



PERFECT FOR:

Students aged 7+; a charming, witty story about an intelligent British-Bangladeshi girl and her love of science, experiments and explosions; lots of links to science topics including the solar system, the digestive system and chemical reactions; writing newspaper articles and diaries; and exploring issues of friendship, family and acceptance.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform

Drama, Speaking and Listening

Science

Maths

Computing

Geography

Design Technology & Art

Music

Physical Education

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COOKIE!

WEEK 1 (CHAPTERS 1–9): THE BOY NEXT DOOR

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Predict what might happen from details stated and implied. - Draw inferences, such as inferring characters' feelings, thoughts and motives. - Identify how language and structure contribute to meaning.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character by completing a Role on the Wall activity.</p> <p>Writing to Persuade - Write a persuasive letter, using a range of features including paragraphs.</p> <p>Geography - Locate a country on a map and extend understanding by researching the country's culture, food and climate.</p>	<ol style="list-style-type: none">1. Have you ever wanted something so desperately you felt like you were going to explode? Is there a difference between what you want and what you need?2. How does Cookie feel about her best friend, Keziah, leaving? Which words and phrases tell you? (page 7)3. Read page 12 and then predict how the bird got into the house. Which words and phrases help create a vivid image of the bird?4. Look at the secret language made up by Cookie and Keziah on page 24. What do you think it means? Can you make up your own secret language with a partner?5. Can you create some of your own quiz questions for Cookie's favourite show, 'Brainbusters'? (page 25)6. Look at Cookie's options on pages 32 and 33. Which one should she choose and why?7. In one word, describe Cookie's feelings when she discovers Bluey has gone. Explain your word choice. (page 37)8. Why are some words on page 53 written in italics? How should they be read? What do they tell us about Cookie's feelings?9. How does the illustration on page 58 help you understand the Electromagnetic Spectrum? What else can you find out?10. What are your first impressions of Cookie? Do you like her? Use a Venn Diagram to compare and contrast Cookie and Jake. How are they similar and different?	<p>Explore the 'About Me!' section. What interesting things do you learn about Cookie? Can you design and illustrate your own 'About Me!' poster, using the same sub-titles? You could create a class display with the title 'About Us!' and include interesting facts and photographs.</p> <p>Complete a Role on the Wall activity. Draw an outline of Cookie. On the inside of your drawing write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her.</p> <p>Imagine you are Cookie and write a persuasive letter to your parents, arguing why you should be allowed to have a pet. Remember to support each argument with evidence.</p> <p>Use a map to locate Bangladesh and calculate how long it would take to travel there. Conduct research into the country's traditional food, music, customs and culture, and present your findings to the class in the form of a large, engaging A3 poster.</p>

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WEEK 2 (CHAPTERS 10–17): THE COLD SHOULDER WAR

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Use dictionaries to check the meaning of words and understand words in context. - Retrieve and record information.</p> <p>Computing - Create an engaging PowerPoint presentation about the solar system.</p> <p>Science - Make predictions and understand what happens when chemical reactions take place. - Research the digestive system and explain how it works in the form of a diary. - Research the solar system.</p> <p>Physical Education - Work in teams to create an obstacle course.</p>	<ol style="list-style-type: none">1. Write a definition of these words from Chapter 10: <i>delicate, suspended, biodegradable</i>. Now use them in a sentence of your own.2. What does 'knocked for six' mean? Why is Cookie feeling like this? (page 103)3. What role do dreams and dreaming play in the story? How do they help to develop Cookie's personality and character? (page 112)4. Create a spider diagram of words and ideas linked to the word 'jealousy'. Have you ever felt jealous about anything before? Why might jealousy be an important theme in Chapter 13?5. Find and copy a word on page 132 that means 'even-tempered' and 'tranquil'.6. Write a definition of each of these words and explain what they mean: <i>kleptomania, pyromania, clinomania</i>. Can you find out about any other manias? (page 139)7. How is the word 'nimble' similar to the word 'quick'? How is it different? (page 159)8. How does the author create a sense of tension and excitement on pages 170 and 171?9. How is the relationship between Cookie and Jake developing as the story progresses? Do you think they will become friends?10. Were you surprised when Jake picked Cookie? Why do you think he does this? (page 172)	<p>Cookie loves taking part in science experiments. Have some fun outside creating your own fizzy volcano explosion using mints and lemonade. Predict what might happen when the materials are mixed and then explain why this has happened.</p> <p>In groups research how the digestive system works. Using a range of materials – mashed up food, ziploc bags and tights work well – create a model of the digestive system. Imagine you are a piece of food and write a diary about your journey, starting at the mouth...</p> <p>In a small group, conduct research into the solar system and create a PowerPoint presentation about this topic. Try to include animations, interesting slide transitions and sound clips.</p> <p>Look at pages 158 and 159 when Cookie and her classmates take part in an obstacle course. Work as a class to create your own obstacle course, with different equipment and activities. Compete in small teams to see who can complete the activities the quickest!</p>

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WEEK 3 (CHAPTERS 18–21): BRAINBUSTERS AND BLUEY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Identify and discuss the main themes in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information from a passage and use it to inform writing.</p> <p>Music - Create a musical jingle for an advert using a range of instruments and body percussion.</p> <p>Writing to Entertain and Inform - Write a newspaper report, thinking carefully about layout and features for this type of writing. - Create a comic strip to summarise the story.</p>	<ol style="list-style-type: none">1. Summarise Chapter 18 in six sentences. Now try to summarise it in three. Can you do it in one sentence?2. The answer is 'electrum'. What might the question be? (page 205)3. How do Cookie and Jake react to the quiz and being on television? Do you feel sorry for Cookie? (page 208)4. What important piece of information do we learn on page 218 about Cookie's fish? How does it change Cookie?5. Describe and summarise the relationship between Cookie and Selina, using evidence from the story.6. Jake is a thief and a liar. Do you agree with this statement? Why? Why not?7. Why do you think the author has included an Appendix? What is included in it? How does the author want us to feel about science, technology and experiments?8. Create illustrated character profiles for the following characters, thinking about their personality and relationships with the other characters: Cookie, Jake, Keziah, Axel, Suzie.9. What do you think is the most valuable lesson Cookie learns in this story? Why?10. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Friendship, science, revenge, knowledge, team work, acceptance, family.</i>	<p>Cookie and Keziah enjoy collecting new weird and wonderful words like 'defenestrate' and 'guffawing'. Keep a list of strange words you come across. Perhaps you could illustrate them and write a definition of their meanings, too?</p> <p>Work in small groups to create a 'catchy but annoying' theme tune for the show 'Brainbusters'. You could use a variety of instruments, write your own funny lyrics or perform your jingle to the class!</p> <p>Look at page 214 and imagine you are writing an article for the school newsletter about Jake and Cookie's victory. Remember to include an alliterative headline, a photograph, paragraphs and interviews with the audience members.</p> <p>Create a comic book strip summarising the main events in the story and showing the characters, their relationships and how they develop as the plot progresses. Think about how to use panels of different sizes, speech, thought bubbles and action words.</p>

