

# The Alchemist / George's Marvellous Medicine by Roald Dahl

Year 3 /4

HIAS English Team  
Spring 2020  
Final version

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# Using the Home Learning Materials

## The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

## How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

## How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your child's needs

## 5 day writing sequence

This sequence is developed from a picture from Pobble365 called The Alchemist and an extract from George's Marvellous Medicine by Roald Dahl.

Children will write their own description of how they created the perfect world in a bottle.

### Teaching sequence:

- 1) Responding to the picture/text
- 2) Use conjunctions to express time and place
- 3) Use prepositions to express place
- 4) Logically order a text
- 5) Writing challenge

# The Alchemist



## Lesson 1 – Responding to the text

Consider what is unusual about the content of each bottle.

Using the image on page 4, discuss what you can see in the jars. Collect words and phrases to describe the different settings in each bottle.

Tropical,  
green palm  
trees



A jagged,  
rocky volcano

The deep,  
cold ocean

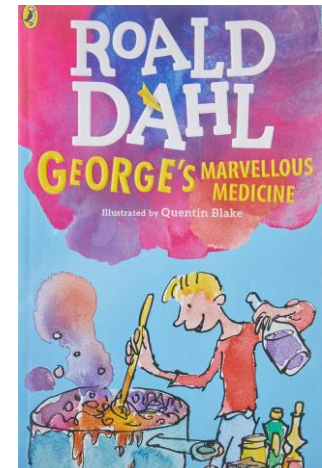
## Lesson 2 – Text marking (read aloud-think aloud)

Read and enjoy the extract from George's Marvellous Medicine on page 7 and complete a read aloud, think aloud, marking and highlighting key features of the text.

**Capital letters** for ingredients and **repetition** have already been highlighted as examples.

Look out for:

- verb choices e.g. scooped
- adjectives (describing words)
- similes ( saying something is like something else)
- nouns (objects)



# Lesson 2 – Text marking (read aloud-think aloud)

“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. “

Capital letters used for ingredients

Repetition

# Lesson 3 – Build descriptive vocabulary

Create your own dream place in a jar (This could be drawn or created in a jam jar using the template on page 13).

Once you have created your dream place complete the table with words that you could use in your writing (template on page 11).

snow-topped mountains			
	endless crystal blue sky		sheer rock faces



## Lesson 4 – Write sentences using prepositions

Prepositions are linking words in a sentence that tell us where something is and/or when something is happening.

Using the picture or jar you created - talk about the scene.

What does it look like?

Write sentences using prepositions to show where something is.

*The crystal blue sky stretched high above the mountain tops.*

*The small, white flowers clung precariously to the sheer rocky faces.*

## Lesson 5 – Writing Challenges

Using what you have learnt so far, choose from one of the following two challenges:

- 1) Re-read the extract from George's Marvellous Medicine. Enjoy and discuss, taking note of what he puts in the saucepan. Next, order the things you would need to create your own dream place in a dream jar then write a set of instructions explaining how to create this dream place.
- 2) Draw and label the created dream jar using the template on page 14. Explain, using descriptive language and prepositions, what is in your dream jar. Feel free to actually make it and photograph!

# Lesson 3 – Build descriptive vocabulary


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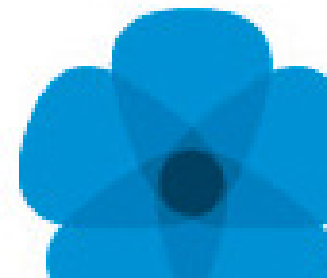
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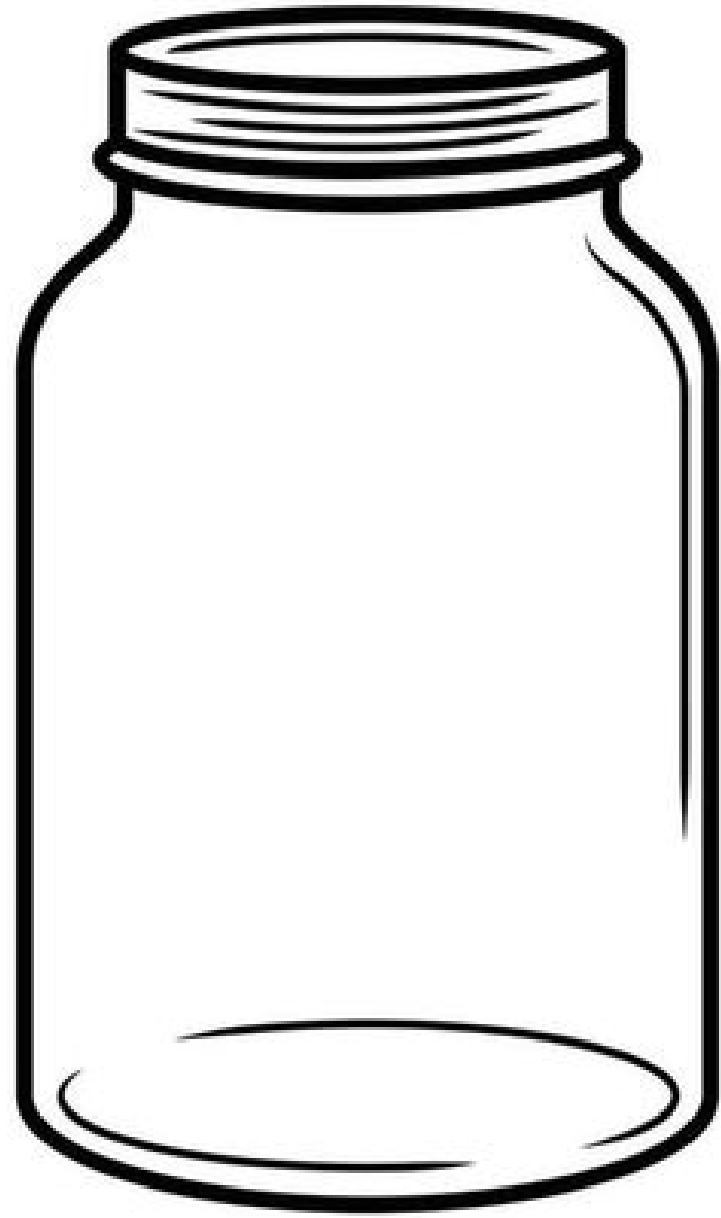
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## HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

**During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.**

For further details referring to English, please contact:  
Emma Tarrant : [emma.tarrant@hants.gov.uk](mailto:emma.tarrant@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)

