



THE CHRISTMASAURUS

TOM FLETCHER



Lesson One

THEME: CHARACTERS

LESSON OBJECTIVES

- To ask and answer relevant and appropriate questions.
- To identify question words and use the correct punctuation when writing questions.
- To consider characters' thoughts and feelings using the information given.

STARTER ACTIVITY

Ask the children to read **Resource 1: character description cards** in small groups and challenge them to draw the matching character based upon the description. Share the picture cards and ask the children to consider how closely their drawings match the illustrations. Read each description as a class and discuss what the children have learned about each character. For example, how does each behave? What is their mood like?

MAIN ACTIVITY

TASK ONE

Ask the children: which character are you most interested in finding out more about? Place children in pairs depending on their character preference and give them the relevant extract to read together. Once they have read their extract, ask the children to use **Resource 2: writing template** to make notes about their character. Invite them to share one new observation about their chosen character with the class.

TASK TWO

Say to the children: we've been learning about our characters but how could we find out even more about them? What would we do if we wanted to find out more about someone in our class, for example? We need to ask questions to find out more information!

Discuss the range of question starters we use (What? Where? When? Who? Why? etc.) and recap the use of question marks in our writing. Ask the children to think of some questions with their partners that they'd like to ask their chosen character and to make a note of these on **Resource 2** using the appropriate question, words and punctuation. Select children to share some ideas with the class.

EXTENSION

Ask the children: which questions could you ask a classmate to find out what they have learned about one of the other characters?

PLENARY

Hot Seat! Get into character as Santa, an elf or a reindeer and prompt the children to ask their questions. Model answer their questions in detail and stay in character. Select children to take it in turns to get into a role of their choice to answer questions.



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EXTRACTS

EXTRACT ONE: SANTA

From Chapter Twelve: 'A Stuffed Dinosaur'

He sighed, held the letter in his large, flabby hands and took in a deep, calming breath through his white beard. His sky-coloured eyes closed and rolled back in his head, and after a few seconds he knew everything there was to know about William Trundle. This was another one of Santa's special powers.

Suddenly, his brain was full of William's life. He now knew about William's family, about William's accident when he was little, his wheelchair, his love of dinosaurs, and just how rotten life had been lately.

'Oh dear, this is a tough one,' said Santa. 'This boy needs something really special this year.'

At that moment Santa stood up, and in one massive swoosh of his jolly-fat arms he cleared everything away from the giant, messy workstation in his room.

'Sprout! Spudcheeks!' he called, and the two elves seemed to pop into existence from out of nowhere, right at Santa's side, their mouths full of buttery crumpet halves.

'What took you so long? Fetch me my tools, please. I'm going to make this one myself,' said Santa very seriously.

The look on the elves' faces was one of disbelief and pure delight.

'HOORAY!' they cried in harmony. It wasn't very often that Santa handmade a present for someone. It happened only very occasionally, or in exceptional circumstances – but, when he did, those presents were always far more beautiful and special than any present that the elves dug up from the ice.



He once made a rocking horse for the Queen of England when she was a little girl, which he enchanted so that it came to life every Thursday night.

Another Christmas, he handmade a toy racing car for the Prince of Peru, who was a very naughty prince – almost on the Naughty List every year, but, instead of putting him on the Naughty List and forgetting about him, Santa enchanted the racing car so that it got smaller and smaller each time the young prince misbehaved! If he didn't stop being so naughty, it would eventually disappear completely, and so the naughty prince stopped being naughty! Santa was very clever like that.

The two elves sprinted out of the room and a few seconds later reappeared at Santa's doorway carrying a huge tool chest on their backs. It was overflowing with springs and cogs, bibs and bots, thingumabobs and all sorts of gadgets that only Santa knew how to use.

'Now go and tell the Christmasaurus that I need him at once, please! Hop to it, elves – we don't have all day!' said Santa, eager to get started.





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EXTRACTS

EXTRACT TWO: THE NORTH POLE ELVES

From Chapter Two: 'The Frozen Egg'

Most of the elves were more than two hundred years old and had seen all sorts of weird, wacky things in the North Pole, but never ever had any of them seen an egg frozen in the ice.

They started whispering and gossiping to each other (in rhyme, obviously), trying to get a better peep at the beautiful shiny shell of the egg, which was stuck halfway out of the ice. As they all nudged closer, there was such a kerfuffle that an argument broke out between Sugarsnout and Snozzletrump, which to you and me would have sounded like a rather chirpy duet. It went a little like this:

'There's an EGG under the snow!
'How did it get here?'
I don't know!
'Well, dig it up, let's take it back!'
'Dig it up? But it might crack!'
'We can't just leave it stuck in the ice –
We could cook it for dinner . . . It might taste nice!'
'Cook it? COOK IT? You can't do that!
There's something inside it waiting to hatch!'

Just as Snozzletrump finished singing his line, something happened that made all the elves jump.

The egg *wobbled!*

There was a great silence in the tunnel as the elves huddled together, staring at the egg. There was something inside it, all right! Something *alive!* Then all at once, as if they had been planning this routine for months, the elves started singing together in perfect unison:

'Dig up the egg –
Let's take it back!
Dig up the egg,
So it can hatch!
Dig up the egg,
So we can find
What sort of thing's
Alive inside!
A frozen fish?
A chilly chicken?
Santa will know.
So let's start digging!'



All eight elves worked together to carefully dig out the egg. It was a tricky, fiddly business that only North Pole elves could do. If humans had found the egg, it would have been squish-flattened like a pancake! But the elves were gentle, expert diggers. Sugarsnout used the steam from the pot of tea to melt the most solidly frozen layer of ice. Snowcrumb used his buttery crumpet knife to gently chip away pieces of ice from around the egg. Starlump brushed away the loose snow, while Sprout hopped up and down excitedly, shouting encouraging rhymes to help (with a mouthful of crumpet, of course). After only fifteen minutes and twenty-two seconds, the stuck egg popped free from the ice.

All the elves took their wonderfully thick coats and scarves, and wrapped them around the giant egg. It was taller than an elf standing on another elf's shoulders, fatter than three elves and heavier than all eight of the elves put together.

It took a great effort for them to carry it, but if there's one thing elves are good at, it's teamwork.

They all bunched together with the freezing North Pole wind *whooshing* over their cold arms, and they carried that frozen egg out of the ice mines, over the snowfields, and took it to the wisest person they knew.

The only person who would know what to do with a frozen egg in the North Pole.

Santa!



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EXTRACTS

EXTRACT THREE: THE MAGNIFICENT MAGICAL FLYING REINDEER

From Chapter Six: 'Magnificent Magical Flying Reindeer'

The Christmasaurus thought they were magnificent too. He would spend hour after hour just watching them fly about in circles, high over his head. You see, the Christmasaurus had a secret . . .

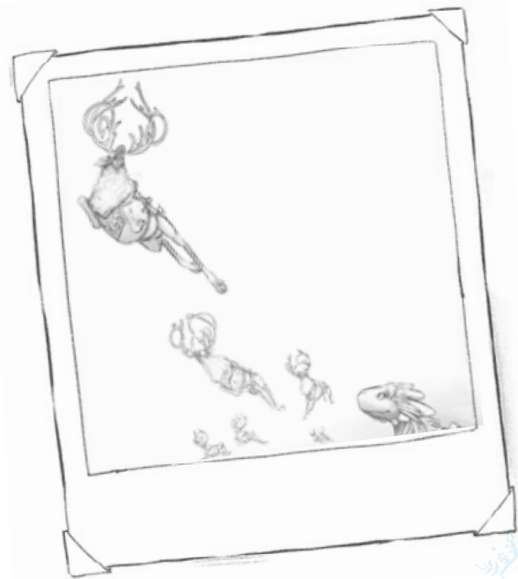
He wished that he could fly up there with them. The Christmasaurus thought that if only he could fly like a reindeer then maybe he wouldn't be so different. Perhaps one day he might even be allowed to pull Santa's sleigh!

Well, once that idea had found its way into the Christmasaurus's head, there wasn't a fidget's chance in the North Pole of getting it out! Pulling Santa's sleigh on Christmas Eve with the Magnificently Magical Flying Reindeer became the Christmasaurus's life ambition, and from that moment on it was all he ever thought about.

If a reindeer can fly, then so can I! he would think to himself in his dinosaur thoughts. He promised himself that he would do whatever it took to get his scaly dinosaur tail off the ground and into the air with the reindeer.

So, the Christmasaurus started eating the same food as the reindeer and drinking the same drinks as the reindeer. He even started sleeping in the stables with the reindeer in the hope that whatever magic made them fly might rub off on him.

But, you see, it wasn't as simple as that. There was a special reason why the reindeer could fly, and it wasn't in their food or their drink. It wasn't the way they slept, and it wasn't to do with their great velvety antlers or glowing golden hooves. There was a deeper magic at work, and it was the strongest, oldest kind of magic that exists.



All around the world there are millions of children, just like you, who all know about Santa's flying reindeer. They don't just *think* Santa's reindeer can fly. Those millions of children *believe* that Santa's reindeer can fly. They believe beyond any shadow of a doubt, and *belief* is the most powerful magic there is. Believing is the only magic that makes the utterly impossible completely possible, and the undoubtedly undoable undeniably doable! And of all the different kinds of belief there are the belief of a child is by far the most unbelievably unstoppable.

If all the children in the world suddenly stopped believing in Santa and flying reindeer and all the wonderful things in the North Pole, then all of those fantastic things would pop out of existence like the bursting of a bubble! That's why believing is so important. It's what keeps magic alive.



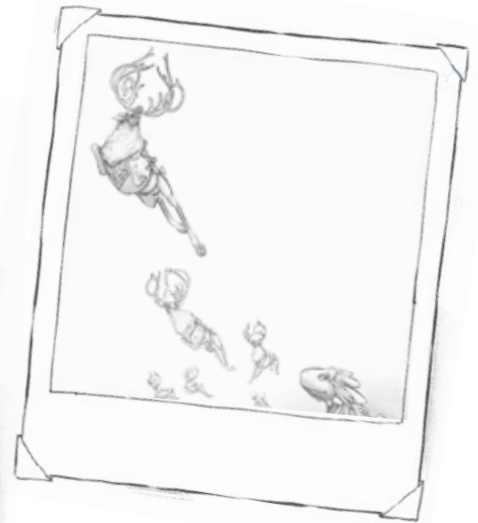
THE CHRISTMAS SAURUS

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RESOURCE 1: CHARACTER CARDS

WHO'S WHO? CHARACTER DESCRIPTION CARDS



- He was the largest man you could ever imagine.
- He was easily the size of fifty elves put together, but for a man of such enormous proportions he was surprisingly nimble.
- He was the fastest runner in the northern hemisphere.
- He could dance on the tips of his toes like a ballerina.
- He could backflip and somersault like a giant, stealthy ninja.

- They were very small, just as Mr Trundle had said, only about as tall as your left knee, and they all wore the most wonderfully peculiar clothes, from dresses made of teacups to fluffy coats covered in Northern Lightbulbs. They were quite a spectacular sight.

- Imagine a pair of soft, velvety antlers. Now double their softness.
- Imagine a pair of deep, twinkling black eyes. Like a starry sky.
- Imagine a dark brown fur coat speckled with jingly-jangly bells.
- Imagine four bright golden hooves that seem to glow from within.
- Now imagine this creature flying around ten metres above your head and – *voilà!*



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RESOURCE 2: WRITING TEMPLATE

WHAT HAVE YOU LEARNED ABOUT YOUR FAVOURITE CHARACTER?

WRITE NOTES BELOW SO THAT YOU CAN REPORT SOME NEW INFORMATION BACK TO YOUR FRIENDS.

To get to know our characters better, we'll need to ask them some questions to find out more about them.
Let's recap some of our top question starters:

WHAT?	WHERE?	WHO?	WHY?
WHICH?	WHEN?	HOW?	DO?

Think carefully about some questions you'd like to ask your favourite character and write your five best ideas below.
Don't forget to put a question mark at the end of every question.

1

2

3

4

5





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Lesson Two

THEME: RHYME

LESSON OBJECTIVES

- To identify and generate rhyming strings.
- To write a rhyme.
- To read a rhyme aloud.

STARTER ACTIVITY

What is a rhyme? Ask the children to share their thoughts with their partner then collect some answers from the class. Discuss the meaning of a rhyme and explain that rhyming words have the same sound at the end of the word. Share some examples, i.e. *hot/not*; *small/tall*; *pin/tin*, etc. Assess the children's understanding by stating pairs of both rhyming and non-rhyming words, e.g. *cat/bat*; *dog/rabbit* and asking them to put their thumbs up or down to indicate whether they think the words rhyme or not.

Play a game of 'Pass the Rhyme'. Sit with the children in a circle and state a word, e.g. *big*. Pass a beanbag around the circle to give each child the chance to think of a rhyming word, for example, *pig*, *twig*, *wig*, etc. Change the word as many times as necessary when the children begin running out of ideas. Introduce some words which may come up in their rhymes later, e.g. *night*, *hat*, *bath*, *friend*, *sleigh*, *tea*, *snack*, *egg*, *door*, *song*.

MAIN ACTIVITY

Share the extract with the children and read it together as a class. Ask the children to underline each pair of rhyming words in different colours to highlight where rhyming words are found in simple rhymes and poems, i.e. at the end of the line in rhyming couplets. Explain to the children that, just like the elves, they are going to make up their

own rhymes. They will pick a card from **Resource 1: WRITE YOUR RHYME!** to establish the subject of their rhyme and work in pairs or small groups to create a four-line rhyme. Model the activity by asking a child to pick one of the cards and write a short rhyme together as a class. Where available, you may want to provide access to computers and online rhyming dictionaries/thesauruses to help the children find rhyming words and model using these during the writing of the class rhyme.

Each pair or small group should then pick their own card, plan their ideas and write their rhyme on the template provided in **Resource 2**. The children should practise reading and performing their rhymes, ready to present them to the class in the plenary.

EXTENSION

'Music is a magic like no other, which can do incredible, unexplainable things.' (page 151)

Can you add music to your rhyme to make your performance magical?

PLENARY

Each pair or group should take it in turns to recite and perform their rhyme to the class.



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EXTRACT

EXTRACT ONE

From Chapter Two: 'The Frozen Egg'

If you listened closely, you could hear voices, deep underground, singing together in time with the thudding of the snowflakes. These were the voices of the North Pole elves – the very same ones that Mr Trundle had just told William about.

They were singing their digging song, which went something like this:

**'Dig diggedy, dig diggedy, dig diggedy diggedy diggedy,
Dig diggedy, dig diggedy, dig diggedy diggedy dig!
Oh! The dwarves that dig for diamonds sing hi-ho,
Hi-ho, hi-ho, hi-ho,
And the fairies flying high all say hello,
Hello, hello, hello!
But we're not fairies or dwarves –
We're Santa's elves of course!
And the reason why we're dig, dig, diggedy,
Digging through the snow?
We're digging up toys and games and stuff!
We'll keep on digging though most of us
Can't feel our fingers, can't feel our toes,
But we'll keep dig, digging through the ice and snow!'**

The elves made up songs like this all the time. In fact, the elves of the North Pole didn't speak normally at all, **EVER!** They only spoke in rhyme. For example, if a North Pole elf wanted a glass of orange juice, they would never just say, 'Can I have a glass of orange juice, please?' The elf would say something like:



**'Can I have some orange juice, please,
Freshly picked and freshly squeezed?
Peel off the skin and pop out the pips
And give me extra juicy bits!'**

Or if a North Pole elf were to say good morning to another North Pole elf, they would say:

**'Good morning, fellow North Pole elf!
I hope your day brings lots of wealth,
But if it doesn't don't worry yourself –
Be thankful that you've got your health!'**

They had rhymes and songs for every occasion and were making new ones up all the time. Some were rather good, and others were awful – but they would sing them just the same.

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RESOURCE 1: WRITE YOUR RHYME! TOPIC CARDS

Say goodnight
to another
North Pole elf.

Ask another North
Pole elf to pass your
hat.

Tell the North Pole
elves you are going
to have a bath.

Tell the North Pole
elves you are going
to post a letter to
your friend.

Ask Santa if
you can ride
in his sleigh.

Ask Starlump the
elf for a cup of tea.

Ask Santa for a
snack.

Tell the North Pole
elves you have
found an egg.

Ask a North Pole
elf to answer the
door.

Tell a North Pole
elf that you like
their song.



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RESOURCE 2: WRITE YOUR RHYME! TEMPLATE



Rhyming words end in the same sound, for example: dog and frog.
Write some pairs of rhyming words for your rhyme in the spaces below.



Three sets of horizontal lines for writing rhyming words.



Now use some of your fantastic rhyming words to write a four-line rhyme of your own.
Remember, each rhyming word should be at the end of each line.

Four horizontal lines for writing a rhyme.





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Lesson Three

THEME: ACCEPTING DIFFERENCES

LESSON OBJECTIVES

- To understand what makes us special.

STARTER ACTIVITY

Share **Extract One** with the children and read together as a class. How is the Christmasaurus feeling? Ask the children to highlight or underline all the things the Christmasaurus thinks he can't do. Can you think of a time when you have felt different or felt sad that you couldn't do something? Ask the children to share some of their experiences with a partner.

MAIN ACTIVITY

TASK ONE

Share **Extract Two** with the children and read together as a class. Discuss how other people can make us feel unhappy about our differences and how, although this can make us feel sad and lonely, we are all different so we are never truly alone in feeling this way. Explain that by thinking about the good reasons for being different, we can be happier and stop others from bringing us down. Ask the children to discuss, in pairs, what they think is special about the Christmasaurus and William. Give each child a post-it note to record their ideas and stick to enlarged copies of the pictures of the Christmasaurus and William provided in **Resource 1**. Feed back some ideas and discuss all the positives about being different.

TASK TWO

Just like the Christmasaurus and William, we are all unique and therefore special in different ways. Today we are going to write about what makes us special. The children will have a pile of sentence starter cards (**Resource 2**) to shuffle and place on the desk face down. They will

then take it in turns to pick a card and finish the sentence starter verbally in preparation for their writing activity. When all the cards have been discussed, the children should share some of their answers with the class. Model how to use the sentence starters as prompts for the written sentences. Encourage the children to improve and extend their sentences when writing them, as their final version should be an improvement on their plan. **Resource 3: I AM SPECIAL – WRITING FRAME** provides children with prompts.

EXTENSION

Lots of children made William feel bad about the things that make him different. What could we do if others were making us feel sad? How could we help someone if we saw it happening to them? Ask the children to design a poster or make flashcards sharing strategies and tips.

PLENARY

Snowball Fight! Give the children some scrap paper and the name of someone else in the class. Ask them to use the sentence starters from **Resource 2** as a prompt for writing one thing that makes that person special. (It may be worth pointing out that children will need to amend the personal pronoun and the verb ending so the sentence is about someone else, rather than themselves.) Tell them they must try and match Brenda Payne's snowball-throwing skills by scrunching up their special sentence and throwing it to another table in the class. Choose some children to read a snowball that has been thrown their way and highlight just how many differences there are even within one class.



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EXTRACTS

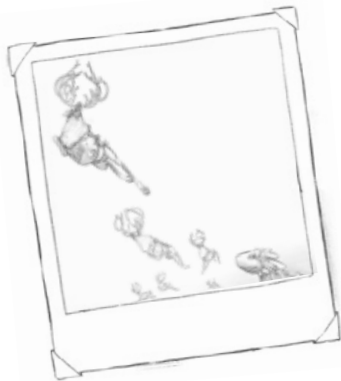
EXTRACT ONE

From Chapter Six: 'Magnificent Magical Flying Reindeer'

The North Pole was getting into the full swing of Christmas, and the Christmasaurus saw a great snowman snowball fight in the distant snowfields – but he was terrible at throwing snowballs with his tiny little dinosaur arms. The elves had erected the most enormous Christmas tree in the centre of the ranch but he was completely rubbish at decorating Christmas trees, the tinsel always got caught up in his claws and tail. He couldn't swim like the narwhals, or wrap presents like the fairies. In fact, when he thought about it, the Christmasaurus realized just how different he was. He really didn't fit in at all!

The Christmasaurus let out a very low, very sad roar, leaving long, lonely clawprints behind him, his scaly tail dragging in the snow. He stared out into the distance over the great North Pole mountains, and as the Northern Lights splashed their greens and blues across the sky he wondered if there was anybody else in the whole wide world who was like him. Was there anybody out there who knew what it was like to be different?

What the Christmasaurus didn't know was that there was someone, a long way away, who was looking up at the sky just like him, wondering the exact same thing. Someone who knew just what it was like to be different.



EXTRACT TWO

From Chapter Eight: 'Wheely William'

He used to be so popular, but now all the other normal kids in his school, with normal legs, would call him names like 'Wheely William' or 'Wheeliam'. One particularly nasty person – Brenda Payne, of course – went that one step further, and made up a little song that went like this:

**Wheely William can't walk around!
Wheely William just rolls along the ground!
He can't kick a ball!
He can't run fast!
He can't play with us
Just rolls on past.**

**Wheely William goes whizzing down the street!
Wheely William has rocks for feet!
He can't climb trees!
He doesn't walk!
Wheel away, William –
We don't want to talk!**

**Wheely William sitting in a chair;
Wheely William rolls everywhere!
He can't do jumps!
He can't even stand!
To go upstairs
He uses a ramp!**

THE CHRISTMASAURUS

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RESOURCE 1: CHRISTMASAURUS PICTURE CARD



THE CHRISTMAS SAURUS

TOM FLETCHER



RESOURCE 1: WILLIAM PICTURE CARD



THE CHRISTMASAURUS

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RESOURCE 2: SENTENCE STARTER CARDS

I am special
because ...

I am great at ...

I am different
because...

I can...

It is good to
be different
because ...

It is good to be
me because ...

Everyone is
special because ...



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RESOURCE 3: I AM SPECIAL - WRITING FRAME

Just like the Christmasaurus and William, we are all special and different from one another. We need to learn to love the things that make us special and accept our differences.

Now that you have shared some ideas with your partner, complete the sentences below to show why you are proud to be you.

I am special because

I am great at

I am different because

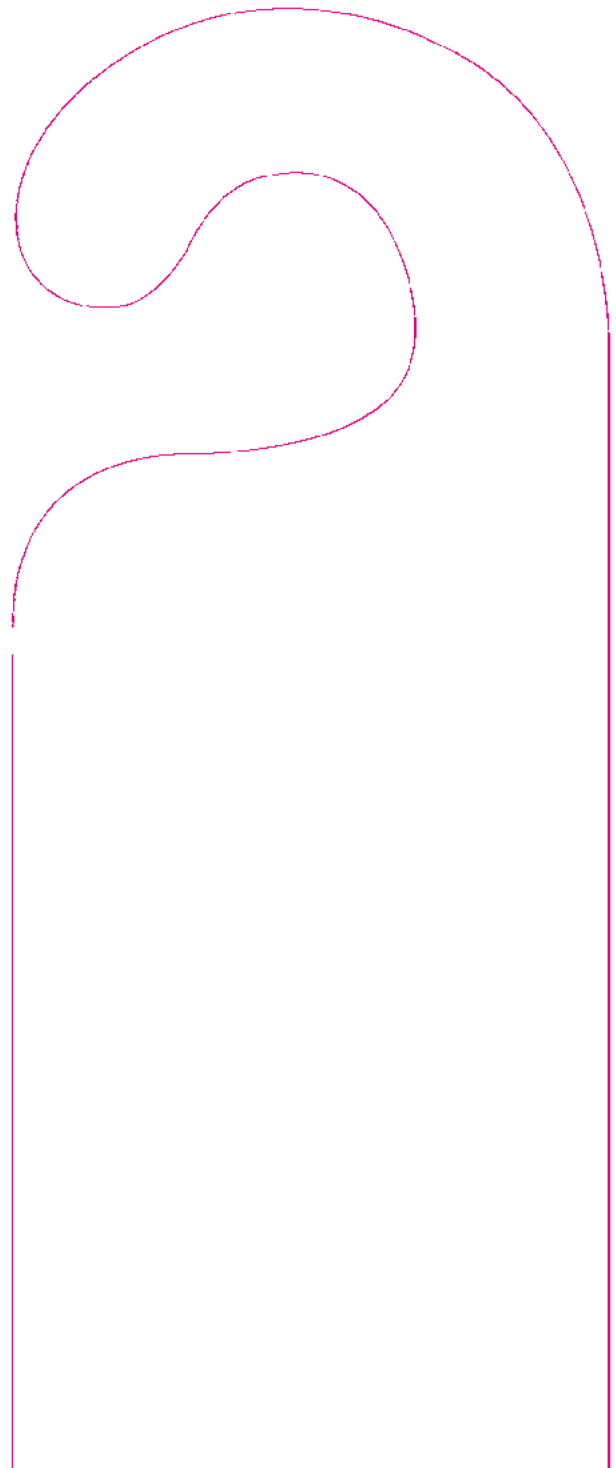
I can

It is good to be different because

It is good to be me because

Everyone is special because





ABOUT Whizz-kidz

move a life forward

The story of Whizz-Kidz started with a bloke in a bike shop.

It was 1989, and our founder, Mike Dickson, was at work in his shop when he saw a girl in a wheelchair looking up at a bike light on the shelf above her. Mike asked if he could help, but the girl politely replied, ‘No thanks, I can reach it myself,’ pushed a button on her powered wheelchair and rose up to pick the light off the shelf.

It was at that moment that Mike understood the difference the right wheelchair can make to a child’s life. Because to that little girl, that small action – getting something off a high shelf – meant something far bigger. It meant independence.

Mike set out to run the London Marathon and raise enough money to pay for a single powered wheelchair for a child who needed it. By the time he crossed the finish line he’d raised £9,000 for a girl with cerebral palsy. One year later, Whizz-Kidz was born.

Since then, Whizz-Kidz has transformed the lives of more than 20,000 disabled children, providing them with life-changing mobility equipment to give them the best possible start in life.

Today, we do so much more than providing equipment to young disabled people; our youth clubs, wheelchair skills training, residential camps and work placements each contribute to helping young disabled people make friends, have fun, learn life skills and, ultimately, achieve their true potential.

We still have a long way to go, and many thousands of children are still waiting for the right equipment to give them freedom, independence and hope. But we are extremely proud of all we have achieved, and we are incredibly grateful to all of our supporters – including Tom – who have made our achievements possible.



Together, we’ll continue working to achieve our vision that all disabled children’s lives are full of fun, friendship and hope for an independent future. Just like any other kid’s.

www.whizz-kidz.org.uk