# Jack's Secret Summer

By Jack Ryder

Join the Secret Summer Gang on an unforgettable magical adventure!

Jack is dreading spending the summer holidays by himself, but when his boisterous neighbours decide to pull him into an adventure and explore the old ivy-covered house on the hill, Jack's life will never be the same again…

This heartfelt adventure is perfect for fans of Roald Dahl and Famous Five aged 7+. These resources are linked to the KS2 curriculum.
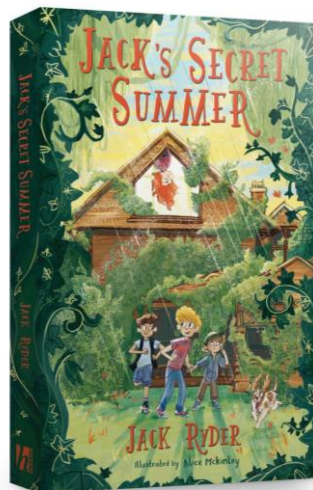
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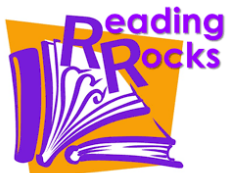
Activity 1: What's in a name?

Extract from p9-10

"Jack's mum wasn't around any more. She had left when Jack was only three years old. So Jack lived alone with his dad, Mr Broom. But Mr Broom worked hard, all day and much of the night, so Jack didn't get to see much of him either.

Mr Broom worked at the Retirement Home for Old Animals.

Exotic creatures were sent from all over the world to spend their final years at the animal home and it was Mr Broom's job to take care of them.

Mr Broom loved the animals, but it wasn't the animals that were the problem. The problem was Mr Broom's boss, Mr Nettles.

Mr Nettles was the grumpiest boss in the whole world. He detested his workers and made them stay late every night, the whole year round, and even on weekends."

An author often suggests to the reader clues about a character. As a reader, you are using the skill of INFERENCE. You take the clue in the book and link it to things you know about that word or phrase already.

Take Mr.Broom. The name given is the clue word. As I read, I link that with my knowledge of the word BROOM.

a job people don't tend to enjoy

brush

BROOM

cleaning

wooden/no power/ hard work to use
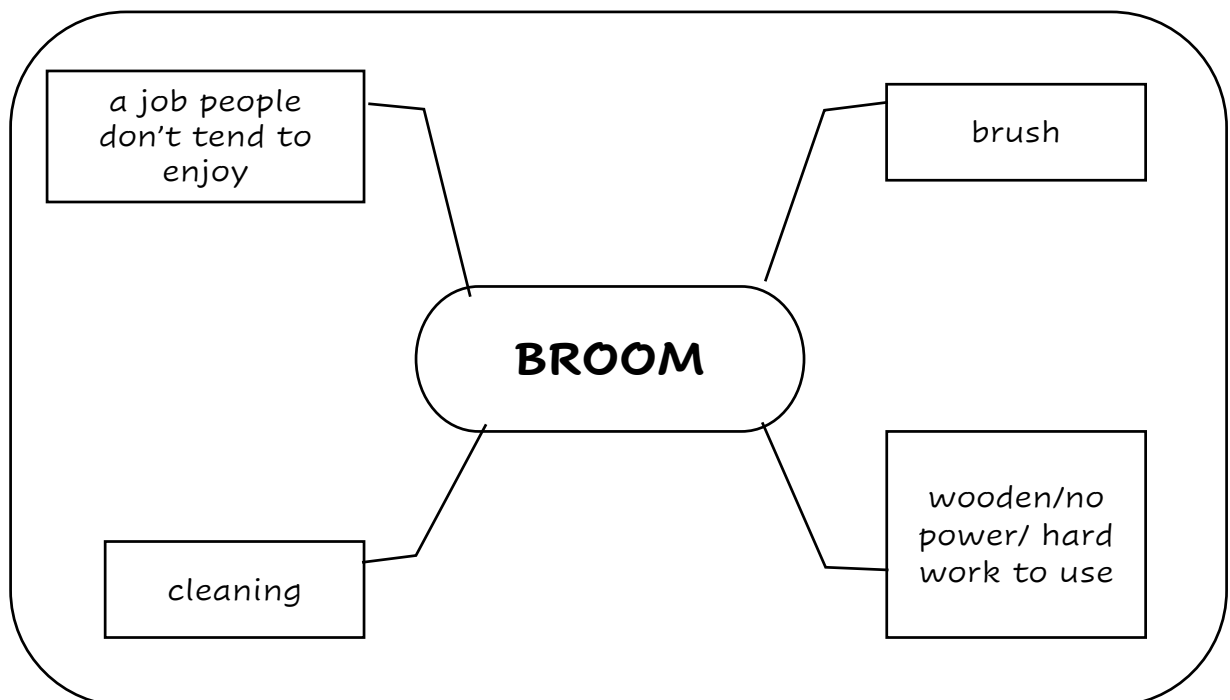
So, what does this make me think about Mr. Broom?

My brain is INFERING that he works hard and is made to do all the jobs no one wants to do.

Now, you have a go using Mr. Nettles.

Jot everything that you think of when you think about nettles:

NETTLES

So, what does this suggest to you about the character? Use your superpower of INFERENCE!

My brain is INFERING………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Things to note about inference and character names:

- Author's don't do this for every character
- Sometimes the author chooses a name with the opposite suggestions for the character. this gives the reader a big surprise. This is an author choice for impact.
- A character can change throughout the story

Next, you have a go at making the author choices:

Can you think of other names that would suit Mr Broom and Mr Nettles, that still suggest the same characteristics?

Mr Broom	
Mr Nettles	

Think about the characters in the story you may be writing at the moment. Can you think of a name that would suggest their personality, their traits and characteristics?

What is the character like?	Things that remind me of those characteristics:	Chosen name:

Activity 2: Gobstopper Creation

EXTRACT – Read the Gobstoppers chapter on p143-148.

The children in the story discovered bottles with gobstoppers inside. Each bottle had a number on that matched a page in Blossom's Animal Encyclopaedia book.

Cheetah – for speed. 68 miles per

hour in 3 seconds.

Tortoise – for long life (200 years+)

Falcon – for flying

Shark – for breathing in water

Horse – for hearing

Rocco discovers that if you eat the gobstopper, you gain the animal ability linked to the page number.

Design your own:

Firstly, grab your very own animal information book (if you have one, or get one from the library). Have a good read through and discover different animals and the abilities they have. Make a note of your favourite animals, the page they are on and significant abilities.

Page number:	Animal:	Abilities:

Now, select the animal with a favourite ability. Will you choose to fly like a falcon, roar like a lion or swim like a dolphin? So many great animal abilities to choose from! Add your page number to the bottle label and animal information on the notes page:

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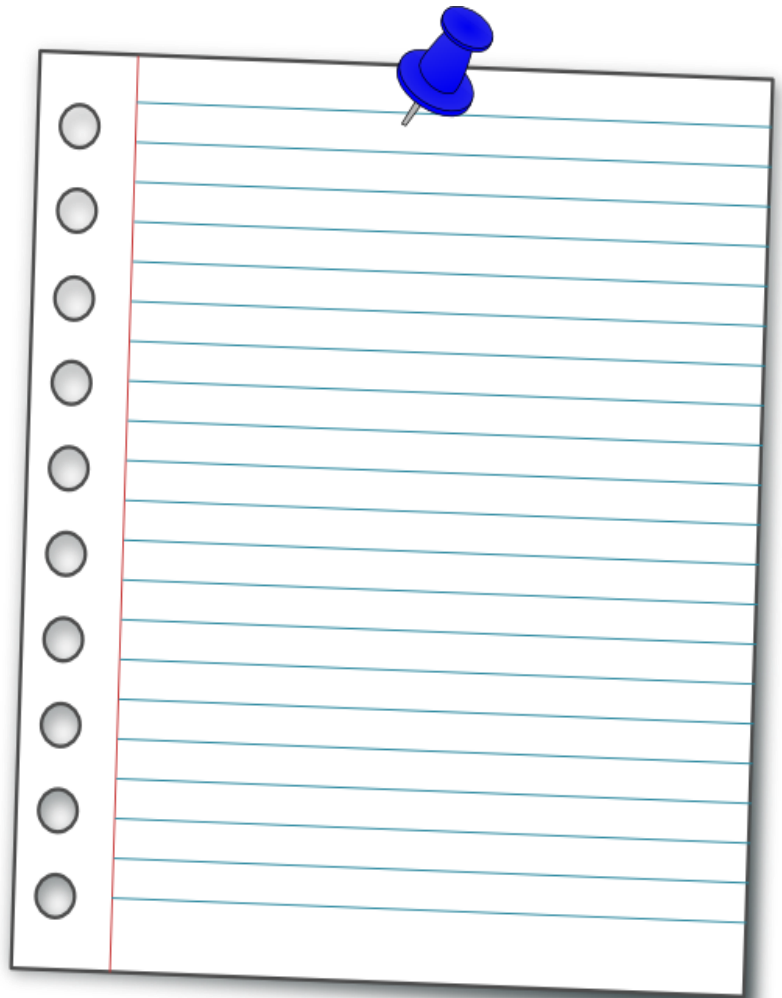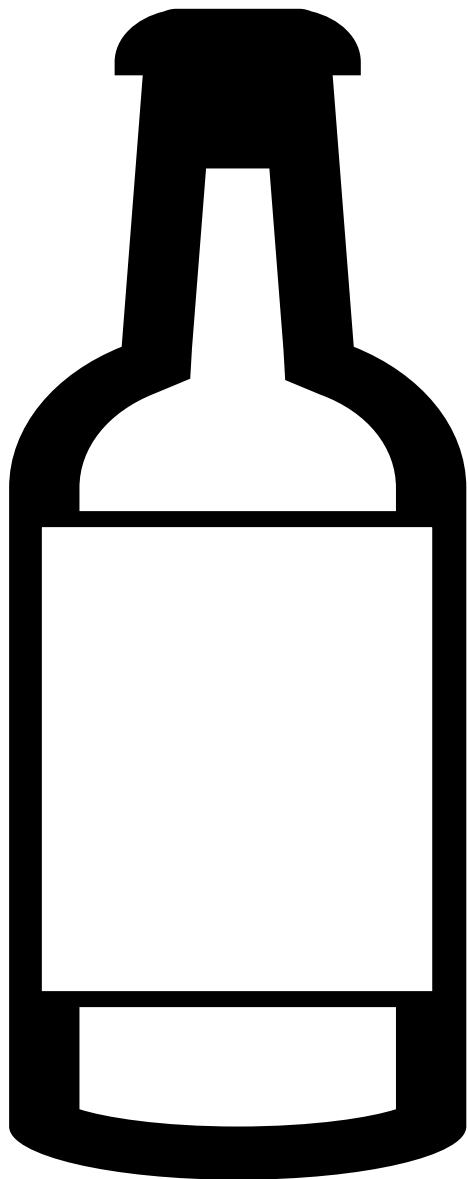
Persuasive writing – if you were going to convince someone to try your gobstopper, you need to use your powers of persuasion! Try practising some of these techniques. Then, put them together into a persuasive paragraph, that will read like a little advert.

1. IF sentences:

Think about what the animal ability will allow the person, who eats the gobstopper, to do. Really imagine this and what experiences they could have or activities they could get up to. Put this into the **IF clause** of the sentence:
e.g.
If you **dream** of soaring through the sky, ….
If you've always **wished** you could look down over the fields, …
If you **long** to fly high, …

Try to use different words for DREAM. You can look up synonyms in a thesaurus.

In the main clause, use a command (with an **imperative verb**), telling the consumer exactly what you want them to do:
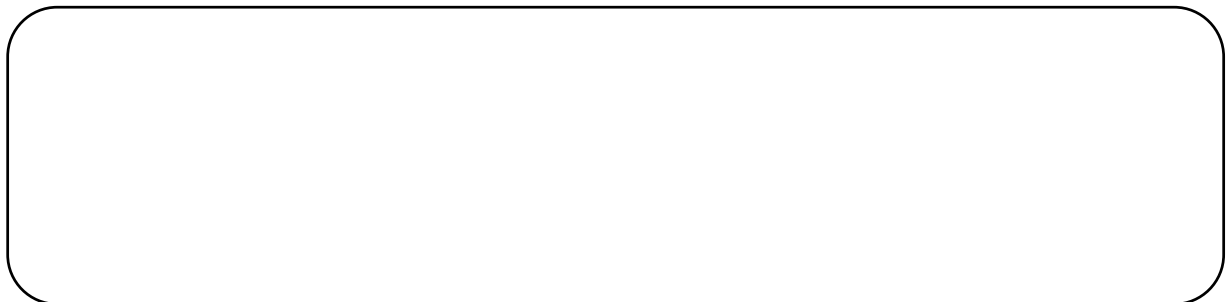e.g.
…. then **try** these amazing gobstoppers.
…then pop **one** of these gobstoppers in your mouth.
… then **look** no further.

Now, put them together e.g If you **dream** of soaring through the sky, then **try** these amazing gobstoppers. Remember to mark the change of clause with a comma.

Practise your ideas:

2. Questions...?

Questions get your consumer/customer to think. Think of what the gobstopper will allow them to do. Get them wondering what it would be like to have those amazing experiences. This will persuade them to try the gobstopper to get the experiences.
e.g.
Have you ever wanted to ……. ?
Do you dream of …… ?
Would you love to …. ?

Don't forget to use a question mark at the end of the sentence.

Practise your ideas:

3. Then, this… sentences
You've got them dreaming about the experiences. Now, tell the customer, that this is exactly the product for them.
e.g.
Then, this is ………. just for you.
Then, this is ………………. you must try!

Try to use effective noun phrases to make the product sound amazing, so amazing they cannot resist trying it!
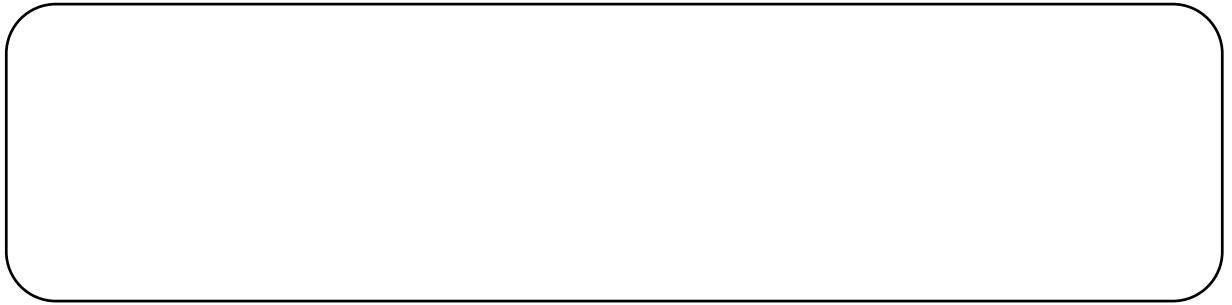e.g.
perfect, miraculous gobstopper
flawless, astonishing sweet treat
ideal, incredible candy

So together the sentence reads: *Then, this is an ideal, incredible candy you MUST try!*

Practise your ideas:

4. **Just … sentences**

Finish with a sentence to command the customer and leave them with a final thought. The word 'just' makes it sound simple and easy so your consumer won't hesitate to follow the command.
e.g.
Just pop it in your mouth, then you'll effortlessly fly like a magnificent falcon.
Just drop it on your tongue, then you'll softly soar like a majestic eagle.

Practise your ideas:

Animal patterns:

Let's think about the design of the actual gobstopper now. Can you design the pattern on the gobstopper to look like the skin of your animal? Stripes for a tiger, scales for a fish or a feathery pattern for a bird. Look up some images of the animal in an information book or on a reliable website. Try different media to see which creates the best effect before choosing your final design.
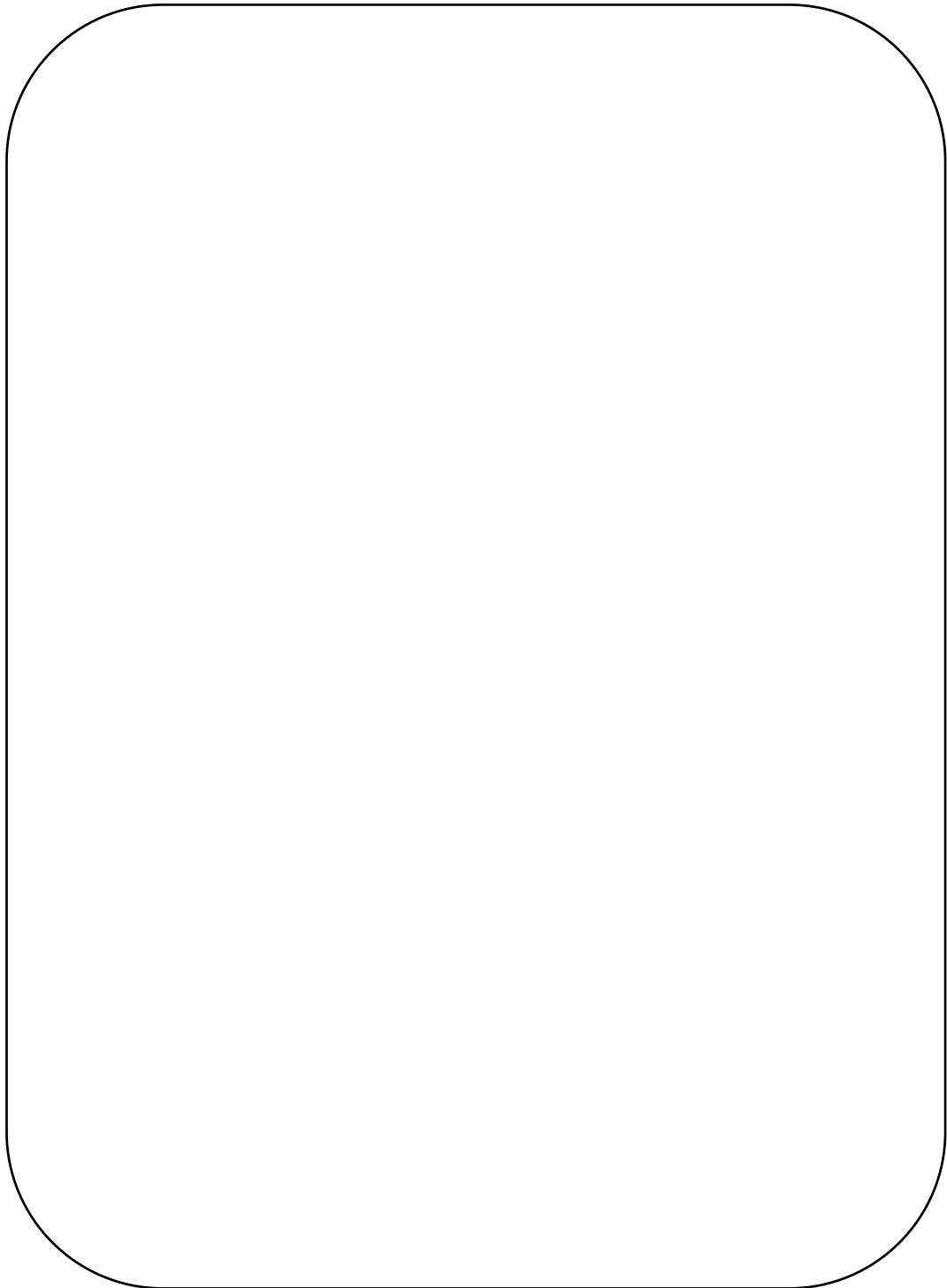
Coloured pencils:	Felt tips:

My Gobstopper Pattern Design:
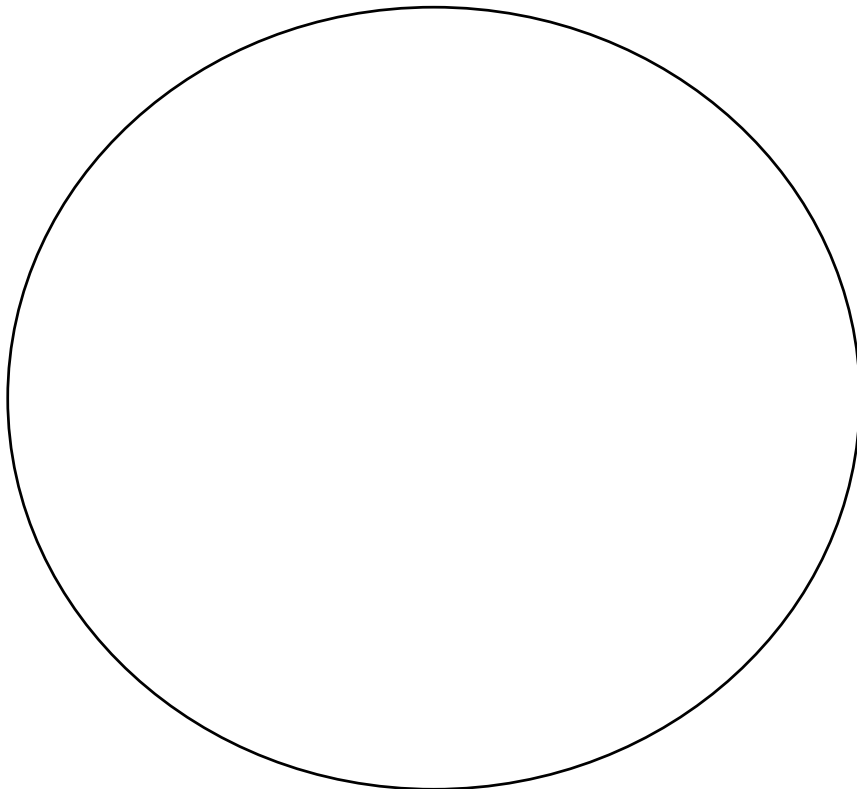
Finally, create a gobstopper packaging. It could include:

- name
- abilities it gives you
- snappy slogan
- a 'peep through' window to show the pattern on the gobstopper
- some of your persuasive sentences

Activity 3: If Animals Could Talk

EXTRACT - Read the extract starting on p193 'Thanks to the weather' to the end of the chapter on p198.

Blossom and Jack have a gobstopper that gives them the ability to speak to and understand animals. Wow! How cool is that?!

Which animals would you talk to? What would you ask them?

Let's practise writing some dialogue sentences by imagining you were overhearing an animal conversation. It can be a funny or serious conversation. Its up to your imagination.
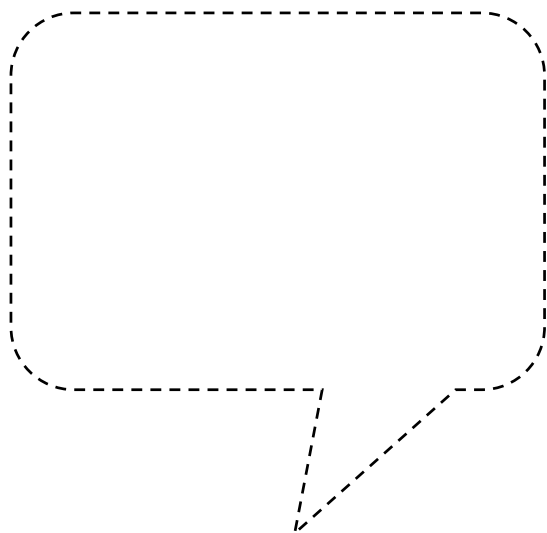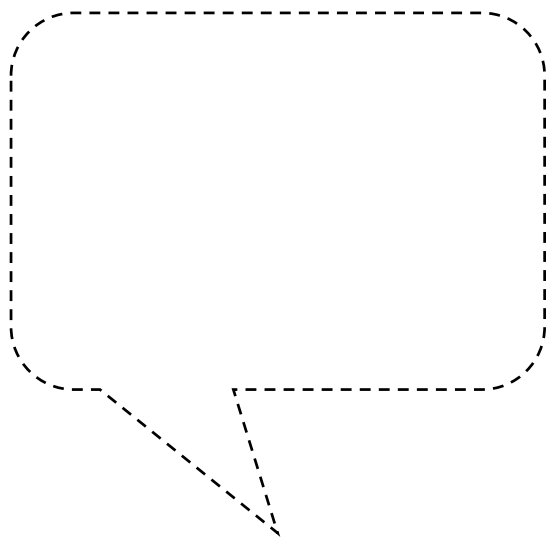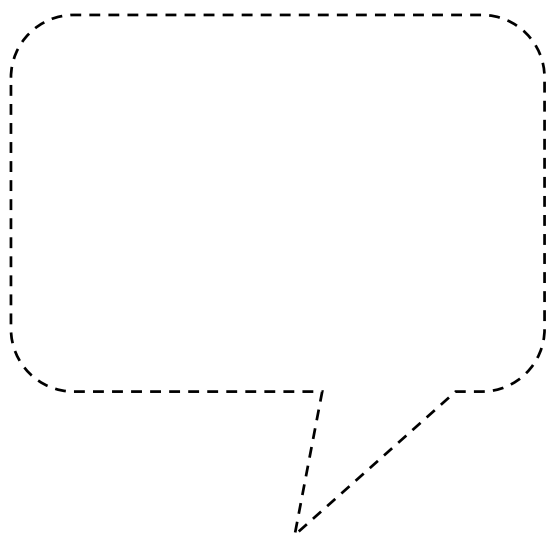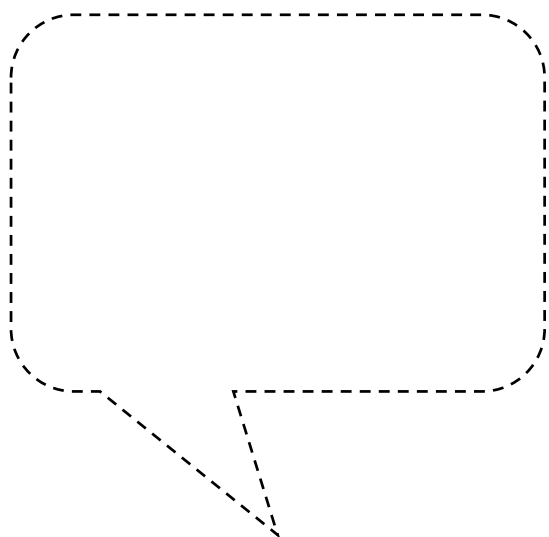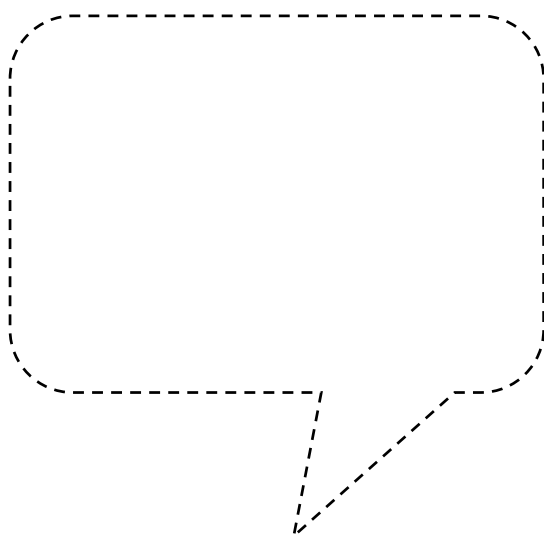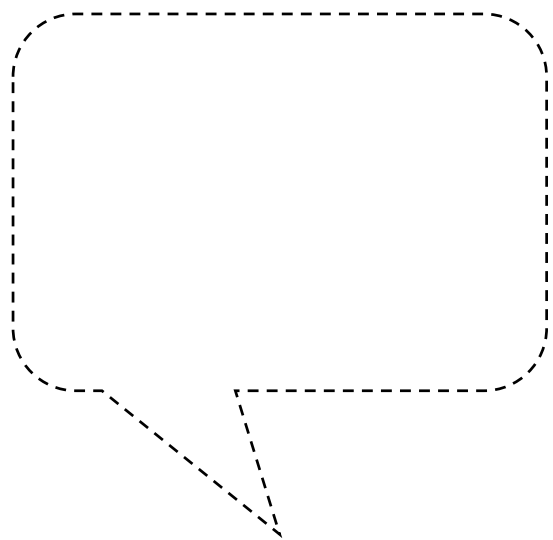
Firstly, you need a picture of two or more animals together. You might take a photograph of some animals you may see while you are on a walk, or find some wilder animal photographs online.

Use the speech bubbles to add their conversations:

What goes inside the SPEECH BUBBLES is now what goes inside the SPEECH MARKS (or inverted commas. This includes the punctuation.

"Don't go too fast little ones!"

This is followed by a reporting clause. It tells us who said it. It includes a verb and a noun or noun phrase.

"Don't go too fast little ones!" said the mother duck.

You can change the verb said for a verb that shows how the speaker is talking, such as shouted, screamed, laughed, scoffed, mocked, whispered etc…

Try adding an adverb to describe a little more how they are talking. It can go in different places:

"Don't go too fast little ones!" said the mother duck softly.

"Don't go too fast little ones!" softly said the mother duck.

For the reply from the other animal, the new speaker needs a new line.

Dialogue challenges:

- Try expanding the noun phrase in the reporting clause using WITH:

"Don't go too fast little ones!" said the mother duck softly with a protective smile.

- Try putting the reporting clause at the beginning of the sentence.

The mother duck softly said "Don't go too fast little ones!"

- For a tricky challenge, split the dialogue with the reporting clause in the middle. Punctuation is important here. Try splitting a compound sentence just before the conjunction (such as AND, BUT, SO)

"Don't go too fast little ones!" the mother duck softly said, "and wait for me!"

Activity 4: Memory Bottles

EXTRACTS Read the Prologue starting on p1 and from the bottom of p206 starting with 'The elephant shook his head...' and ending on p208 at '...shadow over the field'.

Jack's grandad had been trying to invent a memory catcher so you could relive a wonderful memory over and over again.

Can you think of a very special memory you'd love to live again?

Find a bottle that you could recycle. Make sure it is clean and dry before you use it. Design a label to stick on.

Memory Bottle

Now it's time to capture the memory. If you have photographs, you could pop them in. Then add a drawing of the memory. Try to include as many of the important details as you can.

Then, write a paragraph about the memory. Try to include:
- who was there
- 5 senses – what you saw, heard, smelled, tasted, touched
- the feelings you had
- why it was special

Roll this up and pop it inside. This will be a special keepsake that you can look at again and again to remember your special memory and share with others too.

My Memory