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# Learning and Participation Resource Pack

Room on the Broom

Suitable for KS1



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# Overview

Room on the Broom is the best-selling children's book written by renowned author Julia Donaldson. The story tells of a witch and her cat who go travelling on their broomstick, however along the way they pick up some extra passengers; a dog, a bird and a frog. But trouble occurs as the broomstick breaks and snaps in two, leaving the witch and her new friends in danger and threatened by a fearsome dragon.

## Lesson Ideas

### Warm up/icebreakers

- 1) Watch Room on the Broom. If you do not know the story of Room on the Broom, then it is a good idea to familiarise yourself with it. You may have the book at home or in your classroom, and you may want to get someone to read it to you. If you do not own the book, you can click on the link below ([Resource 1](#)) to show a short retelling of the story
- 2) Did you notice something about the story and how it was told? The story was told in rhyme. Using [Resource 2](#), can you underline all the rhyming words. Can you see where all the rhyming words appear within the sentence? Can you think of any other rhyming words?
- 3) Using [Resource 3](#), can you use the words in the box to correctly complete the sentences so that they rhyme.

### Task ideas/starting points

**Task 1:** Witches like to create magic spells and our witch in Room on the Broom creates a spell to create a brand new broomstick that all the animals can ride on.

The spell she uses is this:

*Iggety, ziggety, zaggety, zoom!*

We could add another sentence to this spell so that we know what the spell is being used for, like this:

*Iggety, ziggety, zaggety, zoom!*

*Bring me a truly magnificent broom!*

Using a pencil and paper, write down some magical and creative words. They do not have to be real words; you can make them up. Once you have written down a selection, choose four words that you really like, write them down in an order, and then add another sentence to make it rhyme to create a spell. The spell can be for anything you like. For example:

*Bing, Bang, Bong, Boom!*

*Help me tidy up my room!*

or

*Zippety doo, zippety day.*

*Bring my friend to come and play.*

Give it a try, see if you can come up with four or five different ones.

**Task 2:** Every witch needs a magic wand! Using **Resource 4**, colour in both stars, in your choice of colour. You could get very creative on these stars and come up with some really magical designs. Once you have designed your stars, carefully cut them out. If you need help, ask an adult to cut them out for you.

You will then need a straw. Attach the straw with some tape to the back of one of the stars. Next, apply some glue around the edge of the star that has the straw attached, and with the second star stick it on top of the star, covering the top of the straw and making sure that

your design is showing on both sides, and magnifico, you have your very own magic wand.

## Task developments

**Task 1 Development:** You could further develop this by adding additional lines to the spells to make them longer, describing the purpose of the spell in more detail. For example:

*lggety, ziggety, zaggety, zoom!*

*Bring me a truly magnificent broom!*

*Make it long and make it strong.*

*For my broom to do no wrong.*

You could also turn it into a song. Tap a rhythm out on the table, or with your foot and try to find a natural flow as you recite your spell. Try and keep the rhythm steady and make sure that each sentence can fit into 4 beats. Then try singing it to a simple melody.

*lggety, ziggety, zaggety, zoom!*

1      2      3      4

*Bring me a truly magnificent broom!*

1              2              3              4

*Make it long and make it strong.*

1      2              3              4

*For my broom to do no wrong.*

1      2              3              4

**Task 2 Development:** The wand created in Task 2, is a very simple wand to make and create. However, you can really go to town with your wands and they do not have to have stars attached to the top.



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They could be clouds, or butterflies, or hearts. You can also decorate them further with additional crafts. A link to making a more creative wand can be found in the resources section.

### Cool down ideas

It's hard work being a witch and having to create all these different spells for different things. How many spells did you come up with in the end? Could you create some more? Well now that you have made your own magic wand, I think it is now time to sit down, relax and watch the BBC's animated version of Room on the Broom. ([Resource 5](#)).

## Outcome

MAGIC! You have completed this pack and now know all about Room on the Broom, but you can also:

- Recognise rhyming words
- Write a poem to create a magic spell
- Make your very own magic wand

## Resources and useful links

**Resource 1:** <https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom>

**Resource 2-4:** See below

**Resource 5:** <https://www.youtube.com/watch?v=cWB0goTWZic>

**Resource 6:** Making a wand <https://www.firstpalette.com/craft/fairy-wand.html>

**Resource 7:** Room on the Broom website:  
<https://roomonthebroom.com/>

Resource 2:

*The witch had a cat and a hat that was black,  
And long ginger hair in a braid down her back.  
How the cat purred and how the witch grinned,  
As they sat on the broomstick and flew through the wind.*

*But how the witch wailed and how the cat spat,  
When the wind blew so wildly, it blew off the hat.  
“Down!” cried the witch, and they flew to the ground.  
They searched for the hat, but no hat could be found.*

Can you think of 5 other rhyming words?  
Write them down below:

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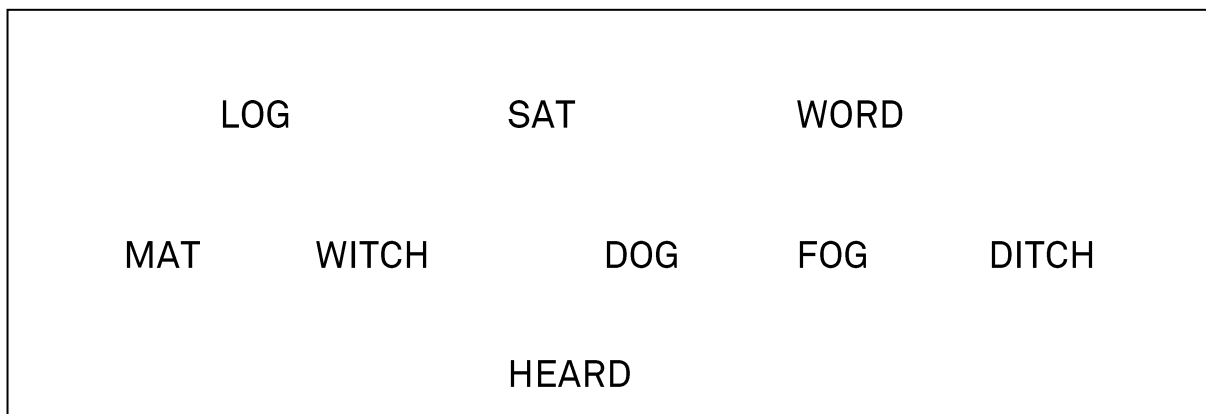
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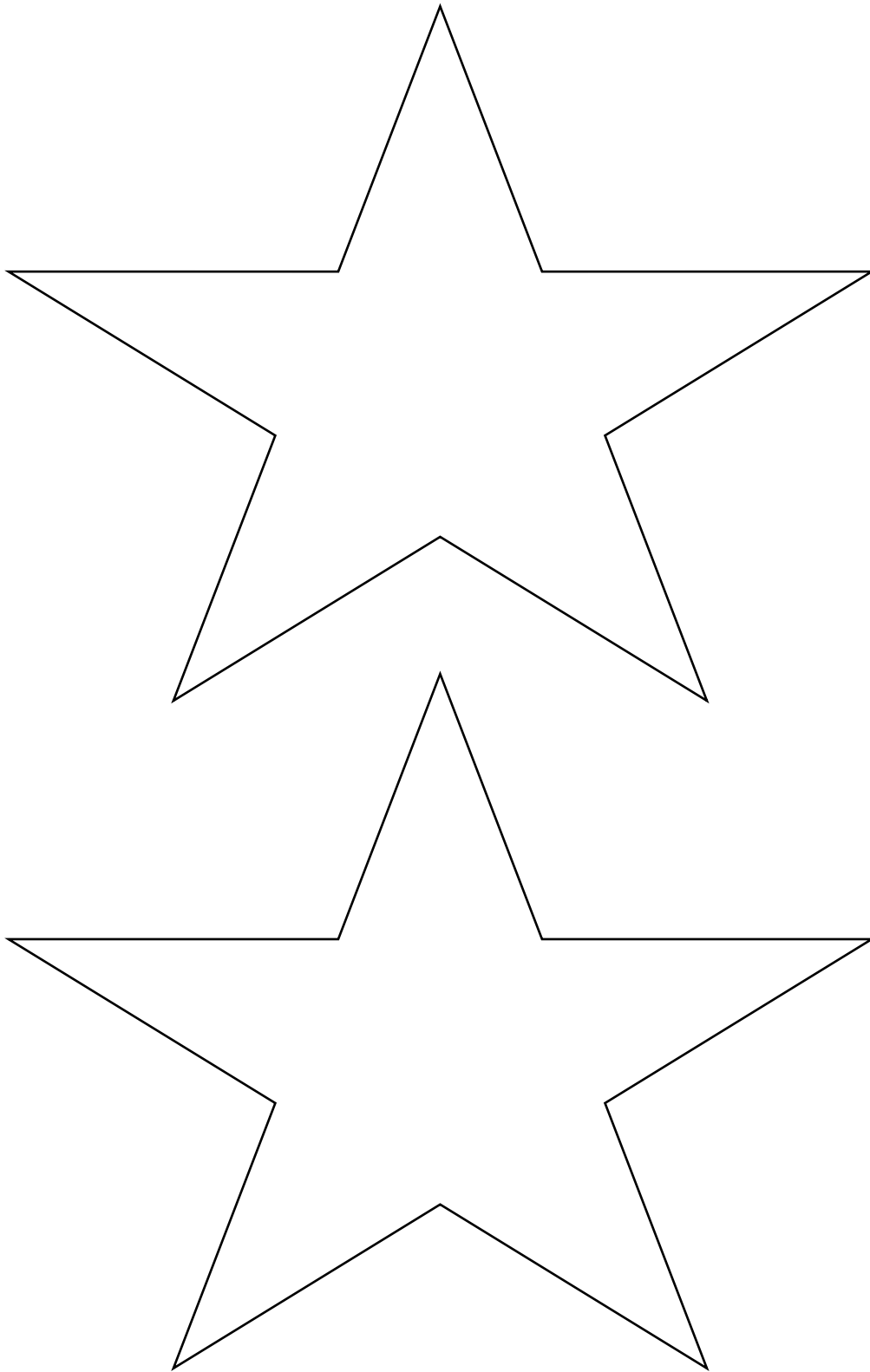
### Resource 3:

Using the rhyming words below, can you complete the sentences that match and rhyme with the animal. You can use some more than once.

- 1) The cat was ..... on the .....
- 2) The dog could not see the ..... through the .....
- 3) The bird had a ..... with the witch, but could not be .....
- 4) The frog watched the ..... trying to find the ..... through the .....
- 5) The ..... flew on her broomstick, which broke and she landed in a .....



Resource 4 :



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