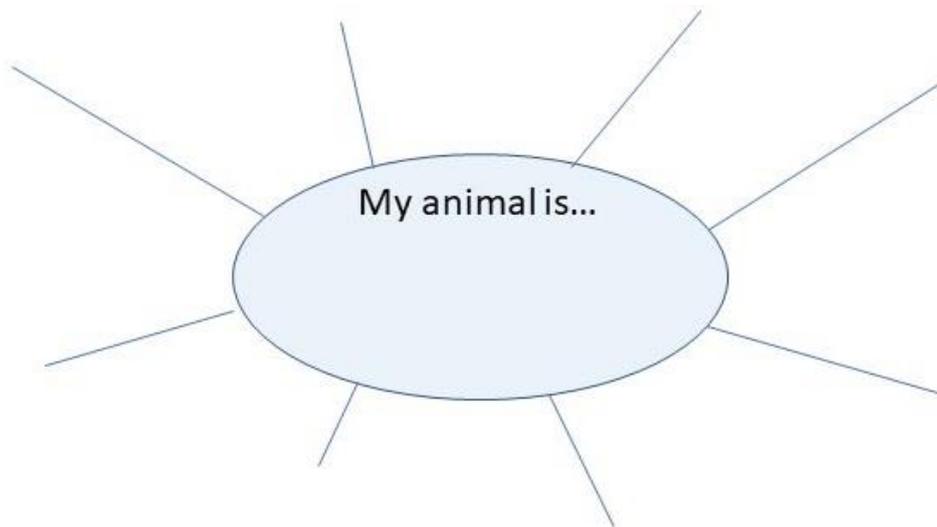




# WORKSHEET 1: ALLITERATIVE ANIMAL POEM

Pick an animal and start thinking about its particular characteristics. What words could you use to describe its appearance, its movements, its eating habits, its personality? Fill in the mind map below, being as creative as you can:



Use your ideas above to make phrases. For example if you were doing a mouse, you might use the word 'sniffle' in the following phrase: *Tiny nose sniffling for seeds*

Alliteration can be great (where two or more words start with the same consonant sound) but don't use it in every single line!

**Write down** your phrases in a list on a piece of paper until you have at least six.

Now, **cut out** the phrases so that each one is on its own piece of paper.

**Arrange** the phrases in different orders and try **reading them aloud**. Listen to the **rhythm**. Which order works best? You're looking for rhythm and sense – the poem should flow from one line to the next. Perhaps you might need to add some more words, or a new phrase. How does it start and finish?

To be extra-clever: can you add something to your poem to give a hint that it might actually be about something else? A mouse could be a metaphor for someone hiding from bullies. Or a peacock might represent someone performing on stage. Can you give your poem extra depth?

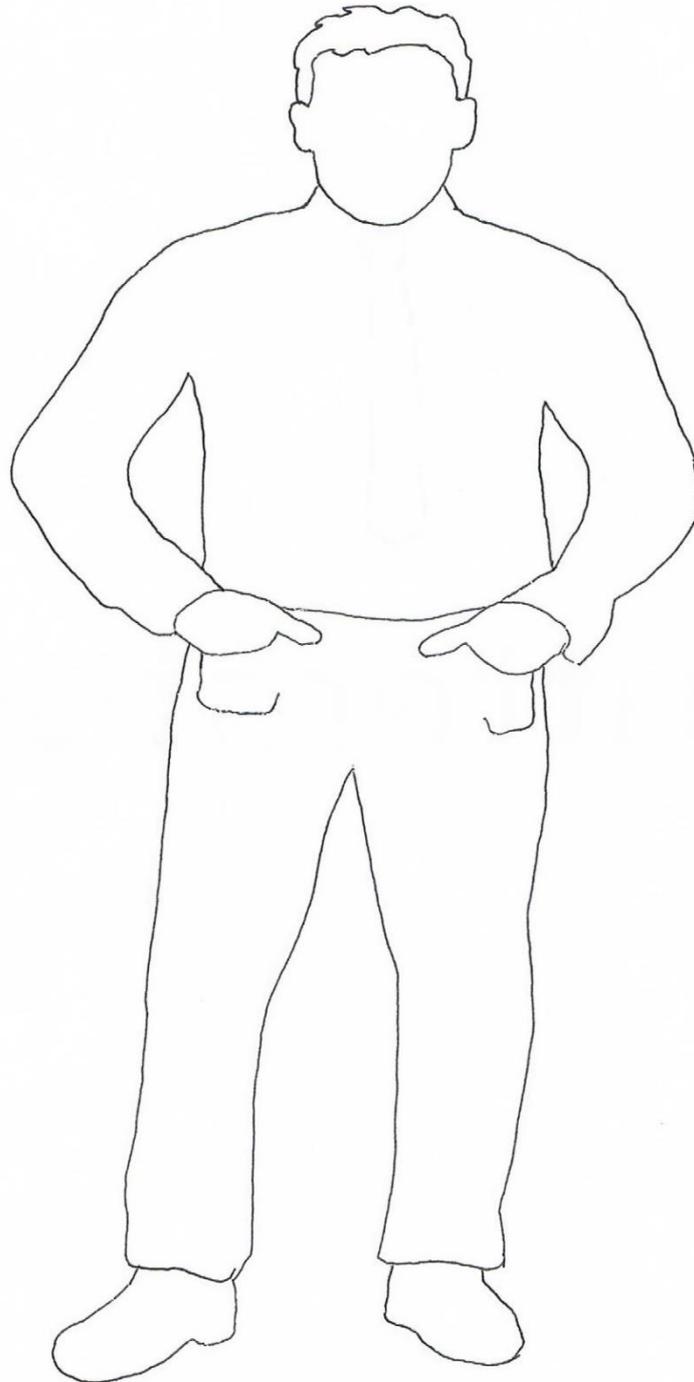
When you're happy with the order of your phrases, write it all out again neatly.

Ta-dah! Finished poem!



## WORKSHEET 2: DESCRIBE CHRIS

In Chapter 3, we meet Chris, Mum's boyfriend. Go through the chapter carefully and find as many words and phrases to describe Chris as you can. Look for descriptions of his appearance, his behaviour, and how he makes Jelly feel. We challenge you to find at least ten things! Write them all inside Chris's outline below.



Now write one paragraph describing Chris, using the words you've already discovered. Add a sentence at the end saying what YOU think of Chris. Is he a person you think you would like to know? Why or why not?





Now look at the expressions Jo is making below. Can you come up with a word to describe each one? Use the emotion and feeling wheel below to help you, or use another word you think is more suitable.





## WORKSHEET 4: CREATE A RHYMING POEM

Below is half a poem. The matching lines are missing. Use your imagination to help you come up with **new lines** to complete the poem. Remember that it is not just rhyming words you need – you also need your lines to **make sense**, and they have to **scan**. This means the rhythm must match too. If you say the following line out loud, putting emphasis on the underlined syllables, you can see what kind of rhythm it has:

I sit by the window and look at the sky

It is a kind of galloping rhythm: dee DUM diddy DUM diddy DUM diddy DUM. Try to make your own line fit this rhythm as exactly as possible.

(Top Tip: when I'm writing a rhyming poem, I make a list of all the rhyming words I can think of *before* I start constructing the line. So for line 1, I would jot down: bye, cry, my, tie, why, lie, fly...)

I sit by the window and look at the sky

---

My hands curl up tightly as feelings rush in

---

I wish I could be someone else for today

---

I can't change the past but perhaps I can be

---

When everyone has finished, compare the completed poems. Has everyone come up with something different? Which poems are more effective? (By 'effective', we mean 'having an effect on the reader' so if a poem makes you feel something strongly, then it is effective.)



## WORKSHEET 5: WRITE A KNOCK KNOCK JOKE

Knock Knock jokes have been popular for years. It's easier to write one than you might think! Below are two examples of Knock Knock jokes. Example 1 uses a person's name to create the first line of a sentence: Robin sounds like Robbing, so the joke works because of the sound. Example 2 uses the 'who' answer to create the joke: 'boo-hoo' is how we might write someone crying.

Example 1 Knock Knock Who's there? Robin Robin who? Robin you – hand over the cash!	Example 2 Knock Knock Who's there? Boo Boo who? Aww, don't cry!
--	--

Can you use your imagination to come up with punchlines to the following jokes? Remember, you need to say the words out loud so that you can find out what they sound like, not just how they're written down.

Knock Knock Who's there? Doris (sounds like 'door is') Doris who?	Knock Knock Who's there? Cow says Cow says who?
Knock Knock Who's there? Dewey (sounds like 'do we') Dewey who?	Knock Knock Who's there? Cash Cash who (sounds like 'cashew' which is a type of nut)
Knock Knock Who's there? Mikey (sounds like 'my key') Mikey who?	Knock Knock Who's there? Tank Tank who?

Now use what you've learned to write your own Knock Knock joke!



## WORKSHEET 6: FLOORPLANS

When writing *Jelly*, it was important for author Jo Cotterill to know the layout of Jelly's home, so that she could accurately describe the scenes that took place there. Below is the floorplan of Jelly's flat. Can you identify doors, windows, beds etc?



Using graph paper and a ruler, can you draw a floorplan of your own house? If it has more than one floor, you might want to choose which one to draw.

To be extra clever, you could draw your floorplan **to scale**. You will need to measure the size of your rooms and convert the measurements for your diagram.



## WORKSHEET 7: WHO IS BETTER: BOYS OR GIRLS?

When you write **an analytical article**, you must structure it carefully and consider several angles.

The first thing to do in this task is to consider the meaning behind the question. What does 'better' actually mean? Better at what? Sports, cooking, friendships, organisation? Better at being human? But who is to judge?

You should also consider the question of **bias**. Boys and girls are likely to give different answers because of their gender and because of the messages they have received throughout their lives about the differences between the genders.

Have a think about what 'better' means to you.

Now draw a table with two columns like this:

Boys better at...	Girls better at...

See if you can come up with three things in each of the two columns. Think about physicality and strength, about brainpower, about emotional abilities such as caring for others, friendships, bravery, and other qualities and abilities. Underline your three strongest points in the table, the ones you think you could say lots about.

Now construct your article like this:

**First paragraph:** Explain what 'better' means to you. What qualities and abilities will you be considering in your article?

**Second paragraph:** Select one of your points in the table and develop it, using examples and anecdotes (personal experience)

**Third paragraph:** Another point from your table and develop as before.

**Fourth paragraph:** A third point from your table and develop it

**Final paragraph:** Give an answer to the question in the title and explain why this article supports your decision. If you have come to the conclusion that neither is better, explain why. (You could mention the fact that girls and boys are often encouraged to compete against each other and maybe this is not always a good thing.)



## WORKSHEET 8: LAUGHTER IS MEDICINE

Laughter makes us feel happy. Sometimes when we're feeling a bit down, having a laugh can be the best medicine! What makes YOU laugh?

Jo has created a poem out of some of the things that make her laugh:

I laugh at the news

The mad, crazy stuff  
Like a shark stolen from an aquarium  
Carried off in a baby buggy  
Dressed in a bonnet

I laugh at my daughter

Wide-eyed, learning words  
Saying 'buttnom' instead of 'button'  
I can't bear to correct her  
Because it's too cute

I laugh at Iron Man

Dissing everyone, making fun  
Of Nick Fury with his eyepatch  
Getting away with bad behaviour  
Because he really is a genius

I laugh at babies giggling

Round faces, squidgy legs  
White nappies, bald heads  
Watching someone say 'Boo!'  
And it's the funniest thing on earth

I laugh at being tickled

Because I can't help it  
Even though I don't like it!

Now see if you can create your own poem of things that make you laugh!



## WORKSHEET 9: STICKS AND STONES

Imagine you are a character who is being bullied at school. Every day this character faces name-calling and insults. You are going to write a short piece in which this character has to get up and face the day – again. Use the following prompts to help you create five paragraphs.

The aim of this is not to write a whole story but to write a thoughtful piece using good vocabulary and strong sentences to convey the character's inner thoughts. Write in first person, present tense.

### **First paragraph**

Stuck for an opening sentence? Try one of these:

*I open my eyes and for one moment, I feel only warmth. Then I remember...*

*It's Friday again. Friday is always the worst day because...*

*Every morning it's the same. I get up, ...*

### **Second paragraph**

Show your character getting ready at home: dressing, breakfast, teeth/hair brushing etc. Perhaps they have a conversation with a parent? Maybe they try to persuade the parent to let them stay home? Or maybe they feel they can't even ask?

### **Third paragraph**

Your character is now walking to school. Who do they meet on the way? Do they have any friends? Do they walk confidently? How do they feel inside?

### **Fourth paragraph**

At the playground, your character comes face to face with the bully. Or bullies? Is there more than one? Why do they pick on your character? There are lots of reasons why someone might be bullied. What kind of things do the bullies say to your character? How does your character react? Remember there is no physical violence – just name-calling and insults.

### **Fifth paragraph**

The bell rings and everyone goes into school to start the day. How is your character feeling at this point? Remember that this happens every single day for this character. Find a strong sentence to end your piece.

Done!



# WORKSHEET 10: COMPARE AND CONTRAST

## 'OPENING' WITH 'HOW DO YOU KNOW?'

There are two poems in Jelly that are very similar in style: *How do you know?* (Chapter 14) and *Opening* (Chapter 27). Below are the two poems side-by-side. Read them through and then answer the questions below.

<b>How do you know?</b>	<b>Opening</b>
How do you know when something's real? How do you know just what to feel? How can you tell if something's true? How can you tell the real you? How can you be an honest friend? How can you know when to pretend? What if it's all a point of view? What we're all just stumbling through?	What is a bud if it doesn't bloom? What is the point of a locked-up room? What is a book that's never read? What is a dough that's never bread? Why have words if not to speak? Why be the same and not unique? Why have wings if not to fly? Why give up instead of try? When will 'soon' become 'today'? When will fears be put away? When will I let people see Beyond the barricades to me?

Q1: What is the rhythm of each poem? Are they the same or different? Explain your answer.

Q2: Why do you think Jelly uses question words in these poems?

Q3: 'Why have wings if not to fly?' What is Jelly really asking here?

Q4: What is Jelly worrying about in *How do you know?* What is she worrying about in *Opening*?

Q5: The first poem appears in Chapter 14 of the book; the second in Chapter 27. How has Jelly changed in the time between writing them?



# WORKSHEET 11: CAT GOT YOUR TONGUE?

**Idiom:** a group of words having a meaning that is separate from their literal meaning.

It's almost impossible to guess the meaning behind an idiom if you don't already know it. The English language is *full* of idioms; that's one reason why it's such a difficult language to learn.

In Chapter 29, Grandad says to Jelly, 'Cat got your tongue?' which he then explains means 'you're very quiet'. Nobody quite knows where the saying 'cat got your tongue' came from. Some people think it has to do with witches' cats, while others say it comes from a whip called the cat-o-nine-tails. Wherever it came from, it's one of those random sayings that became part of English because people used it a lot.

How many of these idioms do you know? Write the real meaning beside the idiom:

Don't you look **the bee's knees!**

Line up the ball, take the kick, and **Bob's your uncle!**

That new watch must have **cost a bomb.**

Wow, you're **full of beans** today.

Oh no, it's all gone **pear-shaped.**

I'm **at a loose end** today; fancy meeting up?

He gave me **the cold shoulder** when I saw him last week.

1. Can you think up ten more idioms or expressions that you or your family uses?
2. Use an internet browser to see if you can discover where these sayings came from. Remember to check several sites in order to find information as accurate as possible.
3. Make an illustrated poster of your idioms and their meanings and origins.