

INTRODUCTION

Suitable for: Children aged 7+

Based on: The adventures of a girl who moves to a new town where her dad accidentally enrolls her at the local witch school

Ideal for: Readers who like magical and diary-style stories like *The Worst Witch* and *Tom Gates*

Includes: 4x lessons that build towards children writing their own diary entries

Themes: Magic; Mischief; Moving House; Starting a New School; Family; Friendship; Diaries

ABOUT DIARY OF AN ACCIDENTAL WITCH

I'M AT WITCH SCHOOL! Now would be a really good time to discover I can do magic...



Bea Black has just moved to Little Spellshire, a town with a magical secret. When her dad accidentally enrolls her at the local witch school, she has to get to grips with some interesting new classes, like, NOW! Also on her to do list? Make friends, look after the grumpy class frog AND do everything ~~humanly~~ magically possible to stay on a broom...

But with the Halloween Ball on the horizon, will she be able to master her wand skills in time to WOW? And more importantly can she keep her newfound magical abilities a secret from her dad?

A perfect potion of magic and mischief, *Diary of an Accidental Witch* is *The Worst Witch* meets *Tom Gates*.

About the authors – Perdita and Honor Cargill

Honor and Perdita Cargill are a daughter/mother writing partnership and the authors of *Waiting for Callback* and *Diary of an Accidental Witch*. Originally from the Scottish Highlands, Perdita spent many years as a barrister before turning to writing fiction. Honor, having recently graduated from Oxford, is working on fiction and non-fiction writing projects as well as studying for a PhD. They both live in London. You can follow them on Twitter @perditact and @HonorCargillM.

About the illustrator – Katie Saunders

Katie Saunders knew she wanted to be an illustrator when she had a picture published in a magazine at the age of five. Katie worked as a teacher before becoming a full-time illustrator. She enjoys working with bright colours and experimenting with textures to create cute characters that children will love. You can follow Katie on Twitter @illustratormum.



NATIONAL CURRICULUM OBJECTIVES



English: Reading: comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by
 - i. identifying how language, structure and presentation contribute to meaning
 - ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

English: Writing: composition

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Drama, speaking and listening

- To participate in discussions, presentations, performances, role play, improvisations and debates

Mathematics

- Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels

Geography

- Use simple compass directions (North, South, East and West) and locational and directional language (for example: near and far, left and right) to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment

PSHE

- Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)
- Understand how to name and manage their feelings
- Produce a map of the community

LESSON OBJECTIVES AND OUTCOMES

Lesson 1: Moving House and Starting at a New School

Objectives:

- To identify why some people may need to find a new place to live
- To empathize with people facing difficult and complex situations and give examples of how people may feel when moving to a new location

Outcomes:

- A drama activity to act out the feelings of people experiencing a house move
- A class categorization about the reasons why people move house
- The creation of a guide to help new students starting a new school

Lesson 2: Magical Map Makers

Objectives:

- To use large scale maps and aerial photos of the school and local area to recognize features
- To create maps of your local area with features in the correct place

Outcomes:

- An introduction to maps and mapping skills including using coordinates and compass directions
- The recording of different types of land mass within the locality using a key
- The design of a magical map of your surrounding area

Lesson 3: Perfect Potions

Objectives:

- To compare the capacity of different amounts using a range of measuring equipment
- To discuss the structure, vocabulary and grammar of instructional writing

Outcomes:

- A class discussion about the concept of capacity and how to measure it
- The writing of a set of instructions in the style of a potion recipe
- An experiment to make their own

Lesson 4: Dear Diary...

Objectives:

- To recognize the features of diary entries in order to use them in their own work
- To write a diary entry about a day in the life of a child starting at a magical school

Outcomes:

- A class reflection about what diaries are and how we use them
- An analysis of the features of diary writing
- The creation of diary entries in the style of an accidental witch



LESSON 1: MOVING HOUSE AND STARTING AT A NEW SCHOOL

Questions:

- Have you ever moved house?
- Why do people move house?
- What does it feel like to start at a new school?

Task 1: Read the first diary entry 'Monday 13th September' on page 1. Discuss how Bea Black feels about moving house to Little Spellshire, a town with a magical secret. Explain that moving house can be quite difficult for both children and adults as they begin to adjust to new places. Ask the children to consider what it would be like for them if they were moving home and school (being mindful of any children in the class for whom this might be the case) to a place they didn't know. For those that haven't, ask children to draw on their own experiences of change such as moving class or clubs. How would they feel? List their suggestions on the board. Ask children to describe what happens when people move home (e.g. they pack up their things in boxes and suitcases to transport them; load things on a van; lock up the old home and drive away; arrive at their new home, unlock the door; carry in all their things and unpack them at the other end; perhaps decorate the new home to make it feel more homely for them and explore the area). Freeze frame these events and then 'unfreeze' to describe the feelings people might have as they carry them out, including children taking on the roles of adults. Establish that moving house can produce a range of emotions and that some changes can seem scary, but that our friends, family and teachers are here to help us with big changes in life and to talk about them together.

Task 2: Bea has moved to Little Spellshire because of her dad's job: being a weather scientist who's there to investigate the microclimate of the town. Have any of them ever had to move house because members of their families have new jobs? Think-pair-share: ask children to write or draw why they think that someone might move house. Record their reasons on post-it notes. How many can they think of? When finished, encourage them to share their ideas in a pair and then as a whole class. Are they aware that some people have to move house in order to leave a challenging or difficult situation? Do any of them use the words migrant, asylum seeker or refugee? Write their reasons why people move house on the board as well as others including: the need for more space; upgrade or downsize; new job, relationship or change of scenery and lifestyle; move closer to family; move closer to a school that they want their children to go to (called the catchment area); and people who have been forced to leave their home and/or country in order to escape war, danger, persecution or natural disaster (refugees). Can they categorize the reasons for moving home into positive, neutral or negative and explain why?

Task 3: Bea Black also starts at a new school where she experiences lots of feelings which are made worse when her dad accidentally enrolls her at a different school to the one she thinks she is supposed to be going to. Working in small groups, children could make a list of ways in which they could make someone new to your school feel comfortable. Decide as a class what we can all do to be a welcoming class to anyone coming to visit or starting new to the school. These ideas could be written and illustrated and put up on the wall for anyone new that joins your class.





LESSON 2: MAGICAL MAP MAKERS

Questions:

- What are maps for?
- When and why might we need to use maps?
- Can you draw a map of your local area?

Task 1: Share with children the map of Little Spellshire at the start of the book. Point out the place names of the town, including street names, and ask children to locate different places on the map such as Bea's house, Spellshire Academy and Mr Riggle's Emporium. Explain how the map is from a bird's eye perspective which means that it is looking directly down on the town so that's why we see the roofs of buildings like homes and the school. If you can enlarge this map on to A3 paper to make it bigger for the children to see and overlay a grid template on top of it, this would be a good opportunity to practise and perfect their map reading skills, including the use of coordinates to find the exact locations of places. Ask children what the arrow in the bottom left corner of the map with a capital N on it represents and explain the concept of compass directions such as north, south, east and west to be more precise. You could make up your own mnemonics to remember the order of the compass directions. Ask children to ask each other where certain places are on the map and to give each other directions to get to different locations. Can they do this successfully?

Task 2: In this task, you will need maps of your local area, which can be sourced from organizations such as the Ordnance Survey or using software and applications like Google Maps and Google Earth. Maps like these can be used digitally on an interactive whiteboard and also printed out for your class to use. Google Maps with its street view application will also take you right down to street level within your local area for children to gain another perspective. Try to use a range of maps including those that use keys. To start with, can children identify places on your local area map that they already know about, such as their homes, school, places within the community or local landmarks? Next, what physical features can you identify from the map such as trees, woodlands and fields, streams and rivers, or mountains, hills and valleys? How do they know what these places are? Highlight the need for a key on some maps and how its symbols help us to identify places. Complete tally charts to record the number of certain types of features that they can see, e.g. the amount of schools or shops. Draw a simple sketch of the local area on the board and ask children to create their own sketches of their local area.

Task 3: Display the map of Little Spellshire on the board and talk more about how magical it is and the places that we see on the map. Ask children if any of the places in Little Spellshire can be found in the town that they live in, like the library or the post office. What about magical places that don't exist? Like Mr Riggle's Emporium? Get the children to imagine what their town would be like if they had magical places in it. What would they choose? A magical school, a castle? Think about the places already in your town. How could they be magical? Could you change their names? Children can create their own magical maps of your town using all the knowledge and skills they have learned during these activities.



LESSON 3: PERFECT POTIONS

Questions:

- What is capacity?
- Who uses recipes?
- How do we make potions?

Task 1: To begin to discuss the concept of potions, position different capacities of water with different food colourings in around the classroom before the children come into school. Tell the children that there are a range of potions around the classroom but that the professor (you, the teacher) doesn't know much of each potion there is. Can the children help using the measuring equipment next to the potions to find out how much there is? Explain that we call this the capacity of each potion and introduce what capacity means: the total amount of fluid that can be contained in a container. Discuss that it is the word we use when we are measuring liquids and revisit states of matter if necessary. Talk about millilitres and litres as the units of measurement of capacity and how we use them, including their abbreviations (ml and l). Recap the relationship that there are 1000 millilitres in one litre. Model how to use the measuring equipment such as measuring jugs and tubes to measure the capacity of each potion. Then, let them explore using the range of equipment without adult intervention. Observe the methods that the children use.

Extension: Provide a range of equipment to challenge children such as measuring jugs with the scales partially numbered, and different intervals (e.g. 10ml, 100ml, 0.5l) to practise conversion.

Task 2: Sit children in a circle and, if possible, around a witch's cauldron or an image of one. Tell them that during these activities they are going to invent their own magic potions. Share the sorts of potions that they may create such as love potions, invisibility potions, truth potions, flying potions, strength potions, etc... What will your potion do? What will the ingredients be? How will you make your potion? Look back at the recipe Miss Lupo writes on the board on page 98. Discuss the range of ingredients used as well as the method that needs to be followed. Explain that this is a set of instructions, otherwise known as a recipe. Describe how instruction texts tell the reader how to do something, like how to cook a meal or how to make something. Review the key structural and language features of instructional writing such as: a clear title saying what the instructions are about; a list of the ingredients or items that the reader needs to complete the instructions; and step-by-step points to tell the reader how to do it. Mention that it is also important to write down the different steps on what to do in chronological order (the order in which they happen) and to number each step so it is easy to follow. Point out using the recipe in the book how to use imperative verbs to command the reader to do something and to use conjunctions like *first*, *next* and *finally* to show time order. Ask children to write their own set of instructions (a recipe) for making their potion.

Task 3: Beforehand, collect a variety of natural and magical materials including a range of solids and liquids such as shells, sprigs, gemstones, petals, leaves, food colouring, glitter and any other ingredients you'd like to use. Experiment using them to create your own potions. Learn how to use bicarbonate of soda to make the potion fizzy and bubbling for extra effect.





LESSON 4: DEAR DIARY...

Questions:

- What is a diary?
- Why do people write diaries?
- Can we trust the information we read in diaries to tell us about times long ago?

Task 1: To start, ask children what a diary is. Do any of them keep a diary at home? What kinds of things do they write in it? Remind them that part of writing a diary is not sharing so they do not have to share if they don't wish to. You may want to show the children an actual diary, such as your diary if you have one or one you had as a child if you still have it. Explain how you have used it to record your impressions about each day and if appropriate, read some of the entries you have written. Talk about the layout of the diary and how it is set out in date order each month. Discuss how there are many famous diaries, e.g. *The Diary of Samuel Pepys* and *The Diary of a Young Girl* by Anne Frank, that have been kept by people throughout history and how these have become very important in showing what life was like at the time the diaries were written because they are a primary source of history, using the words of someone that lived through the experiences of the Great Fire of London and WW2. To apply this to modern life, describe how the information that people post on social media is like keeping an online diary.

Task 2: Before this lesson, find a range of diary entry examples, both factual and fictional, to provide as models for the children in order to help them learn what will be expected of them when they come to write their own diaries in the style of an accidental witch. Begin the lesson by reading extracts of these diary entries but before you start, explain that the convention is that you should never read someone else's diary. However, in this case, they have permission to identify the features of good diary writing. While reading, highlight the features to the children, such as consistent use of past tense; using first person pronouns such as I, we, my; organised in chronological order; describing the writer's point of view and thoughts; including opinions as well as facts; and in an informal style as if you are speaking to someone. You may also want to indicate how times and dates are used to break up the diary into parts for the children to think about how they will do this in their diary entries. Ask children to create a brainstorm in their books about the elements used in writing a diary.

Task 3: Using the brainstorms they have created in Task 2, tell children that they will be writing their own diary entries in the style of an accidental witch like Bea Black arriving in a new town like Little Spellshire and going to a new magical school. Ask children to use their senses to think about what they would experience and how they would feel. Model write an example of a day in the life of a pupil at your school and one at magical school. How would they be different? Would they be successful witches or would they encounter difficulties like Bea does? While they are drafting their diary entries, remind them to use the features they have learned about and encourage them to be honest and include little details from their magical school lives, writing about how they feel as well as what they experience, expressing their emotions. Once drafted, check their understanding and ask children to write up their diary entries into their books.



FURTHER IDEAS AND ACTIVITIES

- Read more books that feature witches and magical schools, such as: *The Worst Witch* by Jill Murphy, *Winnie the Witch* by Valerie Thomas and Korky Paul, *You Can't Make Me Go To Witch School!* by Em Lynas and Jamie Littler and *Grace-Ella: Spells for Beginners* by Sharon Marie Jones and Adriana Puglisi.
- Create your own magical school timetable. Which magical subjects would you like to study? How would they be different from what you currently learn about? Set out in the same format as Bea's timetable on page 43.
- Form your own Junior Halloween Ball Committee and plan your own witch-themed party, complete with food and party must-haves like Bea does in the book.
- Adapt your school's uniform to make it magical. Think about the colours, styles and materials you would use.
- Learn more about the superstitions associated with witches and the myths and legends about frogs. Discover how frogs were often a popular ingredient in witches' brews and how they were seen as a cure for poisons and toothache.

