

ROALD DAHL

GEORGE'S MARVELLOUS MEDICINE

LESSON PLANS

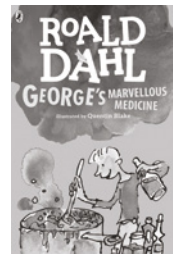


EXPLORE MARVELLOUS THEMES INCLUDING:

- THE POWER OF WORDS
- EXCITING WRITING
- MIXED FEELINGS

These read-along resources include extracts, Literacy and PSHE learning objectives, lesson plans and fun activity sheets!





LESSON PLAN 1:

BOOK THEME: The power of words
LITERACY OBJECTIVE: Identifying alliteration, onomatopoeia and rhyming patterns in Roald Dahl's poetry and exploring their effect on the reader. Writing an original poem, using Roald Dahl's work as a model.
PSHE OBJECTIVE: Participating constructively in discussions by making appropriate comments, taking turns and listening to others.
EXTRACT USED: from 'The Cook up'.

LESSON PLAN 2:

BOOK THEME: Masters of Invention
LITERACY OBJECTIVE: Using alliteration and adverbs effectively. Using persuasive language.
PSHE OBJECTIVE: Understanding that commonly available substances and drugs can damage health.
EXTRACT USED: from 'George Begins to Make the Medicine'.

LESSON PLAN 3:

BOOK THEME: Exciting writing
LITERACY OBJECTIVE: Identifying how Roald Dahl uses language, punctuation and text styles to generate excitement. Writing similes using Roald Dahl's work as a stimulus. Understanding how dramatic techniques bring stories to life.
EXTRACT USED: from 'Grandma Gets the Medicine'.

LESSON PLAN 4:

BOOK THEME: Revenge
LITERACY OBJECTIVE: Drawing inferences and justifying them with evidence from the text. Demonstrating a deep understanding of the character of Grandma and creating an original character profile based upon George's Grandma.
PSHE OBJECTIVE: Understanding that revenge has a negative impact on both the perpetrator and the victim.
EXTRACT USED: from 'Grandma'

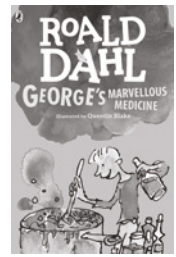
LESSON PLAN 5:

BOOK THEME: Sensational stories
LITERACY OBJECTIVE: Identifying and using exciting verbs, adverbs and adjectives. Planning a piece of writing based upon the vocabulary and structure of *George's Marvellous Medicine*.
PSHE OBJECTIVE: Providing, receiving and responding to constructive feedback, recognising and learning from others' experience.
EXTRACT USED: from 'Grandma'.

LESSON PLAN 6:

BOOK THEME: Mixed feelings
LITERACY OBJECTIVE: Drawing inferences about characters' feelings, justifying their inferences with evidence from the story.
PSHE OBJECTIVE: Understanding what is meant by having conflicting (or 'mixed') emotions. Identifying when to heed emotions and when to try to overcome them.
EXTRACT USED: from 'Grandma'.

- **GEORGE'S MARVELLOUS MEDICINE POSTER**
- **ACTIVITY SHEETS X 3**
- **INVENTOR'S LOG**
- **THINGS YOU MAY NEED FOR THESE LESSON PLANS**



BOOK THEMES:

- The power of words

LESSON OBJECTIVES:

- Identifying alliteration, onomatopoeia and rhyming patterns in Roald Dahl's poetry and exploring their effect on the reader
- Writing an original poem, using Roald Dahl's work as a model
- Participating constructively in discussions by making appropriate comments, taking turns and listening to others

THINGS YOU MAY NEED FOR THIS LESSON:

Poetry writing resources and rhyme games. See page 47

PREPARATION:

Each child will need a copy of both extracts and of each of the three resources. For activity two, you will need to provide each child with a copy of a common tongue twister and each group with a saucepan, a wooden spoon and a selection of revolting ingredients - a smelly sock, a rubber snake, a jar of slime (there are plenty of recipes available on the internet), etc.

STARTER ACTIVITY:

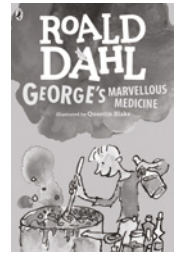
Read extract one. Ask children what George is putting into his medicine. Which adjectives has Roald Dahl used to describe some of the ingredients? What effect do these adjectives have on us as readers?

MAIN TASK: WONDROUS WORDS

Divide children into groups. Set up a carousel of activities in which children investigate how Roald Dahl skilfully manipulates words to achieve extraordinary effects.

Activity one: Children read extract one independently, then invite one or two to read it aloud. Which words rhyme? Is there any rhyming pattern to the poem? Prompt them to notice that it's written in rhyming couplets. Why do children think Dahl used rhyming couplets? What effect does this have on the reader? Children should use **RESOURCE1: REVOLTING RHYMES** to generate new rhyming words for Roald Dahl's poem.

Continued . . .



Activity two: Give children copies of extract one along with some well-known tongue twisters like 'She sells sea shells on the sea shore', 'Red lorry, yellow lorry, red lorry, yellow lorry' and 'Peter Piper picked a peck of pickled pepper'. Why are these called tongue-twisters? How does the extract compare with the tongue-twisters? Clarify that when words close together start with the same letter or sound it's called 'alliteration'. Why do children think that Roald Dahl used alliteration? Set out a revolting selection of ingredients - a smelly sock, a rubber snake, pretend worms, a tray of mud, a jar of slime, a revolting picture of a slug, something hairy and so on - together with a saucepan and a spoon. Each child chooses something to drop into the saucepan. As they stir they say the name of their ingredient together with an alliterative adjective: 'mouldy mud'. Extend by asking them for two alliterative adjectives, for example: 'slippery, sludgy slime'.

Activity three: Introduce the term 'onomatopoeia' if children don't know it. Ask children to define the word 'onomatopoeia'. Why do they think Roald Dahl has used onomatopoeia in his poem? Ask children to highlight all the noisy (onomatopoeic) words in extract one, then to write down as many noisy words as they can think of to match the pictures on **RESOURCE 2: SOUND SCORCERY**.

DEVELOPING THE ACTIVITY: PERILOUS POTIONS

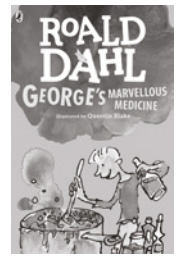
Read extract two, William Shakespeare's 'Double, double toil and trouble' from Macbeth. Examine the poem together so that children understand the context if they are unfamiliar with the play. Discuss which ingredients the witches have thrown into their cauldron, deciphering tricky language. Children should compare and contrast this poem to Roald Dahl's. In order to do this, divide them into small groups and give each group a copy of extracts one and two. Ask each group to compare a different literary feature: alliteration, onomatopoeia, rhyming pattern, use of repetition and the subject matter itself. After a few minutes ask children to feed back their discoveries to the class. Do they think that Roald Dahl was influenced by William Shakespeare? Why or why not? Invite children to write their own magic medicine poem on **RESOURCE 3: MY PERILOUS POTION**; they should use what they've written on resources one and two to help them.

EXTENSION:

You may also like to introduce a DT/ Computing element, asking children to design covers for a class 'magic medicine' recipe book. Start by analysing the features of ordinary cookbook covers. Discuss what will be the same and what will need to be adapted given that theirs is an enchanted recipe book.

PLenary:

Divide children into small groups and ask them to choose one poem from the group to perform. Give them time to practise performing their own poems, perhaps playing a YouTube dramatization of 'Double, double toil and trouble' as inspiration. Children take turns to perform their poems. After each performance ask the audience to comment positively upon what they have seen, encouraging them to talk about what they enjoyed using terms such as 'alliteration', 'onomatopoeia', 'rhyme', 'repetition' and 'adjectives', as well as ways in which the actors engaged with the audience, bringing the poem to life.

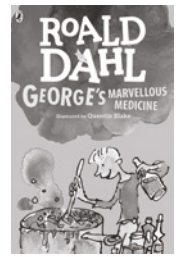


EXTRACT ONE

from 'The Cook-up' (p.34)

'Fiery broth and witch's brew
Foamy froth and riches blue
Fume and spume and spoodrift spray
Fizzle swizzle shout hooray
Watch it sloshing, swashing, splashing
Hear it hissing, squishing, spissing
Grandma better start to pray.'



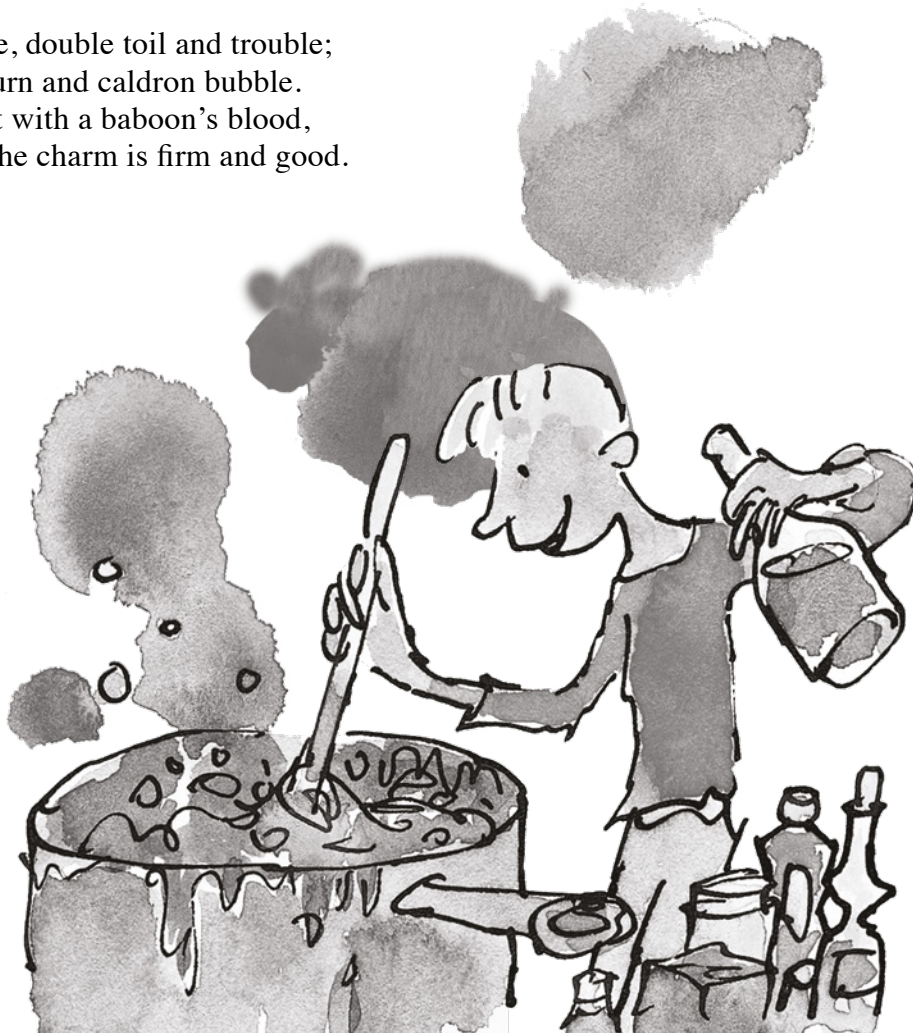


EXTRACT TWO

Double, double toil and trouble, Macbeth, William Shakespeare

Double, double toil and trouble;
Fire burn and caldron bubble.
Fillet of a fenny snake,
In the caldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and howlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.

Double, double toil and trouble;
Fire burn and caldron bubble.
Cool it with a baboon's blood,
Then the charm is firm and good.

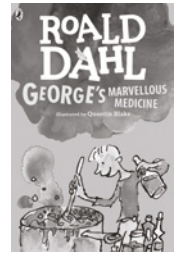


REVOLTING RHYMES



Roald Dahl was the ruler of rhyme. Has he met his match in you today? Here's your challenge: follow the smoky lines and rhyme the words below. If you can think of even more rhymes, then take a bow and accept your crown as the new king or queen!

SOUND SCORCERY



George's bubbling brew pops, fizzes and crackles as it boils. How good are you at generating loud language (also known as **onomatopoeia**). Try saying it: **on-oh-mat-oh-pea-yah**? Let's see what you can do!



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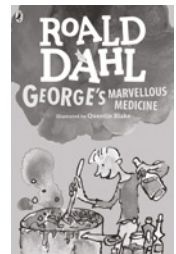
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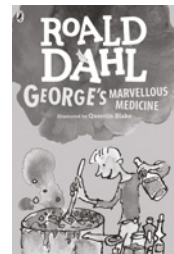
MY PERILOUS POTION



Saucepans at the ready, it's time to make your own magic medicine. First you need to decide what special power your magic medicine will have. Then you need a revolting recipe.

.....'s perilous potion
 for potion's special powers

INGREDIENTS:	REVOLTING RECIPE:
A generous helping of rhyming couplets
For example: 'Throw in a wiggly, squiggly worm. That should make your tummy squirm.'
Resource 1 should give you plenty of ideas if you are stuck. You can do it!
A sprinkling of onomatopoeia
'Pop', 'bang', 'sizzle', 'whizz'. See Resource 2 - there's plenty there.
A dash of alliteration
'Now a slimy, slithering, slug...'
A splash of repetition as required. Shakespeare repeated the line 'Double, double toil and trouble'.
What could you write instead? 'Hubble, stubble, saucepan bubble'? You can be as silly as you like!



BOOK THEMES:

- Masters of Invention

LESSON OBJECTIVES:

- Using alliteration and adverbs effectively
- Using persuasive language
- Understanding that commonly available substances and drugs can damage health

THINGS YOU MAY NEED FOR THIS LESSON:

Whiteboards, SPAG pop up and camcorder.
See page 47

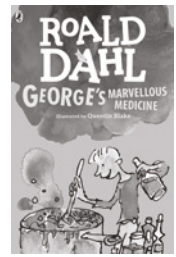


PREPARATION:

Photocopy extract two for each child and a copy each of **RESOURCE 1: INCREDIBLE INGREDIENTS**. You will also need a selection of household products so that the classroom can be divided into four of George's rooms: bathroom, bedroom, laundry room and kitchen. For task three, cut up and photocopy **RESOURCE 3: WORDS TO PERSUADE** so that each group of children has a bank of words on their table in a saucepan.

STARTER ACTIVITY: AMAZING ADJECTIVES AND ARTFUL ALLITERATION

1. Read extract one. Ask children what they think Roald Dahl is trying to teach us about medicines. How is his message relevant to the story? Are children allowed to help themselves to medicines at home? Why not? Ensure they understand that medicines are only safe if taken responsibly and under adult supervision. Briefly discuss the importance of following correct dosage instructions, never taking out-of-date medicine and medicine which has been prescribed for somebody else.
2. Ask children to help you list some of the bathroom products that George used in his magic medicine. As they name products, list them in their simplest form e.g. 'shampoo', 'face cream', 'shaving foam'. Ask children to choose one item from the list and to add a proper noun and an adjective to the front e.g. 'Sharon's shocking shampoo'. Make sure that children understand the functions of proper nouns and adjectives as well as the correct use of apostrophes. Children are likely to use alliteration naturally at least some of the time; when they do, elicit the effect that it has on the reader i.e. it adds humour and a pleasing sense of rhythm.
3. Children read extract two. Which room is George in? Which products is he pouring into his medicine? Using **RESOURCE 1: INCREDIBLE INGREDIENTS**, children practise generating proper nouns and adjectives to inject Roald Dahl humour into everyday products. Extra points given for alliteration!



MAIN ACTIVITY:

Divide your classroom tables into four groups so that there's one large table for each of the four rooms that George enters: bathroom, bedroom, laundry room, and kitchen. On each table place products that are appropriate to that room. Children need to be able to identify the products but not to read their brand names - you could wrap items or stick blank labels over them. Display **RESOURCE 2: ABSOLUTELY AWFUL ADVERBS**. What do children notice about these words? Every word ends in 'ly'! Clarify that these are adverbs, and that one job of adverbs is to add more information to adjectives. Using resource two as a prompt, explain that children should choose an item from the table, write it on their whiteboard and then to add a proper noun, an adverb and an adjective to the front of the name e.g. 'Sharon's shockingly shimmering shampoo'. Challenge them to use alliteration if they can. Children move around the 'rooms' adding to their whiteboards as they go. At the end, ask children to keep just three of their favourite ideas and rub off the rest. They will need these ideas next!

DEVELOPING THE ACTIVITY: THE POWER OF PERSUASION

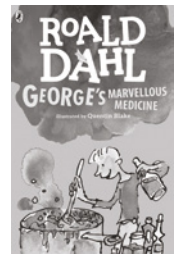
Display extract one. Read out: 'NEVERMORE PONKING DEODORANT SPRAY, GUARANTEED... TO KEEP AWAY UNPLEASANT BODY SMELLS FOR A WHOLE DAY'. Highlight the slogan 'guaranteed to keep away unpleasant body smells for a whole day'. Tell children that this is called a slogan and ask them to deduce the purpose of advertising slogans, eliciting that they are a persuasive device with the aim of making money; clever slogans make you believe that your life will be better if you buy that product. Give children copies of extract two and, in pairs, ask them to identify slogans within the text. Divide the children into four or five groups. On each group's table place a saucepan containing words that you've cut from **RESOURCE 3: WORDS TO PERSUADE**. Using their ideas from the previous activity, children visit a table, take a word from the saucepan, and use that word to make up and record a slogan for each of the products on their whiteboard. Before children begin, model the activity e.g. 'Sharon's shockingly shimmering shampoo, for radiant hair with an unbeatable shine'. Children record their ideas on paper.

EXTENSION ACTIVITIES:

Children might like to storyboard, perform and record a television advertisement for one of the products that they've created. Alternatively, they could design and make packaging for their product.

PLENARY:

Ask children to choose one of the slogans they have recorded today and to try to persuade another child to buy their product. The child who is the 'customer' should challenge the seller's claims using the question words 'how?', 'what?', 'why?' e.g. 'How will it make me more fashionable?', 'What is in this product that makes it healthy?', 'Why is your product better than another one on the market?' The customer should then decide whether they would buy the product based upon the seller's persuasive language!



EXTRACT ONE

from 'George Begins to Make the Medicine' (pp. 17-21)

"In the bathroom, he gazed longingly at the famous and dreaded medicine cupboard. But he didn't go near it. It was the only thing in the entire house he was forbidden to touch. He had made solemn promises to his parents about this and he wasn't going to break them. There were things in there, they had told him, that could actually kill a person, and although he was out to give Grandma a pretty fiery mouthful, he didn't really want a dead body on his hands. George put the saucepan on the floor and went to work.

Number one was a bottle labelled GOLDEN GLOSS HAIR SHAMPOO. He emptied it into the pan. 'That ought to wash her tummy nice and clean,' he said.

He took a full tube of TOOTHPASTE and squeezed out the whole lot of it in one long worm. 'Maybe that will brighten up those horrid brown teeth of hers,' he said.

There was an aerosol can of SUPERFOAM SHAVING SOAP belonging to his father. George loved playing with aerosols. He pressed the button and kept his finger on it until there was nothing left. A wonderful mountain of white foam built up in the giant saucepan.

With his fingers, he scooped out the contents of a jar of VITAMIN ENRICHED FACE CREAM.

In went a small bottle of scarlet NAIL VARNISH. 'If the toothpaste doesn't clean her teeth,' George said, 'then this will paint them as red as roses.'

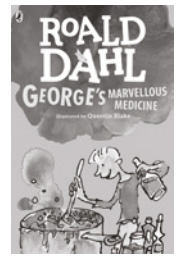
He found another jar of creamy stuff labelled HAIR REMOVER. SMEAR IT ON YOUR LEGS, it said, AND ALLOW TO REMAIN FOR FIVE MINUTES. George tipped it all into the saucepan.

There was a bottle with yellow stuff inside it called DISHWORTH'S FAMOUS DANDRUFF CURE. In it went.

There was something called BRILLIDENT FOR CLEANING FALSE TEETH. It was a white powder. In that went, too.

He found another aerosol can, NEVERMORE PONKING DEODORANT SPRAY, GUARANTEED, it said, TO KEEP AWAY UNPLEASANT BODY SMELLS FOR A WHOLE DAY. 'She could use plenty of that,' George said as he sprayed the entire canful into the saucepan. "





EXTRACT TWO

from 'George Begins to Make the Medicine' (pp. 21-24)

“On his mother’s dressing-table in the bedroom, George found yet another lovely aerosol can. It was called **HELGA’S HAIRSET. HOLD TWELVE INCHES AWAY FROM THE HAIR AND SPRAY LIGHTLY.** He squirted the whole lot into the saucepan. He did enjoy squirting these aerosols.

There was a bottle of perfume called **FLOWERS OF TURNIPS.** It smelled of old cheese. In it went.

And in, too, went a large round box of **POWDER.** It was called **PINK PLASTER.** There was a powder-puff on top and he threw that in as well for luck.

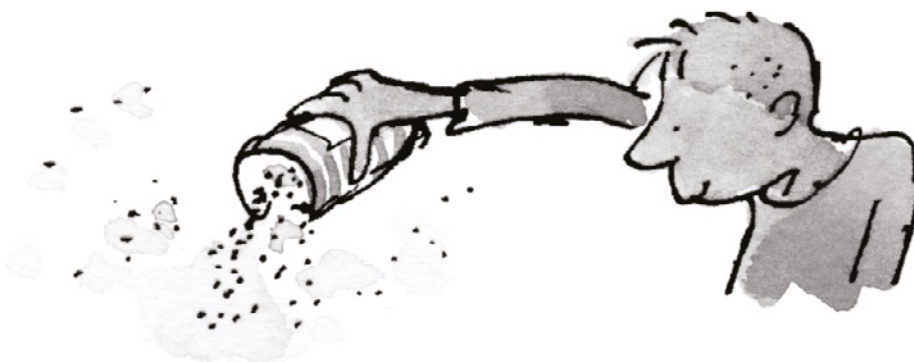
He found a couple of **LIPSTICKS.** He pulled the greasy red things out of their little cases and added them to the mixture.

The bedroom had nothing more to offer, so George carried the enormous saucepan downstairs again and trotted into the laundry-room where the shelves were full of all kinds of house-hold items.

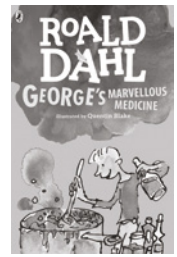
The first one he took down was a large box of **SUPERWHITE FOR AUTOMATIC WASHING-MACHINES.** **DIRT, it said, WILL DISAPPEAR LIKE MAGIC.** George didn’t know whether Grandma was automatic or not, but she was certainly a dirty old woman. ‘So she’d better have it all,’ he said, tipping in the whole boxful.

Then there was a big tin of **WAXWELL FLOOR POLISH.** **IT REMOVES FILTH AND FOUL MESSSES FROM YOUR FLOOR AND LEAVES EVERYTHING SHINY BRIGHT,** it said. George scooped the orange-coloured waxy stuff out of the tin and plonked it into the pan.

There was a round cardboard carton labelled **FLEA POWDER FOR DOGS.** **KEEP WELL AWAY FROM THE DOG’S FOOD,** it said, **BECAUSE THIS POWDER, IF EATEN, WILL MAKE THE DOG EXPLODE.** ‘Good,’ said George, pouring it all into the saucepan.”



INCREDIBLE INGREDIENTS



Fill George's saucepan with as many incredible ingredients as you can imagine. Describe each ingredient with a perfect proper noun and an atrocious adjective. If you can use alliteration then even better for producing a perfectly potent potion!

EXAMPLE: Hilda's horrible hairspray

..... perfume

..... powder

..... lipstick

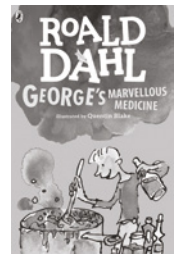


..... washing powder

..... floor polish

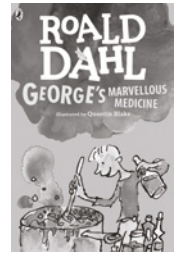
..... flea powder

ABSOLUTELY AWFUL ADVERBS

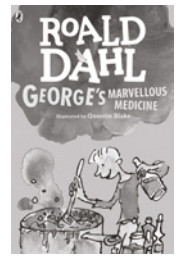


scintillatingly	massively	certainly
LAVISHLY	demonstrably	viciously
BREATHLESSLY	perfectly	BADLY
powerfully	effortlessly	HIGHLY
properly	hideously	slowly
GENERALLY	really	FABULOUSLY
SMOOTHLY	BRILLIANTLY	terribly
WONDERFULLY	OUTSTANDINGLY	effectively
QUICKLY	shockingly	DANGEROUSLY
obviously	GREATLY	monstrously
tantalisingly	simply	daringly
delightfully	SHARPLY	PRACTICALLY
mightily	LUSCIOUSLY	ravishingly
HORRIBLY	fetchingly	boldly

SWEET PERSUASION



explosive	superior	tremendous
TRULY	magnificent	miracle
PROVEN	results	REMARKABLE
revolutionary	guaranteed	FASTEST
extremely	astonishing	astounding
INCREDIBLE	radiant	STUNNING
OUTSTANDING	SURE-FIRE	amazing
WONDERFULLY	OUTSTANDINGLY	effectively



BOOK THEMES:

- Exciting writing

LESSON OBJECTIVES:

- Identifying how Roald Dahl uses language, punctuation and text styles to generate excitement
- Writing similes using Roald Dahl's work as a stimulus
- Understanding how dramatic techniques bring stories to life

THINGS YOU MAY NEED FOR THIS LESSON:

Spelling board games, copier paper and handwriting pens. See page 47

PREPARATION:

Each child will need a copy of the extract and each of the three resources. You will also need to collect props and equipment for children's dramatic performances of George's Marvellous Medicine.

STARTER ACTIVITY: SASSY SIMILIES

What is a simile? Clarify that a simile compares two things using the words 'as' or 'like'. Give some examples e.g. 'he was as brave as a lion', 'she was as white as a ghost', 'he slept like a log'. Can children think of any themselves? Read the extract together. Can children spot the simile? ('Up she went like a jack-in-a-box'.) Why do they think Dahl used this simile? What effect does it have? Using **RESOURCE 1: SASSY SIMILES**, children should think of original similes to describe Grandma.

MAIN ACTIVITY: EXCITING WRITING

Read the extract together. Display the question: 'How does Roald Dahl build excitement in his writing?' Share ideas, ensuring children have made note of Roald Dahl's use of punctuation, italics and onomatopoeia. As well as drawing their attention to the use of ellipses, exclamation marks and onomatopoeia, elicit that shorter sentences create a 'heart-beat' effect which generates excitement. Look at the differences between the verbs used for Grandma and George: George *said* but Grandma *yelled*. Help children to see that George's behaviour is calm which makes Grandma's panic even more pronounced. List the techniques you have discussed on the board and ask children to work in pairs to find and identify examples in the extract. They then write their own exciting passage using **RESOURCE 2: EXCITING WRITING**.

Continued...



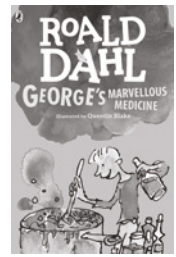
DEVELOPING THE ACTIVITY: STICKY SITUATIONS

Read the extract to the children in a boring monotone voice. What do they think of your reading? What effect does it have on the listener? Now show a clip of a reading of one of Dahl's stories (Rik Mayall's reading of *George's Marvellous Medicine* is an excellent example and is available on YouTube). Ask for children's opinions about the performance. How was it different to your performance? Which techniques have been used to bring the story to life? (Consider facial expressions, funny voices, props, costume and sound effects.)

Invite children to choose an exciting extract, about three or four pages long, from *George's Marvellous Medicine*. They should plan a reading using **RESOURCE 3: POWERFUL PERFORMANCES** to guide them, and then practise their performance.

PLENARY:

Divide the class into groups, so that each child has a chance to perform their dramatic reading of *George's Marvellous Medicine* before a small audience. Many children will be more comfortable reading in front of a few people rather than a larger group which, in turn, will enhance their performance. Once all the children have had a turn, ask the class to discuss in pairs the elements that they believe contribute to a successful performance of *George's Marvellous Medicine*.



EXTRACT ONE

from 'Grandma Gets the Medicine' (pp. 38-41)

'Are you going to gulp it all down in one go?' George asked her. 'Or will you sip it?'
'What I do is none of your business,' the old woman said. 'Fill the spoon.'

As George removed the cork and began very slowly to pour the thick brown stuff into the spoon, he couldn't help thinking back upon all the mad and marvellous things that had gone into the making of this crazy stuff – the shaving soap, the hair remover, the dandruff cure, the automatic washing-machine powder, the flea powder for the dogs, the shoe-polish, the black pepper, the horseradish sauce and all the rest of them, not to mention the powerful animal pills and powders and liquids...and the brown paint.

'Open your mouth wide, Grandma,' he said, 'and I'll pop it in.'

The old hag opened her small wrinkled mouth, showing disgusting pale brown teeth.

'Here we go!' George cried out. 'Swallow it down!' He pushed the spoon well into her mouth and tipped the mixture down her throat. Then he stepped back to watch the result.

It was worth watching.

Grandma yelled '*Oweeeee!*' and her whole body shot up *whoosh* into the air. It was exactly as though someone had pushed an electric wire through the underneath of her chair and switched on the current. Up she went like a jack-in-the-box...and she didn't come down...she stayed there...suspended in mid-air...about two feet up...still in a sitting position...but rigid now...frozen...quivering...the eyes bulging...the hair standing straight up on end.

'Is something wrong, Grandma?' George asked her politely. 'Are you all right?'

Suspended up there in space, the old girl was beyond speaking.

The shock that George's marvellous mixture had given her must have been tremendous.

You'd have thought she'd swallowed a red-hot poker the way she took off from that chair.

Then down she came again with a *plop*, back into her seat.

'Call the fire brigade!' she shouted suddenly. 'My stomach's on fire!'

'It's just the medicine, Grandma,' George said. 'It's good strong stuff.'

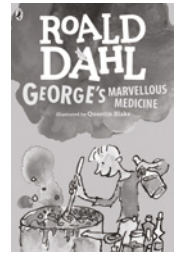
'Fire!' the old woman yelled. 'Fire in the basement! Get a bucket! Man the hoses! Do something quick!'

'Cool it, Grandma,' George said. But he got a bit of a shock when he saw the smoke coming out of her mouth and out of her nostrils. Clouds of black smoke were coming out of her nose and blowing around the room.

'By golly, you really are on fire,' George said.

'Of course I'm on fire!' she yelled. 'I'll be burned to a crisp! I'll be fried to a frizzle! I'll be boiled like a beetroot!'

SASSY SIMILES



Similes create imagery; this means that they paint instant pictures in our heads. Roald Dahl was very good at using similes to make funny, pop-up pictures: 'Up she went like a jack-in-the-box' and 'she shot out of the roof like a rocket!' Can you finish the similes below?



Grandma's stomach exploded like

Grandma was as shocked as

It's time to think of your own silly similes for Grandma. Remember to use the words 'as' or 'like' in your sentences. You could think about Grandma's personality traits or her appearance e.g. 'Grandma was as bitter as/as spiteful as...', 'Her teeth were brown like...'
Now off you go - invent as ingeniously as George himself!

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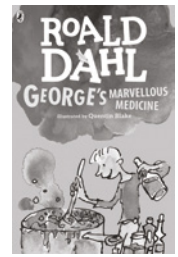
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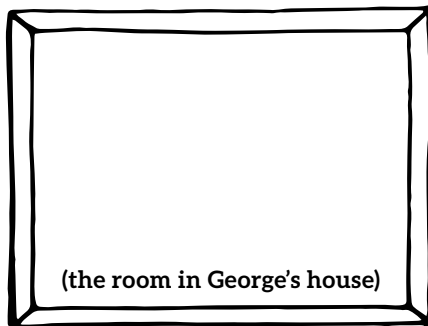
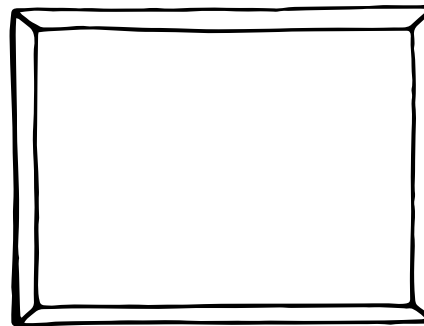
POWERFUL PERFORMANCES



.....
 presents **George's Marvellous Medicine!**

My costume is:

.....



This is the setting:

.....

My chosen extract is: Page to Page

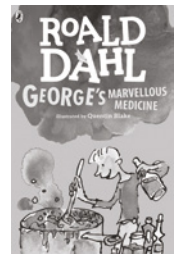
Here are my props:

-
-
-
-
-
-
-

Other techniques I will use:

use (consider where you might use a funny voice or a different expression, for example):

-
-
-
-
-



BOOK THEMES:

- Revenge

LESSON OBJECTIVES:

- Drawing inferences and justifying them with evidence from the text
- Demonstrating a deep understanding of the character Grandma and creating an original character profile based upon George's Grandma
- Understanding that revenge has a negative impact on both the perpetrator and the victim

THINGS YOU MAY NEED FOR THIS LESSON:

Exercise books and feelings and emotions cards.
See page 47



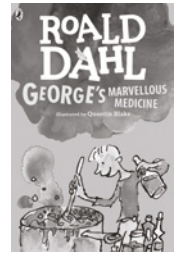
PREPARATION:

Each child will need a copy of each resource. You will also need to make enough copies of extract two and extract three for half the class. Provide a selection of tourist information leaflets detailing local days out as well as transport time tables.

STARTER ACTIVITY: GRUESOME GRANDMA

Read extract one together. What does this extract tell us about Grandma? List the following adjectives on the board: selfish, lazy, cowardly. Ask children to pick one of these adjectives and to find evidence from the text to support this idea e.g. 'Grandma is cowardly because she waits until George's parents have gone out before she mistreats him'. Children feed their ideas back to a partner before a sharing some as a class. Next divide the class in half. Give one half extract two and the other half extract three. Ask children to examine the text closely, thinking of any new adjectives that they believe describe Grandma based upon evidence from that extract. Draw the class together and add the new adjectives to the list. What do all these negative adjectives tell us about Grandma? Explain that what they don't tell us is *why* she behaves this way. Have there been times when the children have behaved badly? Have they been mean? Selfish? Lazy? In what circumstances? What made them behave this way? Ask children to share experiences with a partner (or with the class if they are confident enough to do so). Explain that we all behave badly at times – it's learning how to deal with our emotions and manage our behaviour that is so important.

Continued . . .



MAIN ACTIVITY: GRANDMA AS A GIRL

Tell children that they are going to journey back to a time when Grandma was a little girl. Do children think that Grandma was a happy child? What might her childhood have been like? Discuss briefly in small groups and share ideas.

Using **RESOURCE 1: GROWING GRANDMA**, children should build a character profile of Grandma as a little girl. They should consider everything from her name and appearance to her family, pets, friends, likes and dislikes and hobbies. They could work individually or together on this task.

Ask children to imagine a day in the life of Grandma as a girl. Thinking about their character profiles, what kinds of things do they think young Grandma might be doing on a typical Saturday? They should work with a partner to jot down notes on a whiteboard before completing a diary entry on **RESOURCE 2: THE SECRET DIARY OF GRANDMA AGED 9 3/4**.

DEVELOPING THE ACTIVITY:

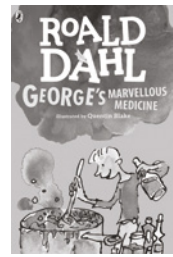
Now that children have explored Grandma's background do they feel any differently about her? Ask them whether they think George did the right thing by making his magic medicine. Why do they think that he did this? How do they think he felt afterwards? Can children think about a time when they have taken revenge upon somebody? How did it make them feel? Elicit that it can be satisfying at first, but after a while it can make you feel bad about yourself and very sorry. Tell children that they are going to pretend to be George planning a treat for Grandma; it will be a special day out. Ask them to talk in pairs about the kind of day out that Grandma might like. Provide access to the Internet, tourist information leaflets and transport timetables so that children can plan George's day out with Grandma. Children should use **RESOURCE 3: GEORGE AND GRANDMA'S DAY OUT** as a planning sheet.

EXTENSION ACTIVITY:

In role as Grandma, children write a letter to George thanking him for organising a day out. Grandma might apologise to George, explain her behaviour and say how she will behave better in future.

PLenary:

Imagine that George and Grandma have resolved their differences on their special day out and that Grandma has changed her ways. Refer back to the list of adjectives from the starter activity. Can children find their antonyms to describe the new Grandma? Compare the new to the old!



EXTRACT ONE

from 'Grandma' (pp.1-4)

"He was especially tired of having to live in the same house as that grizzly old grunion of a Grandma. Looking after her all by himself was hardly the most exciting way to spend a Saturday morning.

'You can make me a nice cup of tea for a start,' Grandma said to George. 'That'll keep you out of mischief for a few minutes.'

'Yes, Grandma,' George said.

George couldn't help disliking Grandma. She was a selfish grumpy old woman. She had pale brown teeth and a small puckered-up mouth like a dog's bottom.

'How much sugar in your tea today, Grandma?' George asked her.

'One spoon,' she said. 'And no milk.'

Most grandmothers are lovely, kind, helpful old ladies, but not this one. She spent all day and every day sitting in her chair by the window, and she was always complaining, grouching, grumbling, griping about something or other. Never once, even on her best days, had she smiled at George and said, 'Well, how are you this morning, George?' or 'Why don't you and I have a game of Snakes and Ladders?' Or 'How was school today?' She didn't seem to care about other people, only about herself. She was a miserable old grouch.

George went into the kitchen and made Grandma a cup of tea with a teabag. He put one spoon of sugar in it and no milk. He stirred the sugar well and carried the cup into the living-room.

Grandma sipped the tea. 'It's not sweet enough,' she said. 'Put more sugar in.'

George took the cup back to the kitchen and added another spoonful of sugar. He stirred it again and carried it carefully in to Grandma.

'Where's the saucer?' she said. 'I won't have a cup without a saucer.'

George fetched her a saucer.

'And what about a teaspoon, if you please?'

'I've stirred it for you, Grandma.

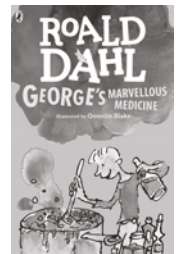
I stirred it well.'

'I'll stir my own tea, thank you very much,' she said. 'Fetch me a teaspoon.'

George fetched her a teaspoon.

When George's mother or father were home, Grandma never ordered George about like this. It was only when she had him on her own that she began treating him badly.





EXTRACT TWO

from 'Grandma' (pp.4-6)

"You know what's the matter with you?" the old woman said, staring at George over the rim of the teacup with those bright wicked little eyes. 'You're *growing* too fast. Boys who grow too fast become stupid and lazy.'

'But I can't help it if I'm growing fast Grandma,' George said.

'Of course you can,' she snapped. 'Growing's a nasty childish habit.'

'But we *have* to grow, Grandma. If we didn't grow, we'd never be grown-ups.'

'Rubbish, boy, rubbish,' she said. 'Look at me. Am I growing? Certainly not.'

'But you did once, Grandma.'

'Only *very little*,' the old woman answered. 'I gave up growing when I was extremely small, along with all the other nasty childish habits like laziness and disobedience and greed and sloppiness and untidiness and stupidity. You haven't given up any of these things, have you?'

'I'm still only a little boy, Grandma.'

'You're eight years old,' she snorted. 'That's old enough to know better. If you don't stop growing soon, it'll be too late.'

'Too late for what, Grandma?'

'It's ridiculous,' she went on. 'You're nearly as tall as me already.'

George took a good look at Grandma. She certainly was a *very tiny* person. Her legs were so short she had to have a footstool to put her feet on, and her head only came halfway up the back of the armchair.

'Daddy says it's fine for a man to be tall,' George said.

'Don't listen to your daddy,' Grandma said. 'Listen to me.'

'But how do I stop myself growing?' George asked her.

'Eat less chocolate,' Grandma said.

'Does chocolate make you grow?'

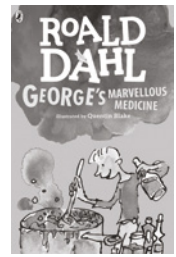
'It makes you grow the *wrong way*,' she snapped. 'Up instead of down.'

Grandma sipped some tea but never took her eyes from the little boy who stood before her.

'Never grow up,' she said.

'Always down.'





EXTRACT THREE

from 'Grandma' (pp. 7-8)

'Whenever I see a live slug on a piece of lettuce,' Grandma said, 'I gobble it up quick before it crawls away. Delicious.' She squeezed her lips together tight so that her mouth became a tiny wrinkled hole. 'Delicious', she said again. 'Worms and slugs and beetley bugs. You don't know what's good for you.'

'You're joking, Grandma.'

'I never joke,' she said. 'Beetles are perhaps best of all. They go *crunch!*'

'Grandma! That's beastly!'

The old hag grinned, showing those pale brown teeth. 'Sometimes, if you're lucky,' she said, 'you get a beetle inside the stem of a stick of celery. That's what I like.'

'Grandma! How *could* you?'

'You find all sorts of nice things in sticks of raw celery,' the old woman went on.

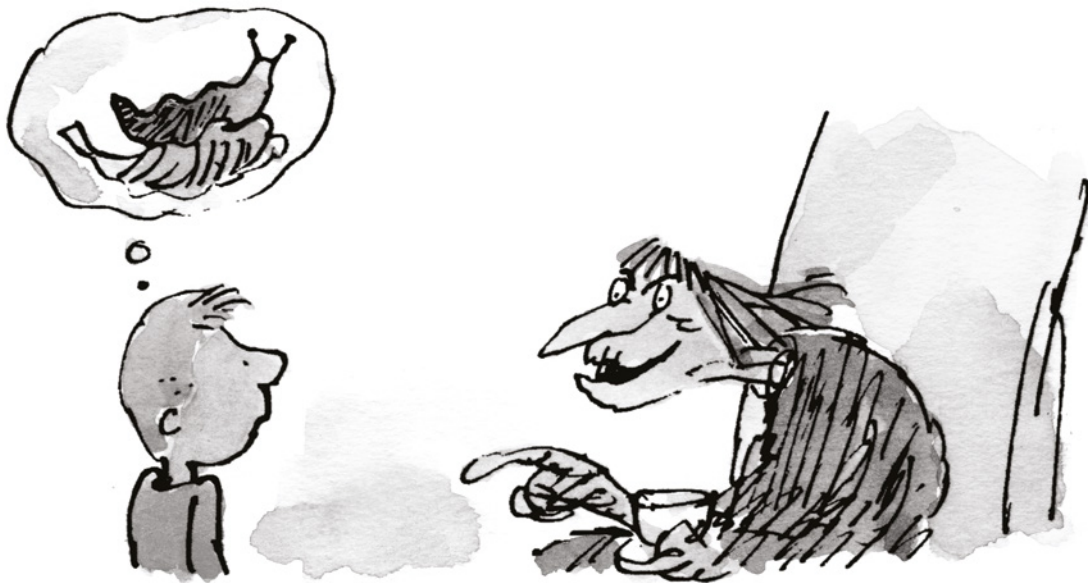
'Sometimes it's earwigs.'

'I don't want to hear about it!' cried George.

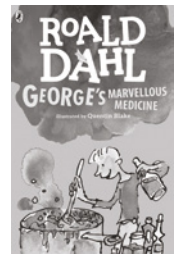
'A big fat earwig is very tasty,' Grandma said, licking her lips. 'But you've got to be very quick, my dear, when you put one of those in your mouth. It has a pair of sharp nippers on its back end and if it grabs your tongue with those, it never lets go. So you've got to bite the earwig first, *chop chop*, before it bites you.'

George started edging towards the door. He wanted to get as far away as possible from this filthy old woman.

'You're trying to get away from me, aren't you?'



GROWING GRANDMA



Your mission, should you choose to accept it, is to imagine George's Grandma as a little girl. Even grumpy old hags with mouths puckered up like dog's bottoms were young once. That's right! But what was Grandma like as a girl? How did she become the miserable, cruel old bat that she is today? There must be some reason. Perhaps your character profile will help us to get to the bottom of this mystery.

Draw a picture of Grandma as a girl:

My name is:

.....
(write Grandma's real name)

My family:

My pets:

My friends:

What my bedroom looks like:

My hobbies:

.....

My favourite food:

.....

The place where I live:

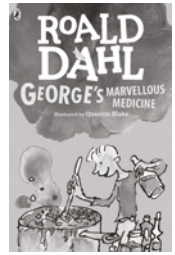
My biggest fear:

.....

My best toys:

.....

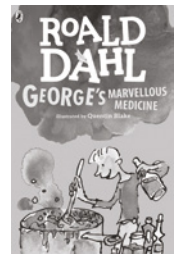
THE SECRET DIARY OF GRANDMA, AGED 9 3/4



Write a diary extract based upon your ideas about Grandma as a little girl. Remember to use the first person ('I') and describe your feelings as well as what you have been up to.

Saturday 6th January 1934

GEORGE AND GRANDMA'S DAY OUT



Instead of trying to poison Grandma with magic medicine, George has decided to take her out for the day instead. He wants to cheer her up and remind her how to be happy. Before George can prize Grandma out of her flea-bitten old armchair, he needs to consider a few things. Can you help him to plan the perfect outing for Grandma?



Where are we going?

.....

When are we going?

.....

How will we travel there and back?

.....

How much will the day cost?

.....

What will we do in the morning?

.....

What will we do in the afternoon?

.....

What will we do for lunch?

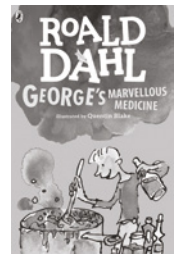
.....

What happens if the weather causes trouble?

.....

When and where will Grandma be able to rest?

.....



BOOK THEMES:

- Sensational stories

LESSON OBJECTIVES:

- Planning a piece of writing based upon the vocabulary and structure of *George's Marvellous Medicine*
- Providing, receiving and responding to constructive feedback, recognising and learning from others' experience
- Identifying and using exciting verbs, adverbs and adjectives



THINGS YOU MAY NEED FOR THIS LESSON:

Smart board, pens and highlighters. See page 47

PREPARATION:

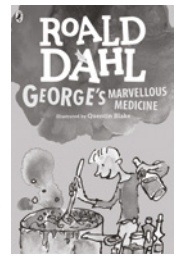
You will need a shared copy of **RESOURCE 1: A MASTER PLAN** which can be annotated on the interactive whiteboard, and a photocopy of **RESOURCE 2: MY MAGICAL MASTERPIECE** for every child. Each child will also need a photocopy of the extract.

STARTER ACTIVITY:

What is a verb? Clarify that verbs are 'doing' words. A useful way to identify verbs is to put them into the present tense and add the word 'to' to the front. If the word still makes sense then it is a verb e.g. 'shouted' becomes 'to shout' (which makes sense), therefore 'shout' is a verb. Ask children to read extract one and highlight all the verbs, then come together to share as a class.

On whiteboards, children work in pairs to put two of the verbs they discovered in the extract into an exciting sentence. Before they begin, ask them what they think makes an exciting sentence. Draw out that adjectives and adverbs can give that extra sparkle. For instance: 'The girl let out a *piercing* scream as the *cold* hand reached through the darkness and grabbed her wrist *tightly*'. When they've finished they swap their whiteboards with another pair who try to improve upon one or two of the sentences.

Continued ...



MAIN ACTIVITY: PLANNING A MASTERPIECE

Using **RESOURCE 1: A MASTER PLAN**, invite children to map the plot of *George's Marvellous Medicine* as a class on the interactive whiteboard. Can children identify that the problem belongs in the middle of the story and the resolution at the end? Ask them to explain the function of the beginning of a story. Give each child a copy of **RESOURCE 2: MY MAGICAL MASTERPIECE**; a planning sheet for their own story. Explain that the magical object in *George's Marvellous Medicine* is the medicine, and ask them what other kinds of magical objects they can think of by drawing upon their own story experiences (a treasure chest, a magic carpet, a sword, a cloak or a shiny lamp for instance). Explain how to complete the planning sheet and ask children to discuss their ideas with a partner before they begin writing their plan.

DEVELOPING THE ACTIVITY:

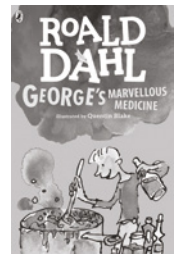
Children use the plan to write their own stories. Remind them of the exciting sentence work they completed at the beginning of the lesson and tell them you will be looking out for examples of exciting sentences in their finished stories!

EXTENSION:

Ask children to remind you of the purpose of a blurb. What makes an effective blurb? Consider the blurb on the back cover of *George's Marvellous Medicine*. Which features do children notice? Do they know that the function of a book cover is to sell books? Highlight the fact that the blurb gives enough information to whet the reader's appetite but not enough to spoil the story. What does the blurb of *George's Marvellous Medicine* tell us? What does it not tell us? Invite children to write blurbs for their stories. They might also like to design a front cover!

PLENARY:

In pairs, ask children to share their stories with one another. The listener must say two things which worked well and give one pointer for improvement.



EXTRACT ONE

from 'Grandma' (p. 47)

'Steady on, Grandma,' George said.

'With a heigh-nonny-no and up we go!' she shouted. 'Just watch me grow!'

This is *my* room,' George said. 'Look at the mess you're making.'

'Terrific medicine!' she cried. 'Give me some more!'

She's dotty as a doughnut, George thought.

'Come on, boy! Give me some more!' she yelled. 'Dish it out!' I'm slowing down!'

George was still clutching the medicine bottle in one hand and the spoon in the other. Oh well, he thought, why not? He poured out a second dose and popped it into her mouth.

'Oweee!' she screamed and up she went again. Her feet were still on the floor downstairs in the living-room but her head was moving quickly towards the ceiling of the bedroom.

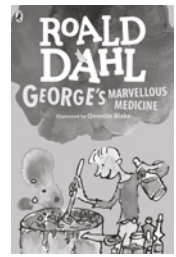
'I'm on my way now, boy!' she called down to George. 'Just watch me go!'

'That's the attic above you, Grandma!' George called out. 'I'd keep out of there! It's full of bugs and bogles!'

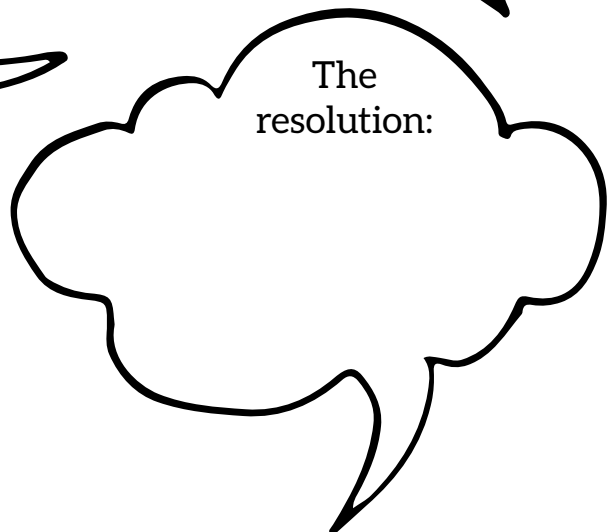
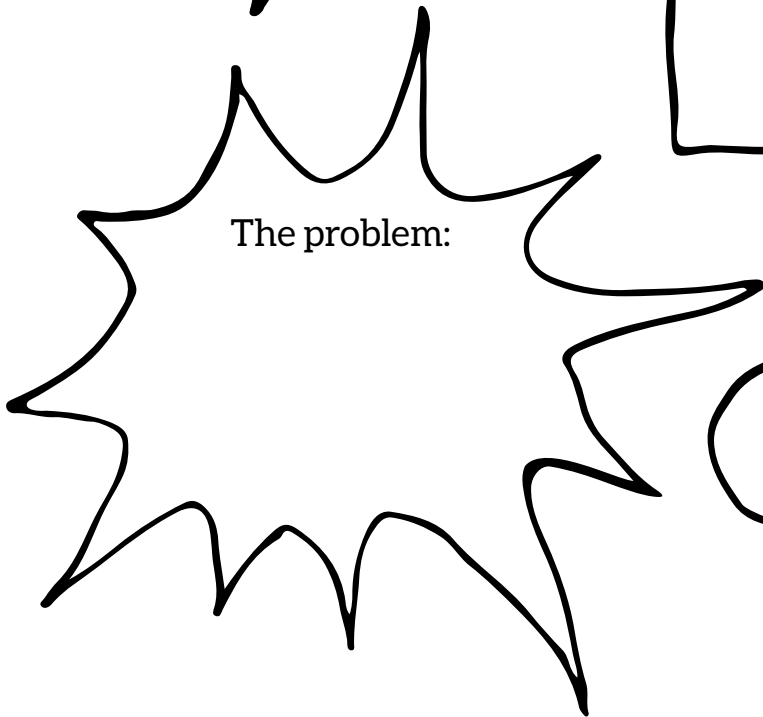
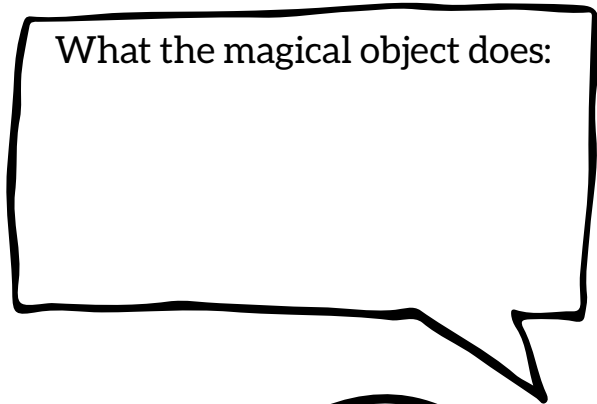
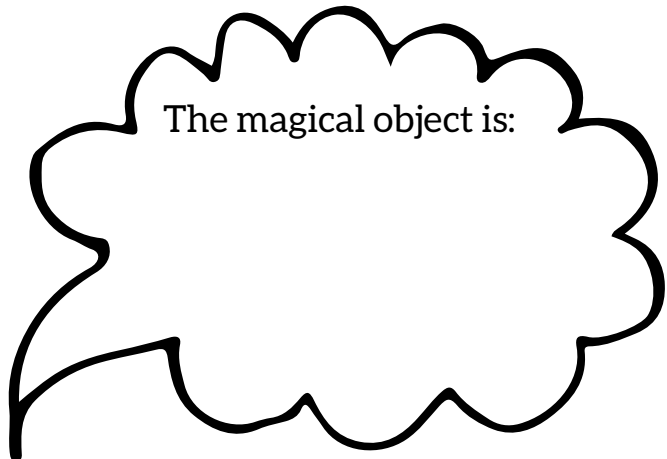
Crash! The old girl's head went through the ceiling as though it were butter.

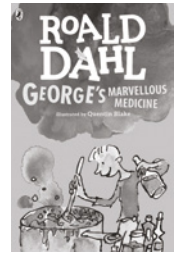


A MASTER PLAN



The main character is called:
.....





The title of my story is:

.....

My main character is called:

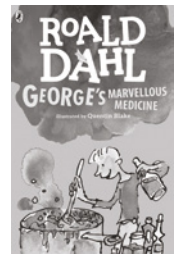
My magical object is:

He looks like this:

What my magical object does:

The problem
in my story:

This is how
the problem in my
story is resolved:



BOOK THEMES:

- Mixed feelings

LESSON OBJECTIVES:

- Drawing inferences about characters' feelings, justifying their inferences with evidence from the story
- Understanding what is meant by having conflicting (or 'mixed') emotions
- Identifying when to heed emotions and when to try to overcome them

THINGS YOU MAY NEED FOR THIS LESSON:

Feelings and emotions cards and dry wipe boards.
See page 47



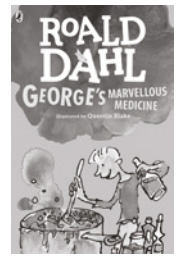
PREPARATION:

You will need a display copy of extract one and photocopies of the same extract for each child. You will also need to prepare enough scenario cards from **RESOURCE 1: A TRIFLE MIXED UP** for one per pair. Each child will also need a copy of **RESOURCE 2: WHERE IS HE TODAY?**

STARTER ACTIVITY:

Read extract one to the children and then give each child a copy. Divide the children into three groups: a group for Mr Kranky, a group for Mrs Kranky and a group for George. Ask them to discuss how their character is feeling in this extract and why. Encourage them to back up their ideas with evidence, looking at what the characters are saying and how they are acting as well as the ways in which Roald Dahl uses devices like punctuation, sentence/paragraph lengths and text styles to portray emotions. Come back together as a class to discuss children's ideas. Elicit that George has 'mixed feelings' about what has happened to Grandma. Help children to understand that mixed feelings are when you have two different feelings at the same time. Can they identify George's two different feelings and say why he might be experiencing this conflict? How might George's parents' reactions to Grandma's disappearance influence him?

Continued ...



MAIN ACTIVITY: A TRIFLE MIXED UP

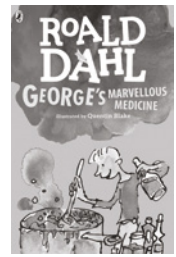
1. Give pairs a scenario card from **RESOURCE 1: A TRIFLE MIXED UP – SCENARIO CARDS**. Ask them to discuss the scenario and identify the different emotions involved. What is the right course of action? Is it easy to take the right path? Ask children to think of a time that they've experienced mixed feelings and to describe to a friend what happened, what course of action they took and how they felt about the outcome.
2. Drawing upon their 'mixed feelings' discussions, ask children how they think George felt about the consequences of his magic medicine. Do they think he was glad that he made it or not? What do they think the adult George does for a living? Is he a scientist? A doctor? A criminal mastermind? Would he work with potions and medicines or have nothing to do with them? Encourage children to consider his experience as a child and his mixed emotions, and really 'get under the skin' of today's George. Tell children to imagine that they are going to meet George because he is coming to school. They will be magazine journalists interviewing George and that they need to think of some questions to ask. (If they need a little inspiration, children could listen to an interview with Roald Dahl in order to familiarise themselves with the Q & A format: <http://www.roalddahl.com/create-and-learn/write/roald-dahl-on-writing>.)
3. On whiteboards, children list at least three questions to ask George. Children should then complete **RESOURCE 2: WHERE IS HE TODAY?** with both their questions and what they imagine to be George's answers.

EXTENSION ACTIVITY:

As a class, read the extract again. How does Mrs Kranky feel about her mother's disappearance? How do children know this? Elicit that, like George, she has mixed feelings. Why do the children think that she has conflicting emotions? Together scribe some interview questions for Mrs Kranky. Children might take Mrs Kranky back to her childhood to discover what sort of a mother Grandma has been. Divide children into pairs – one child is Mrs Kranky and the other is the interviewer. Encourage children to ask one or two questions of their own as well as those scribed together.

PLENARY:

Invite children to 'hot seat' as George and others to pose their questions. Which are the most insightful questions? Do children imagine similar versions of George?



EXTRACT ONE

from 'Grandma' (pp. 98-104)

'She's going to blow up!' Mrs Kranky wailed.

'Her boiler's going to burst!'

'Stand clear,' Mr Kranky said.

George was quite alarmed. He stood up and ran back a few paces. The jets of white steam kept squirting out of the skinny old hag's head, and the whistling was so high and shrill it hurt the ears.

'Call the fire-brigade!' cried Mrs Kranky. 'Call the police! Man the hose-pipes!'

'Too late,' said Mr Kranky, looking pleased.

'Grandma!' shrieked Mrs Kranky. 'Mother! Run to the drinking-trough and put your head under the water!'

But even as she spoke, the whistling suddenly stopped and the steam disappeared. That was when Grandma began to get smaller. She had started off with her head as high as the roof of the house, but now she was coming down fast.

'Watch this, George!' Mr Kranky shouted, hopping around the yard and flapping his arms. 'Watch what happens when someone's had fifty spoonfuls instead of one!'

Very soon, Grandma was back to normal height.

'Stop!' cried Mrs Kranky. 'That's just right.'

But she didn't stop. Smaller and smaller she got...down and down she went. In another half minute she was no bigger than a bottle of lemonade.

'How d'you feel, Mother?' asked Mrs Kranky anxiously.

Grandma's tiny face still bore the same foul and furious expression it always had. Her eyes, no bigger now than little keyholes, were blazing with anger. 'How do I *feel*?' she yelled. 'How do you *think* I feel? How would *you* feel if you'd been a glorious giant a minute ago and suddenly you're a miserable midget?'

'She's still going!' shouted Mr Kranky gleefully.

'She's still getting smaller!'

And by golly, she was.

When she was no bigger than a cigarette, Mrs Kranky made a grab for her. She held her in her hands and she cried, 'How do I stop her getting smaller still?'

'You can't,' said Mr Kranky. 'She's had fifty times the right amount.'

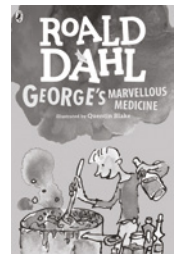
'I *must* stop her!' Mrs Kranky wailed. 'I can hardly see her as it is!'

'Catch hold of each end and pull,' Mr Kranky said.

By then, Grandma was the size of a matchstick and still shrinking fast.

A moment later, she was no bigger than a pin...

Then a pumpkin seed...



EXTRACT ONE

Continued...

Then...

Then...

'Where is she?' cried Mrs Kranky. 'I've lost her!'

'Hooray,' said Mr Kranky.

'She's gone! She's disappeared completely!' cried Mrs Kranky.

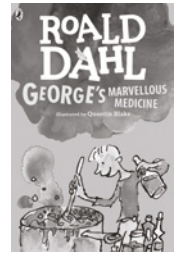
'That's what happens to you if you're grumpy and bad-tempered,' said Mr Kranky.

'Great medicine of yours, George.'

George didn't know what to think.

For a few minutes, Mrs Kranky kept wandering round with a puzzled look on her face, saying, 'Mother, where are you? Where've you gone? Where've you got to? How can I find you?' But she calmed down quite quickly. And by lunchtime, she was saying, 'Ah well, I suppose it's all for the best, really. She was a bit of a nuisance around the house, wasn't she?'





You really want to help yourself to more sweets but have had more than you're usually allowed already.

Your little brother is really annoying you so you hit him but then he cries.

You really want to spend your pocket money straight away but you're saving up for a bike.

You were messing about and have a broken vase. You should confess but you know you'll get into trouble.

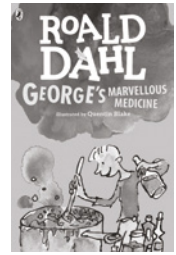
You have been rude to your mum and upset her but you still think she's been unfair.

Your best friend isn't usually sporty but they score the winning goal at a match and won't stop going on about it

You see some older children being horrible to your friend. They look scary!

You help your sister tidy her room but then she gets all the credit.

WHERE IS HE TODAY?



Write the name of your magazine here:

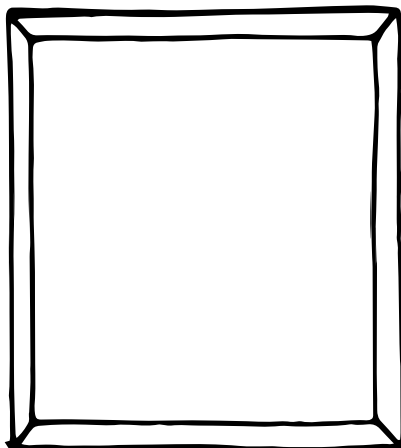
..... 's exclusive interview with George Kranky!

A young George Kranky,
famous for:

.....
.....



George Kranky today:
(insert a photograph or draw a picture)



Question:

.....

Answer:

.....

Question:

.....

Answer:

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Question:

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Answer:

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Question:

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Answer:

.....



DON'T TRY THIS AT HOME DON'T TRY THIS AT HOME

ROALD DAHL

"THE RULE WOULD BE THIS: WHATEVER he saw, if it was **RUNNY** OR **POWDERY** OR **GOOEY**, IT WENT IN"
GEORGE'S MARVELLOUS MEDICINE

GEORGE'S MARVELLOUS MEDICINE

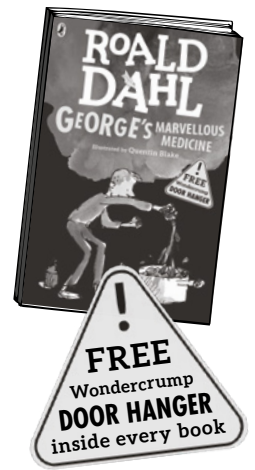
!
FREE
Wondercrump
DOOR HANGER
inside every book



Illustrations © Quentin Blake



Release your INNER SPLENDIFEROUS SCIENTIST!



Roald Dahl's stories are filled with marvellous inventors, from **Willy Wonka** and his everlasting gobstoppers to **Matilda** and her ingenious plan to topple **Miss Trunchbull**, but this year is all about one major mischief maker: **GEORGE KRANKY!**

You definitely can't make *George's Marvellous Medicine* at home but thanks to *George's Marvellous Experiments* you can mix up slime and build a volcano – plus, rather fortuitously, everything's publishing just in time for Science Week around the world, including **British Science Week (10–19 March)** and **Australian Science Week (12–20 August)**.

So don your **white coat**, polish your **goggles** and cook up some **science surprises** – just make sure you don't blow up any senior citizens, goats or chickens!

Here are some ideas about how you can make science and magic happen in your classroom.

- **IDEAS FOR RUNNING YOUR OWN INVENTOR'S LABORATORY!**

Photocopy the medicine bottle and challenge young scientists to create their own Marvellous Medicine – use their creations to create your very own Science Fair. The theme of British Science Week is 'Changes' so they could even act out what happens when they taste their medicine . . .

- **MARVELLOUS INGREDIENTS HUNT**

Shampoo bottles, boot polish and paint pots! George's infamous concoction involves a mixture of everyday objects. Hide these around your classroom and see how many the children can find.

- **RUN A SPLENDIFEROUS STORYTELLING SESSION**

Gather the chiddlers around for a storytelling session – you could even use some of the real experiments to bring it to life.

Share your marvellous inventions online using **#MarvellousScience** to **@PuffinBooks** and **@Roald_Dahl** and remember there's only one rule: Whatever he saw, if it was runny or powdery or gooey, in it went.

P.S. Don't forget to save the date for **Roald Dahl Day** on **Wednesday 13 September 2017!**



GEORGE'S MARVELLOUS MEDICINE INGREDIENTS SEARCH

Can you find ALL the INGREDIENTS that George puts in his MARVELLOUS MEDICINE?

N	A	I	L	V	A	R	N	I	S	H	D	R	L	F	T
A	B	D	E	O	D	O	R	A	N	T	B	S	T	N	C
T	C	L	K	U	M	A	P	G	N	J	V	H	O	B	A
S	H	A	M	P	O	O	S	T	G	Q	W	O	O	G	N
V	G	S	F	A	C	E	C	R	E	A	M	R	T	S	A
G	R	E	A	S	E	C	X	Z	J	M	A	S	H	B	R
H	P	P	Y	L	M	P	O	L	I	S	H	E	P	Z	Y
P	Q	P	W	U	I	X	C	Y	R	O	I	R	A	Q	S
A	E	K	Q	H	E	P	B	O	D	M	U	A	S	N	E
Z	H	R	Y	L	M	U	S	T	A	R	D	D	T	L	E
F	B	U	F	W	Y	S	P	T	J	F	K	I	E	C	D
E	I	O	C	U	R	R	Y	O	I	X	V	S	I	H	J
Y	S	F	Z	F	M	I	D	Q	D	C	I	H	E	I	K
C	O	N	E	N	H	E	M	N	Z	A	K	L	C	L	E
H	A	W	T	G	R	W	K	T	D	X	H	S	R	L	A
U	P	O	F	L	E	A	P	O	W	D	E	R	J	I	X

Shampoo
Toothpaste
Soap
Face cream

Nail varnish
Deodorant
Perfume
Lipsticks

Polish
Flea powder
Canary seed
Mustard

Curry
Chilli
Horseradish
Grease





INVENT YOUR OWN MARVELLOUS MEDICINE

DRAW the INGREDIENTS you'd use in the bottle and write a WARNING! label describing what happens if you drink your new invention!

ROALD DAHL

"THE RULE WOULD BE THIS:
WHATEVER
he saw, if it was
RUNNY or
POWDERY
or **GOOEY**,
IT WENT IN"
GEORGE'S
MARVELLOUS
MEDICINE

CUT
OUT
and
KEEP!



WARNING!
DO NOT DRINK
.....'s
MARVELLOUS MEDICINE
BECAUSE IT WILL
.....

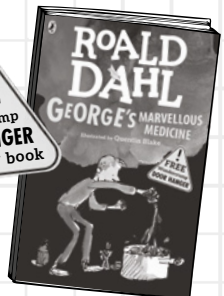


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SUPER SCIENCE

YOU CAN DO AT HOME!



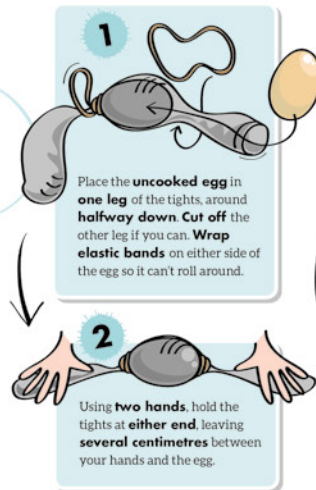
THE ALL-YELLOW EGG

WHAT YOU'LL NEED:

- An egg (uncooked)
- A pair of tights
- Elastic bands
- Water
- A pot

George's medicine doesn't just send Grandma through the roof, it transforms chickens to ten times their normal size – and it does something extraordinary to their eggs as well! Now it's your turn. Everyone knows that once you take the shell off a boiled egg it's white on the outside and yellow on the inside. But did you know you can turn the whole egg yellow? Let's get cracking.

WHAT TO DO:

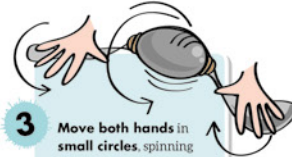


1

Place the **uncooked egg** in **one leg** of the tights, around **halfway down**. Cut off the other leg if you can. Wrap **elastic bands** on either side of the egg so it can't roll around.

2

Using **two hands**, hold the tights at **either end**, leaving **several centimetres** between your hands and the egg.



3

Move both hands in **small circles**, spinning the egg in front of you. Continue until your arms get tired (or for about four or five minutes).



4

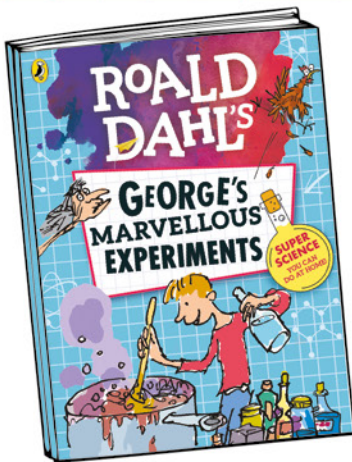
Ask a grown-up to **boil the egg** for around **14 minutes**, then peel and marvel at your completely yellow egg.

WHAT'S HAPPENING HERE:

Spinning the egg creates something called **centrifugal force** which forces the **centre of the object** (in this case, the yolk of the egg) towards the outside. This mixes the yolk and white together, so once you hard-boil the egg has turned completely yellow. And it's all edible!

WHAT IF?

What happens if you only **boil the egg** for **four minutes**? Can you find another way to mix the yolk and white together to achieve the same effect?



MARVELLOUS SCIENTISTS!

You can be just like George if you follow the step-by-step instructions in his Marvellous Experiments book.



IT'S TIME TO MEET ROALD DAHL'S MOST INVENTIVE HERO!

Can George finally cook up a plan to outwit his gruncious granny?



FOAMING FIZZY POTION

When George made his marvellous medicine, it frothed and fizzed and foamed as if it were alive! Now you can recreate that same effect for yourself and concoct something that looks like a weird magic potion.

WHAT YOU'LL NEED:

- Bicarbonate of soda
- Washing-up liquid
- Lemon juice
- Food colouring (optional)
- A plastic cup or mug

WHAT TO DO:



1

Put a **teaspoon** of the **bicarbonate of soda** into the cup. Any cup will do, but tall, narrow ones work best.



2

Add a **squirt** of washing-up liquid.



3

Stir to mix together. If it's tricky to stir with a spoon, try using a long drinking straw. If you want your magic potion to be **colourful** (and who wouldn't?) add some **food colouring**. Not too much – a couple of drops will do.



4

Squeeze or pour in a small amount of **lemon juice**. **Continue stirring** while you **pour**. As you stir, **bubbles** will form and start to fill the cup!



5

Add more **lemon juice** and **soda** until the **frothy mixture** bubbles up over the top!

WHAT IF?

Try using another citrus fruit juice like **lime** or **orange**. Do they have the same effect? What happens if you use a **large bowl** instead of a glass?

WHAT'S HAPPENING HERE:

The bicarbonate of soda, when mixed with the lemon juice, is forming **carbon dioxide gas**. As this rises up in the washing-up liquid, it creates lots of soapy bubbles – see, science IS magic!



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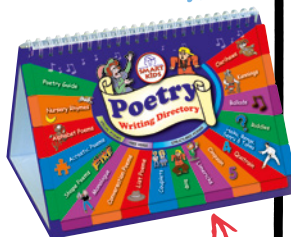
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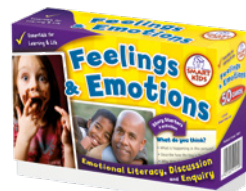
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