

THE MAGIC HOUR

KS2 Teaching Resource



SCHOLASTIC

THE MAGIC HOUR

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'The Magic Hour' by David Wolstencroft Year 5 Lesson Plan

OBJECTIVES

- To develop creativity by designing and illustrating a unique twilight or dawn creature
- To explore the concept of shape-shifting and different personas in storytelling
- To develop an understanding of how shape-shifting and personas can be used to create character profiles

OUTCOMES

- Children can design and illustrate a unique creature, explaining its adaptations and characteristics
- Children can define and explain the concept of shape-shifting and different personas
- Children can use descriptive language to describe the changes and personas

RESOURCES

- 'The Magic Hour' by David Wolstencroft book
- Resource sheet 1 - 'The Gloaming'
- Resource sheet 2 - 'Personas'
- Resource sheet 3 - 'Shape-shifter'

LEAD IN

Read chapter 4 (pages 10 and 18). Describe the time between day and night. What is it called? Look at the description of the creature named as the 'Twilight', 'entre chein et loup' and 'The Gloaming' from chapter 7.

From this get the children to design their own 'Twilight' or 'Dawn Creature'. Discuss with the children that they will need to use their own ideas and creativity and scientific knowledge to design their own twilight or dawn creature. Using resource sheet 1 'The Gloaming' allow the children to draw their own representation of what a Twilight or Dawn Creature might look like.

Ensure the children think about and explore:

- Adaptations and characteristics of their character - with explanations in their annotations
- Using their own imaginations to be a creative and innovative as possible

TASK

Discuss with the children if they have ever heard of having different personas or shape-shifting in stories. Make a note of these on the whiteboard. Ask the children what it means to have different personas or shape-shifting. Come up with a definition of these as a whole class, for example, an ability to change physical form or appearance (shape-shifting) and the ability to take on different personalities, roles or identities that people can take on in different situations (persona). Explore how these two things within the book are common themes in this story and in mythology, fairy tales and fantasy stories.

Continued...

TASK 1

Read chapter 7 (pages 31 to 42) and as a whole class, discuss how Ailsa talks about the different personas she has in her life and what these were. What personas do the children have at different times of their lives? For example, do they have a different persona at school compared to home? Do they have a different persona in a sports club compared to a different club? Explore Ailsa's personas. Using resource sheet 2 'Personas' allow the children to complete the different types of personalities/skills/abilities they show in different situations. Encourage exploration as to the reasons they might do this e.g. to 'fit in', they can 'be themselves' etc...

TASK 2

Read chapters 56/57 (pages 367 to 374) together. Explore how Tobias gives Ailsa the ability to take the cat persona from him. What would the children shape-shift into if they could? What special gifts or characteristics would they have once they became the new creature they shape-shifted into? For example, Tobias as Sydekyck was stealthy, he could jump from heights without hurting himself, he could see in the dark, etc... Using resource sheet 3 'Shape-shifter' get the children to write a descriptive paragraph of what they might shapeshift into. What would they look like? What would they sound like? What would their skin feel like? What would they smell like? Use senses to describe their new shape-shifting self.

EXTENSION

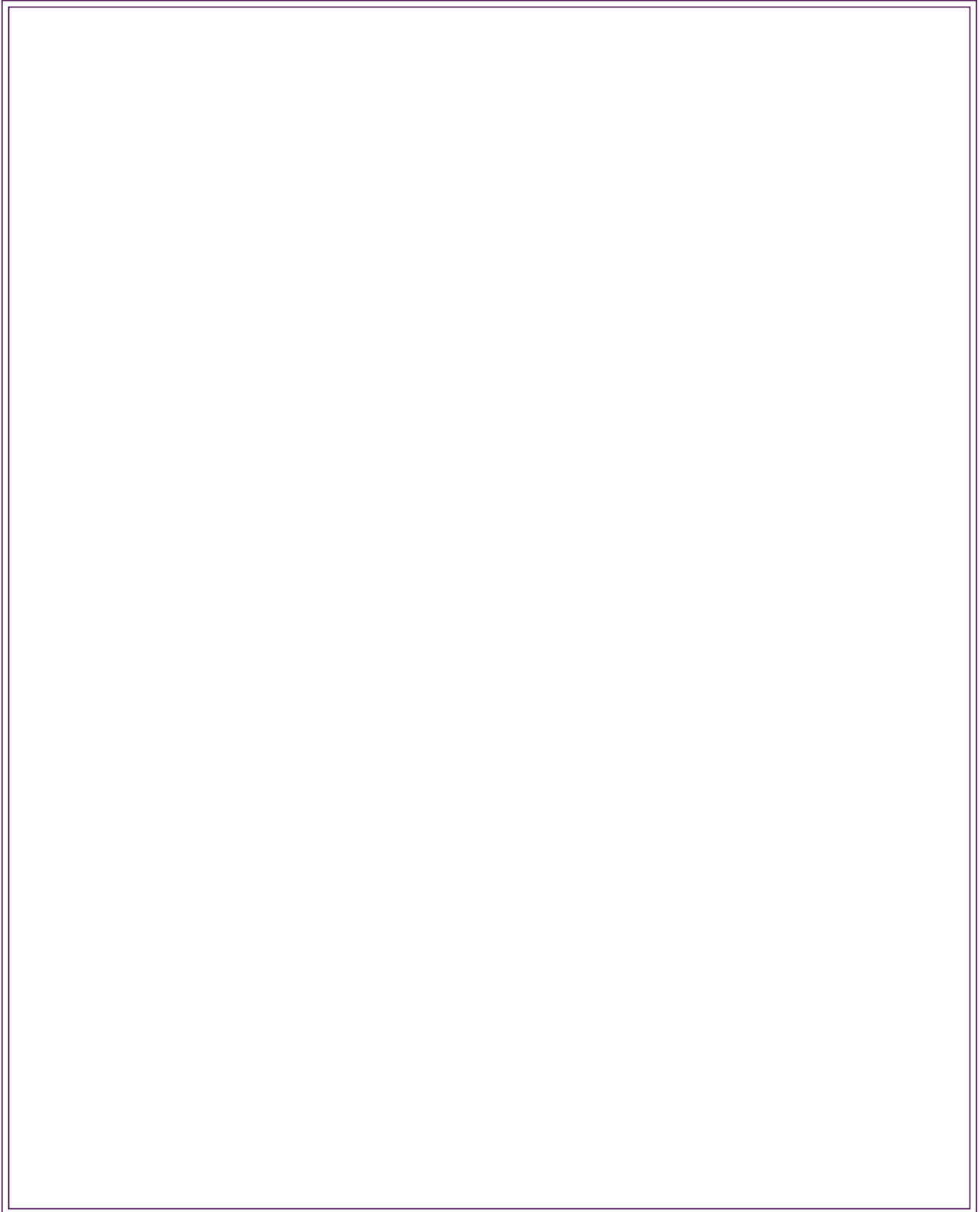
Each child should provide a partner with the description of their shape-shifter and they should use the bottom of resource sheet 3 'Shape-shifter' and draw it from the description. Is it accurate? Discuss how written descriptions can create a picture in the reader's mind. Has their partner succeeded in doing that accurately - is there a right depiction if the reader is using their own imagination?

The Magic Hour Lesson Plan 1: Resource Sheet 1 'The Gloaming'

Using your own imagination and scientific knowledge, design your own 'Gloaming' creature.

When drawing this, you need to think about:

- How will your character adapt from real life and what will their behaviour be like?
- Use labels to explain what makes your 'Gloaming' character unique (how it looks, what it can do etc...)



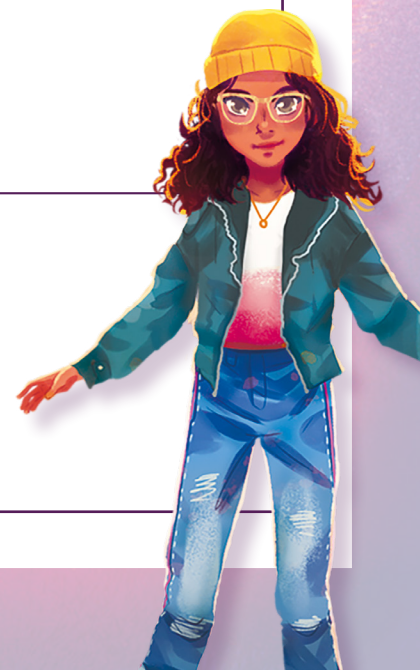
The Magic Hour Lesson Plan 1: Resource Sheet 2 'Personas'

Ailsa has different personas (ways of acting/behaving) in different situations. Do you act/ behave differently in different situations? Where does this happen, school, sports club, music club, home?

Why do you think you do this? Is there anywhere where you feel you can truly be 'yourself'?

Thinking about this in your own life, complete the table below.

WHERE I AM?	HOW DO I BEHAVE? WHY?
School	
Club	
Home	



The Magic Hour Lesson Plan 1: Resource Sheet 3 'Shape-shifter'

Using the examples of a 'shape-shifter' from the book, write a description of what you might shapeshift into. Think about the following, using your senses to help you: What would you look like? What would you sound like? What would your skin feel like? What would you smell like?

Now hand your description over to your partner. In the box below they need to draw your shape-shifter from your written description.

Does your partner's drawing look like the shapeshifter you imagined? Why/why not?

'The Magic Hour' Lesson Plan 2 Year 6 Lesson Plan

OBJECTIVES

- To identify and explore how scientific rules can be applied to science and other everyday situations in life
- To identify and analyse the concept of time and its impact on daily routines
- To explore the potential benefits and drawbacks of having an extra hour in a full day

OUTCOMES

- To use a scientific methodology and apply it to real life situations
- To identify the pros and cons of having extra time for themselves and others
- To discover women in science who may have been overlooked

RESOURCES

- 'The Magic Hour' by David Wolstencroft book
- Resource sheet 1 - 'Grandma's Scientific Method'
- Resource sheet 2 - 'My secret hour'
- Resource sheet 3 - 'Women in Science'

LEAD IN

Chapter 5 (page 22) 'Grandma's science rules' - what are these rules (see extract below)?

THE SCIENTIFIC METHOD

STATE THE PROBLEM CLEARLY

GATHER INFORMATION & OBSERVE

MAKE A HYPOTHESIS

EXPERIMENT & TEST

ANALYZE YOUR RESULTS

PRESENT A CONCLUSION

BACK TO 3. (REPEAT UNTIL YOU ARE SURE)

(P.S. This is really more of a circle than a list, as you will no doubt discover.)

Read chapter 11 (pages 47 to 48) which provides an example of where Ailsa applies the rules to a situation she finds herself in. How does she apply them?

Discuss with the children how they could apply these rules to themselves and a situation they find themselves in. The children then need to think of a situation and how they could apply these rules to this. It could be anything where a problem needs to be solved e.g. Improving school dinners, making the playground more interesting, getting my brother/sister to help more at home etc...

Using resource sheet 1 'Grandma's Scientific Method' get the children to work through the method for the problem they chose.

Continued...

TASK

Discuss with the children the concept of time. Ask what time is and how time is measured. Explore with the children how we separate time into segments and why we do this, for example, time allocated to lessons in the school day, time on a TV guide so we know when to watch something, etc...allow the children to explore things that might define our time e.g bells for lesson starts/ends, catching the bus, watching their favourite TV show.

Then ask the children what would happen if by some chance, they got given an extra hour in a full day, but they had to keep this completely secret.

As a whole class, read chapters 17/18/19 (pages 79 to 96) where Ailsa gets a secret extra hour. Using resource sheet 2, 'My secret hour', the children need to write what they would do, where they would go and how this would impact them and others.

What would they do with this time? Spend more time with family/friends, develop a skill, help others...

Where would they go? Would this be a secret place like Ailsa or a place they know where they could be away from others already?

What would the impact of this extra time be? These could be positive or negative. Would it impact others and if so, how? Discuss the problem in the book that for every time Ailsa takes an extra hour the Shees take that time from her parents. What could their own choices cause to happen - good and bad?

EXTENSION

Read chapter 34, page 230 as a whole class. Explore Ailsa and Sandy Munro's discussion about how women were excluded from being recognised for their role in scientific discoveries. This stems from the way Sandy Munro took Dr Judith Craig's (Ailsa's Grandma) discovery of the extra hour as his own. Using resource sheet 3 'Women in Science' allow the children to research women that did not initially receive the credit for their work in actual famous scientific discoveries. Three notable ones are; Rosalind Franklin (DNA sequencing), Ada Lovelace (first computer) and Elizabeth Johnson (NASA moon landing/Apollo 13 safe landing). If they find any others, they can add those and what they found to the list with explanation. Following their research, they can share this with others in the class.

The Magic Hour Lesson Plan 2: Resource Sheet 1

'Grandma's Scientific Method'

Using Grandma's Scientific Method, think of a problem or situation you want to try and solve. It could be in school (improving school dinners, making the playground more interesting) or at home (getting my brother/sister to help more), or it could be something completely different, but, just like Ailsa did, work through Grandma's Scientific Method to help you work out what you need to do.

GRANDMA'S SCIENTIFIC METHOD	
STATE THE PROBLEM CLEARLY	
GATHER INFORMATION & OBSERVE	
MAKE A HYPOTHESIS	
EXPERIMENT & TEST	
ANALYZE YOUR RESULTS	
PRESENT A CONCLUSION	
BACK TO 3. (REPEAT UNTIL YOU ARE SURE)	

The Magic Hour Lesson Plan 2: Resource Sheet 2

'My Secret Hour'

Every time Ailsa takes an extra hour, the Shees take that time from her parents. What might your own choices cause to happen - good and bad? Think about the following if you had a secret hour:

- What would you do with this time? e.g. Spend more time with family/friends, develop a skill, help others...
- Where would you go? Would this be a secret place like Ailsa or a place they know where they could be away from others already?
- What would the impact of this extra time be? This could be positive or negative. Would it impact others and if so, how?



WHAT WOULD YOU DO WITH THE EXTRA TIME YOU HAD IN YOUR SECRET HOUR?

WHERE WOULD YOU GO?

WHAT GOOD THINGS MIGHT HAPPEN?

WHAT BAD THINGS MIGHT HAPPEN?

The Magic Hour Lesson Plan 2: Resource Sheet 3 'Women in Science'

Ailsa and Professor Sandy Munro discussed how women were excluded from being recognised for their role in scientific discoveries. This was because Sandy Munro took Dr Judith Craig's (Ailsa's Grandma) discovery of the extra hour as his own. Using this, research some women that did not initially receive credit for their work in actual famous scientific discoveries. You can use some of the examples below and any others you might find. Write a few key facts about what you find out about them.

FAMOUS WOMAN SCIENTIST	WHAT THEY SHOULD HAVE BEEN FAMOUS FOR!
Rosalind Franklin	DNA sequencing
Ada Lovelace	1st computer
Katherine Johnson	NASA moon landings and safe re-entry of Apollo 13



Curriculum Links for 'The Magic Hour' by David Wolstencroft

UKS2 ENGLISH

Pupils should be taught to:

READING COMPREHENSION:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

WRITING - COMPOSITION:

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

WRITING – VOCABULARY, GRAMMAR AND PUNCTUATION:

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

ART AND DESIGN

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

SCIENCE

UKS2

WORKING SCIENTIFICALLY

Children should talk about how scientific ideas have developed over time.

Pupils should be taught:

- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Continued...

KS2 PSHE (FROM THE PSHE ASSOCIATION PROGRAMME OF STUDY)

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth