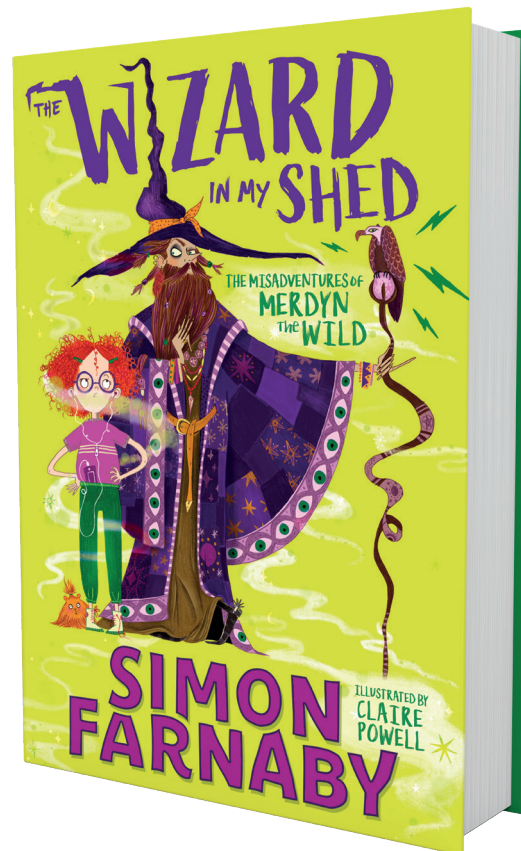


THE WIZARD IN MY SHED

Resource Pack for KS2 Teachers and Librarians



About The Book

MERDYN THE WILD is from the Dark Ages. He's the world's greatest Warlock (don't call him a wizard), banished to the 21st century for bad behaviour, and determined to wreak vengeance on his nemesis.

ROSE is a totally ordinary girl, on a mission to mend her broken family.

BUBBLES is Rose's guinea pig. He just poos a lot.

When Rose bumps into Merdyn and discovers what he is, she quickly realises that he could be just what she needs. Rose agrees to help Merdyn navigate the confusing ways of the modern world (things like: the lidded bowl in the bathroom is NOT a sink, it's a TOILET, so definitely DON'T wash your face in it) if Merdyn gives her a spell to fix her family in return.

Now they just need to hide him in the shed without Rose's mum noticing, track down Merdyn's magic staff and find a way to send Merdyn back through time to the Dark Ages. What could possibly go wrong...?



Lesson 1: Meeting Merdyn The Wild

Objectives:

- To create a portrait based on the author's description
- To make inferences about a character's personality and preferences

Outcomes:

A portrait of Merdyn the Wild; an annotated sketch of his bedroom or living room

Lead-in questions:

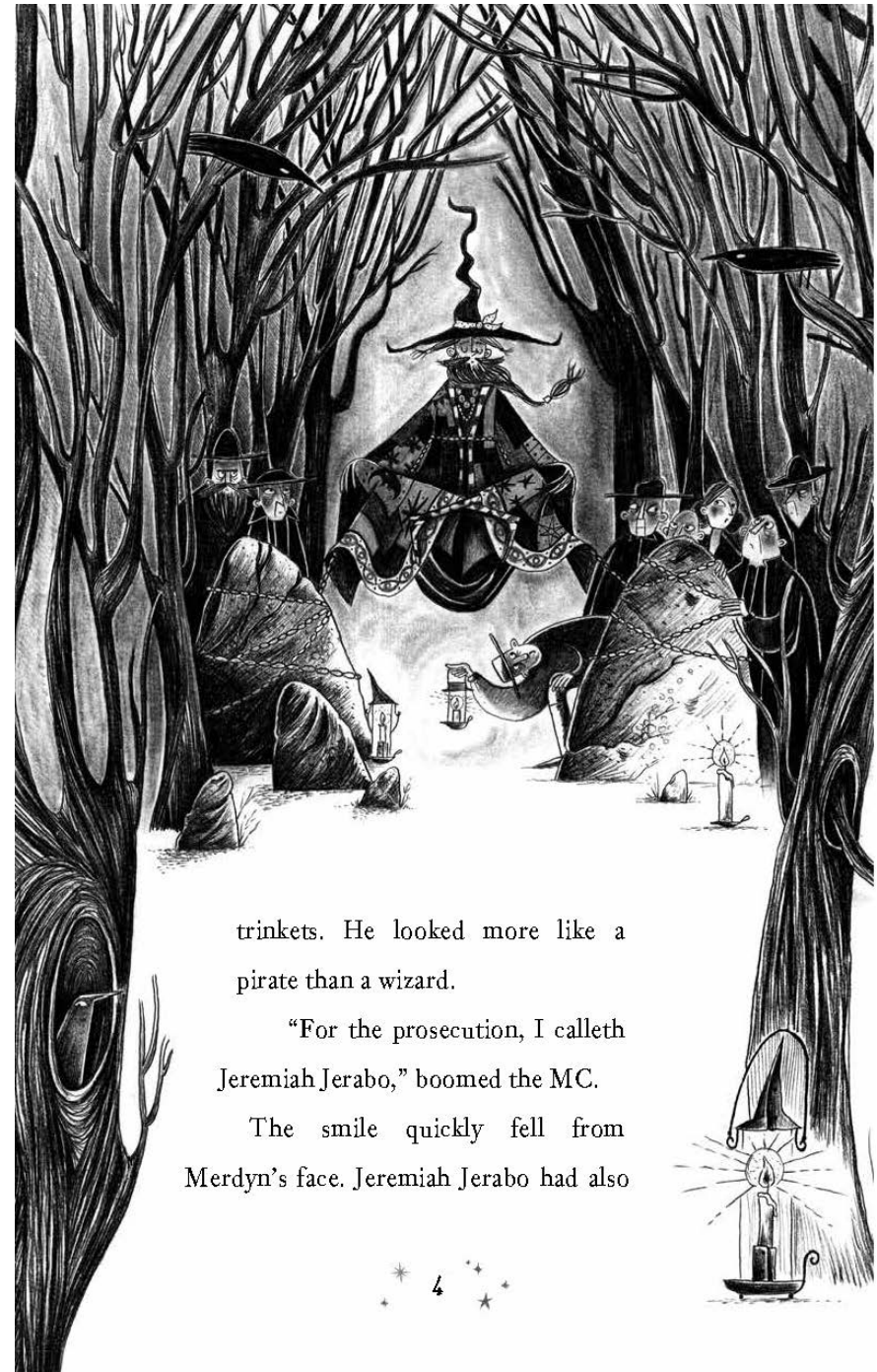
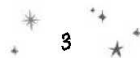
- What do you think of the title, The Wizard in My Shed? Why is this funny?
- What would you do if you found a wizard in your shed? How would you feel?



master of ceremonies.

Gasps rippled through the crowd as the defendant rose all right, but not using his feet! Instead he rose, cross-legged, until he was floating some two metres above the ground. His chains tightened around the huge boulder they were fastened to, making a chilling sound: **CRINK!** And there the famous felon bobbed, like a human-shaped balloon at a birthday party, eyes closed, a playful smile stretched across his filthy face like a schoolboy who knows he's done wrong but couldn't care less. This is the hero – or should I say the *anti*-hero – of our story. His name? Well, you probably read it on the cover of this book, but just in case you missed it, his name is . . . Merdyn the Wild.

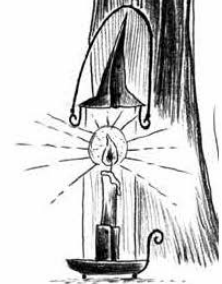
King Paul and his chiefs shook their heads. They had hoped that the presence of Evanhart – the King's daughter – might temper Merdyn's mischievous nature. The two had been friends at the School of Alchemy (Magic School to you and me) until, in adulthood, Merdyn chose the path of darkness. Now Evanhart barely recognised the man floating before her, his robes grubby, his beard long and straggly and his hair matted and adorned with stolen



trinkets. He looked more like a pirate than a wizard.

“For the prosecution, I calleth Jeremiah Jerabo,” boomed the MC.

The smile quickly fell from Merdyn's face. Jeremiah Jerabo had also



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Task 1: VOCAB CHECK!

Find definitions of any words that you don't understand in the extract. We've picked out some for you:

1. FELON 2. ADORNED 3. TRINKETS

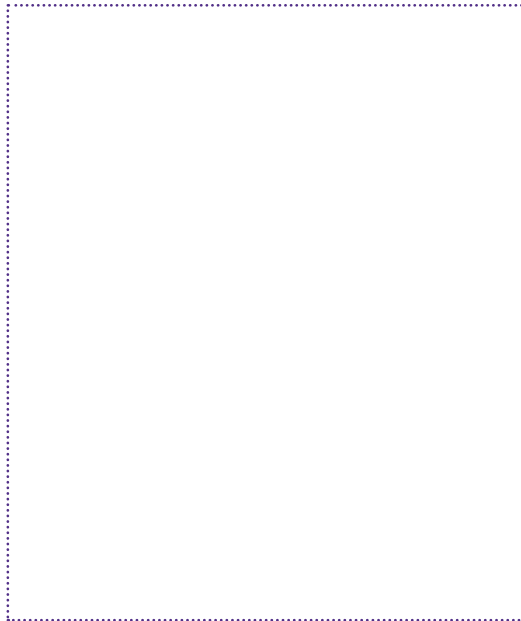
Task 2:

Answer the reading comprehension questions below:

1. Where is Merdyn the Wild from? Who is he with?
2. Who is Evanhart?
3. What effect does the King 'hope' his daughter's presence will have?
4. What sort of character do you think Merdyn is? Why?
5. Which 'path' has Merdyn taken? What does this tell you about him?

Task 3:

Using the description of Merdyn the Wild in this extract, draw a picture of him. Annotate your picture with words from the text. Once you have finished your drawing, compare it to one of Claire Powell's illustrations from the book!



Task 4:

Finally, imagine that you have a glimpse into Merdyn the Wild's home in the shed. What would it look like? Think about some of the following things when you create your scene:

What **objects** might Merdyn own?

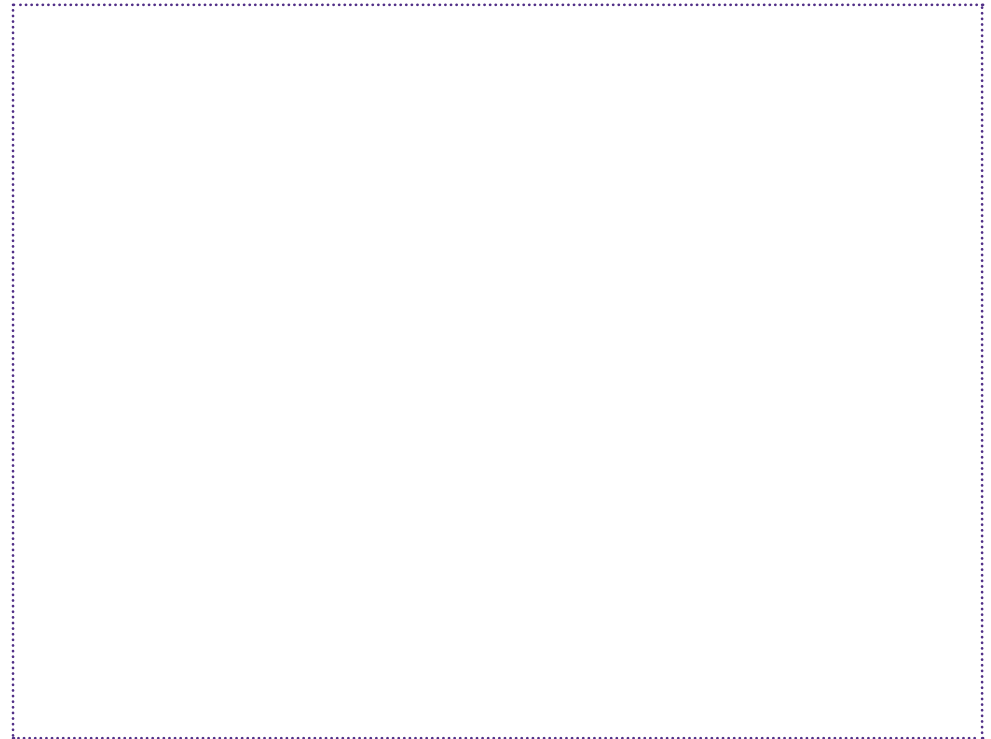
What **clothes** might he own?

Which **books**?

How will his **furniture** be laid out?

How will it be **decorated**?

Will the room be **tidy** or **messy**?



Lesson 2: Wizard Wheels!

Objectives:

- To identify the components of building a successful character
- To describe a given character in a piece of writing

Outcomes:

'Wizard Wheels' for a real or imagined character; a piece of writing describing a character; a decorated Wizard Hat

Lead-in questions:

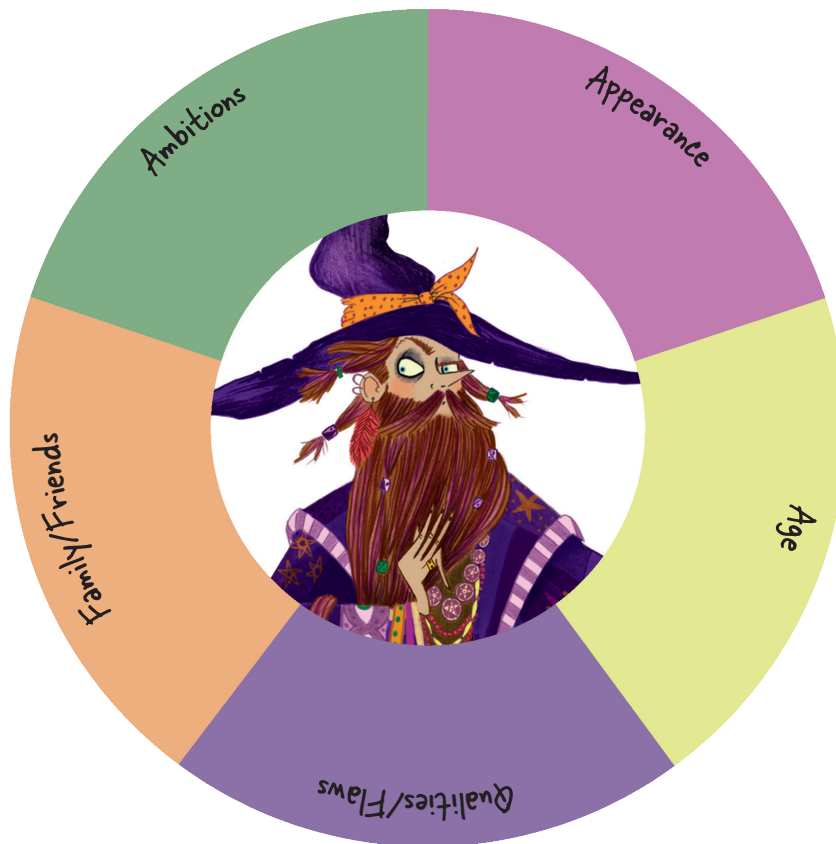
- What makes Merdyn the Wild stand out to you as a character?
- Would you like to know more about Merdyn? Why do you think this is?



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Task 1:

Look at the Wizard Wheel below. Using the wheel, can you describe the character of Merdyn the Wild? Alternatively, can you describe yourself or an imagined character? Make notes in each segment of the wheel. Don't worry if you can't fill in all of it!



Task 2:

When writers like Simon Farnaby build characters, they have to make sure that all of the elements included on these Wizard Wheels are covered in detail. In order to achieve this detail, it might be helpful to create further wheels for each of the categories. For example, look at the Wizard Wheel below for 'Qualities/Flaws'. Can you use it to go into more detail when describing yourself or your imagined character?



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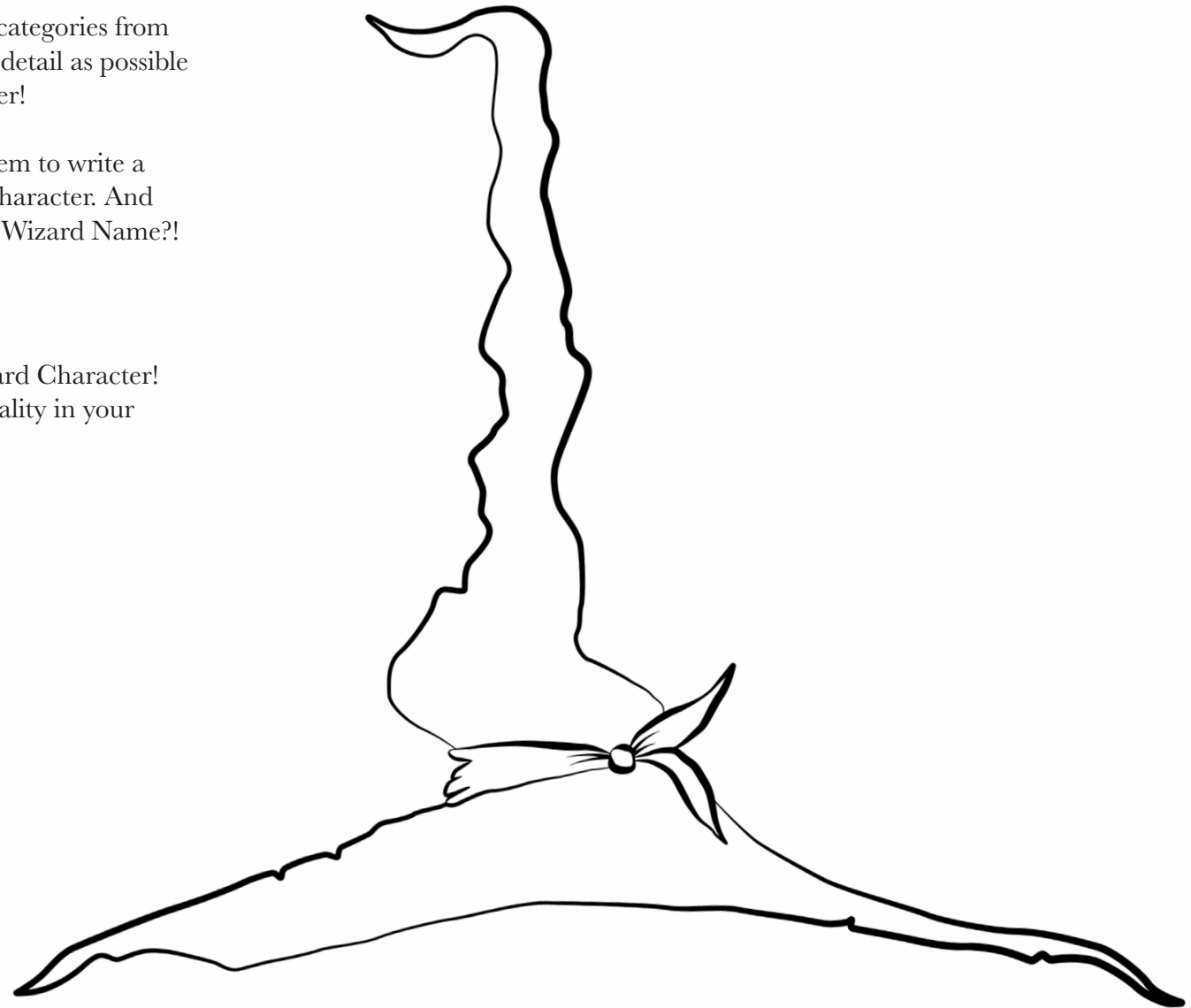
Task 3:

Create a new wheel for one of the other categories from the first Wizard Wheel. Go into as much detail as possible about your character – the more the better!

Once you've created a few wheels, use them to write a paragraph describing your new Wizard character. And don't forget to include their magical new Wizard Name?!

Task 4:

Create a Wizard's Hat for your new Wizard Character! How can you show your Wizard's personality in your choice of colour, design and decoration?



Lesson 3: Stepping into the Time Machine!

Objectives:

- To experiment with putting a character in different historical settings
- To convey characters through appearance, voice, body language, and facial expression

Outcomes:

A chronological timeline; a role-play putting a character into a new historical context

Lead-in questions:

- What do you know about the Dark Ages?
- How do you think the Dark Ages were different from today?



Guarding the ornamental garden was one of the least demanding jobs in the world, so it was surprising that neither Jim nor Alan noticed when a huge hole opened up in the fake grass behind them and an ethereal green light shot out. A few of the shoppers noticed, but no sooner had the hole opened up than it closed again, so they quickly dismissed it as a publicity stunt and carried on shopping.

But as the light disappeared, it left behind it on the fake grass the crumpled figure of . . . sixth-century warlock Merdyn the Wild.

Merdyn opened his eyes. His pupils grew huge as they adjusted to the strip lighting and neon signs of the shops. Remember, in the Dark Ages the only light sources were the sun, fire and the odd candle. Now he had flashing lights, mirror balls and all sorts of other luminescence assaulting his peepers.

"Heaven forfend!" he exclaimed. "Hell is worse than I thought!"

This statement brought him to the attention of Jim and Alan, who could scarcely believe their eyes when they turned around. Of all the vagabonds and thieves they'd had

to turf out of the garden (a whole six in eleven years!), this was the most impudent yet.

"Oi!" said Jim. "What you doin' in there?"

"Trying to fetch yourself some coins from the well, are you?" said Alan, pleased with his powers of deduction.

"Who do you think you are?" added Jim.

This was the sort of question that didn't require an answer, but Merdyn sought to give him one anyway.

"I AM MERDYN THE WILD!"
he boomed.

**"THE GREATEST WARLOCK WHO
EVER LIVED! DESTROYER
OF ENEMIES! BOW DOWN
BEFORE ME, DEMONS,
OR FEEL MY WRATH!"**

There was a pause as Jim and Alan looked at each other.

"You what?" said Alan, finally.

The two guards stepped over the little garden fence and moved menacingly towards the sixth-century warlock.



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Task 1: VOCAB CHECK!

Find definitions of any words that you don't understand in the extract.
We've picked out some for you:

- | | |
|-----------------|-------------|
| 1. ETHEREAL | 2. WARLOCK |
| 3. LUMINESCENCE | 4. IMPUDENT |

Task 2:

Answer the reading comprehension questions below:

1. Where is Merdyn the Wild? Who is he with?
2. What are some of the differences between the modern Shopping Centre and life in the Dark Ages?
3. How does the author create comedy here?
4. Where does Merdyn *think* he is?
5. How do Jim and Alan react to Merdyn? What do they think of him?

Task 3:

Consider some of the things that you might find in the modern Shopping Centre. How would they be different in the Dark Ages?
What might Merdyn think of each thing?
Add your ideas into the table!

Modern thing in shopping centre	What Merdyn might think



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Task 4:

It's time to test your History knowledge by getting into the Time Machine. What do you know about each of the following historical contexts? Can you put them in order on a timeline! Note: some of these periods might overlap!

- ☉ IRON AGE
- ☉ AZTECS
- ☉ WWI
- ☉ VICTORIANS
- ☉ ANCIENT EGYPT
- ☉ ROMANS IN BRITAIN
- ☉ DINOSAURS
- ☉ BRONZE AGE
- ☉ ANGLO-SAXONS
- ☉ THE TUDORS
- ☉ AMERICAN REVOLUTION
- ☉ ANCIENT GREECE
- ☉ WWII
- ☉ THE FRENCH REVOLUTION
- ☉ ANCIENT MAYA
- ☉ STONE AGE

Task 5:

Choose one of these historical contexts to bring to life. Consider what you know about each context and how people lived their daily lives. What sorts of things would Merdyn see? Once you've chosen, create a table like the one you completed in Task 3.

In pairs, act out a scene where Merdyn visits your chosen historical period.

Consider how you can make your characters come to life through body language, facial expressions, appearance and voice. What sorts of things will Merdyn say? How can you make it funny for your classmates?

Don't forget to include Merdyn's famous introduction...

"I am Merdyn the Wild!

The greatest warlock of all time!

Destroyer of enemies!

All who knoweth me do bow down before me!"

