lucy? What does this say about them?
3. What do the **Creakers** think about how humans use waste? How do the **Creakers** feel about waste?
4. Which different ways to the **Creakers** list for how humans 'WASTE waste'?

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**Task 2:**

Now it's time to become **WASTE DETECTIVES**! First, split into groups of four or five. Each group will be given one of the following names by your teacher:



These are the three different places that the **Creakers** mention in the extract that you have read. They are some of the different ways in which humans dispose of their waste.

In your groups, you need to research the place that you have been assigned by your teacher before filling in your section of the Research Sheet on the next page.

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**WASTE DETECTIVES: RESEARCH SHEET**

<b>WHERE WASTE IS DUMPED</b>	<b>TYPES OF WASTE DUMPED</b>	<b>EFFECTS ON THE PLANET</b>
<b>THE SEA</b>		
<b>UNDERGROUND</b>		
<b>THE CLOUDS/ ATMOSPHERE</b>		

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## Task 3:

When you have done some research into your allocated place – including which types of waste are dumped there, and the effect of this on the planet – present your ideas back to class. Alternatively, as a group, you can walk around the classroom together, visiting all the different groups and filling in as much information in your Research Sheet as you can.

When you've finished, share with the class the most interesting thing that you've found out about waste, how humans dispose of their waste, and what effects it has on the planet.

## Reflection question:

Do you think the **Creakers** are right to be angry or upset about how humans treat their waste? Why?

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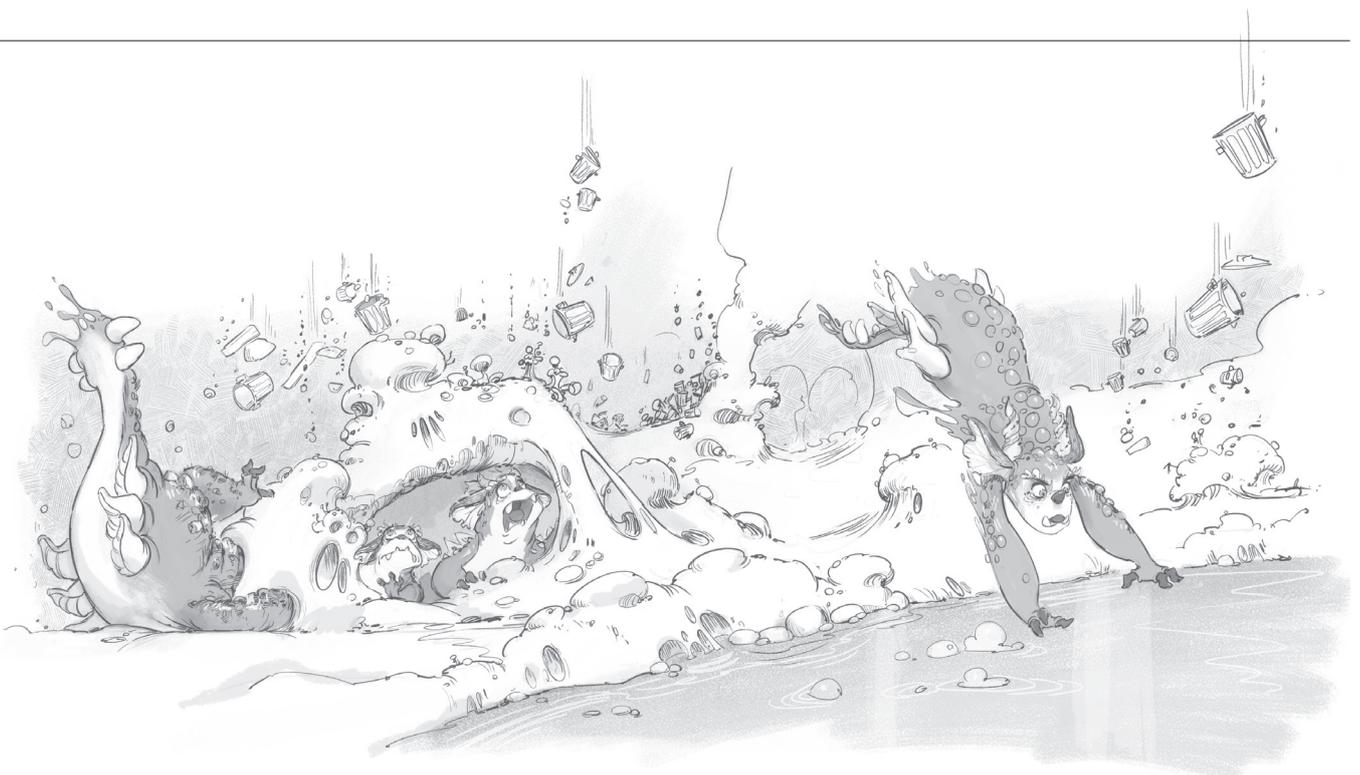
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**THE CREAKERS**

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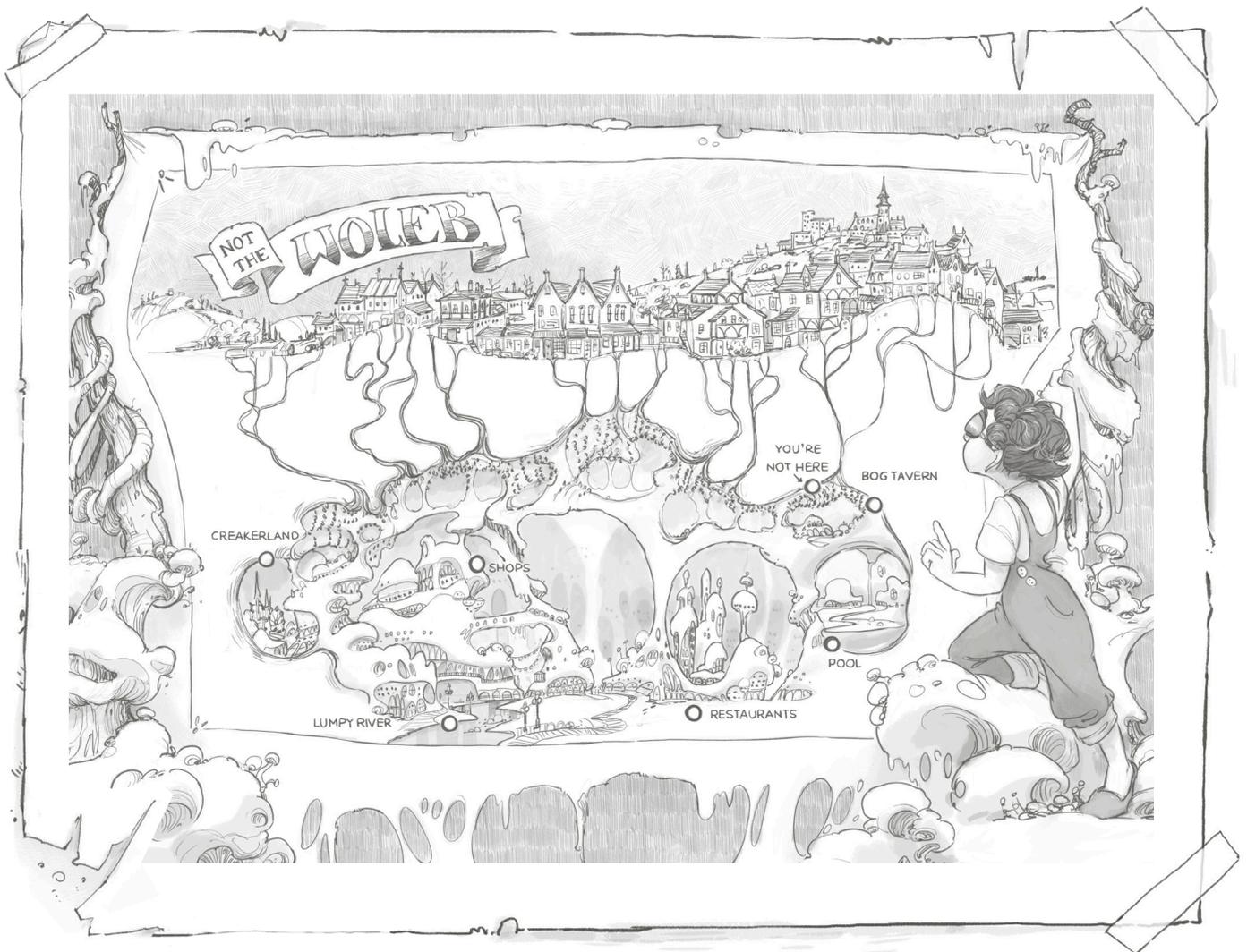
## LESSON THREE: WORLDS MADE OF WASTE

### Lead-in questions:

- Can you imagine a world made only of waste? What would it look like?
- What would it be like to live in a world full of waste?

### Task 1:

Look at the map of the Creaker's world – named 'the **Woleb**' – on pages 186–187.



- What can you see?
- What stands out to you?
- What is strange about it?
- Where would you like to visit if you visited the **Woleb**?

# TOM FLETCHER THE CREAKERS

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## Task 2:

Read the extract below from *The Creakers* and then answer the comprehension questions below:

There were shops selling stinky old socks to match the stinky old shoes . . .

Shops selling ice cream, which was actually scoops of human earwax . . .

Shops selling belly-button-fluff blankets . . .

A market with only rotten vegetables . . .

A lumpy river of off milk . . .

And just about every other gross thing Lucy could imagine.

Actually, this place was so gross that a nice girl like Lucy wouldn't even have been able to imagine it.

1. What is strange about the shops in the **Woleb**?
2. How is the **Woleb** different from **Whiffington Town**?
3. How does Lucy feel about the **Woleb**? How do you know?

## Task 3:

In pairs, consider the different things that you would usually find in a town. You can use the map of the Woleb to help you. Make a list of five things together. As a starting point, you might consider including 'Shops' for example, or a 'Post Office':

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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## Task 4:

Consider which **items of waste** you might be able to use to build the things that you have listed in Task 3. Write down your ideas.

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## Task 5:

Using your ideas from the previous tasks, its time to draw a map of your own strange world made of waste. Remember to include the things that you have listed in Task 3, as well as an appropriate geographical key. To make your map look even more creative, why not bring in some items of waste from home to use in new and imaginative ways – you can cut them up and stick them on your map to show your ideas.

Remember to share your maps with us on **Twitter** at **@PenguinSchools!**



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**THE CREAKERS**

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**MY WORLD MADE OF WASTE**



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## LESSON FOUR: CAMPAIGN POSTERS

### Lead-in questions:

- What is recycling? Why is it good for the environment?
- How do you recycle things on a daily basis?

### Task 1:

Read the extract below from *The Creakers* and then answer the questions below:



‘We Creakers don’t just loves the stuff you be gettin’ rids of. We *NEEDS* it.’

‘It’s what the Woleb works on,’ Guff explained. ‘All them things your grown-ups be thinkin’ is rotten and nasty and wants outta their homes – we Creakers wants to ‘ave it.’

‘Oh, I see! To reuse it?’ said Lucy.

‘YES!’ they barked.

1. How does this extract help to summarise the definition of recycling?
2. Can you write your own definition of recycling using the extract to help you?
3. How would the environment benefit if humans recycled more often? (use your Research Sheet from Lesson Two to help you answer this question.)

### Task 2:

Make a bullet point list of all the reasons that you think we should recycle more in the real world. Try to come up with at least five reasons before sharing your list with the rest of the class.

Reasons why we should recycle:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

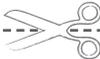
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**Task 3:**

In pairs, look at the following success criteria for a good campaign poster. Discuss each one and give reasons for why it is important. Then, in pairs, order the success criteria in order from most important to least important, giving reasons for your choices.

<b>STRONG BOLD COLOURS</b>	<b>A CATCHY CAMPAIGN SLOGAN</b>
<b>REAL-LIFE EXAMPLES</b>	<b>INFORMATIVE LANGUAGE</b>
<b>PERSUASIVE LANGUAGE AND TECHNIQUES</b>	<b>IMAGES</b>



**Task 4:**

Using the success criteria from the previous task, create a **Creakers-inspired campaign poster** explaining why we should recycle our waste and persuading people to change their attitude towards waste. Send your work to us on **Twitter** at **@PenguinSchools!**

"The Creakers"  
Different

**Colla Voce**

*mf*

A slug is just like an-y oth-er can you tell one bug from an - oth - er?

6

Some may say, from far a - way, you and I look just the same! But the

10

clos - er that you peek you'll find each slug is quite u - nique in - side.

12

It's the same for peo - ple too, it's what makes me me, not you.

16 **A tempo ♩=110 (Slight swing feel)**

Some peo - ple look like you, some peo - ple look like you.

20

I guess we're all just made to be, just who we're meant to be.

24

Some peo - ple think like us, some peo - ple think like them.

28 **rit. . . .**

I think we all just need to be re - min - ded now and then, that be - ing

32 **A tempo**

dif - fe - rent is not that strange. Be - ing

dif - fe - rent, makes ev - 'ry one of us the same.

Some - one's in - side, it's o - kay to let them out.

'cos that's what be - ing diff - 'rent's all a -

bout.

Next time you feel a - lone, you're nev - er on your own.

Some - bo - dy's out there just like you, feel - ing ex - act - ly like you do, if

two lone - ly peo - ple get to - geth - er, they won't be lone - ly for ev - er, 'cos be - ing

dif - fe - rent is not that strange. Be - ing

dif - fe - rent, makes ev - 'ry one of us the same. Some - one's in - side, it's

o - kay to let them out. 'cos that's what be - ing diff - 'rent's all a -

**Grandioso**

77

*ff*

bout. The world would nev - er change, if we were all the same,

81

so we should all em - brace, the diff - e - rence.

85

So don't feel sad a - bout, be - ing the odd one out, we're gon - na be diff 'rent, for

90

ev - er, so we've got to be diff 'rent, to - geth - er, yes we're gon - na be diff - rent for

94

ev - er, so we've got to be diff - rent to - geth - er. Be - ing

98

dif - fe - rent is not that strange. Be - ing

102

dif - fe - rent, is what makes all of us the same.

106

Some - one's in - side, You've got to let them out. be - cause

110

that's what be - ing diff - 'rent's all some - one hid - ing in us all,

114

*rit.* *p* **A tempo** ♩=110 *rit.*

that's what be - ing diff - 'rent's all a - bout.