

# George's Marvellous Medicine: Activity Plan 5

**Reading Skill:**

2h: Make comparisons within the text.

I can compare different parts of the story.

**Vocabulary and Key Phrases:**

Quart, grindstone, flea powder.

**Prior Learning:** Children will have read 'A Crane for Grandma' and 'Mr Kranky's Great Idea'.

**Reading Task:** Read 'Marvellous Medicine Number Two' and 'Marvellous Medicine Number Three'.

**Reading Questions**

Marvellous Medicine Number Two

Describe how Mr Kranky reacts to making the medicine. How is this similar to his reaction to discovering the medicine in the first place?

Compare how Mr and Mrs Kranky are reacting to making this medicine. Who deals best with the situation?

What can you tell about Roald Dahl's opinions on the Kranky family?

Compare the reaction of chicken number one to that of chicken

number two to the medicine.

Marvellous Medicine Number Three

Compare the impact of the medicine on the cockerel to that of the hens.

**Deeper Reading:**

If the medicine could be used for good purposes around the world, what could it be used for?

**Related Activities**

**Punctuation and Grammar:** Children complete the [Paragraph Activity Sheet](#).

**Challenge!** Children attempt to make a link between the two paragraphs they have written.

**Vocabulary:** Children match the 'George's Marvellous Medicine' word to its meaning on the [Vocabulary Activity Sheet](#).

**Challenge!** Children use 20 words or less to condense down the key events, themes and characters of 'George's Marvellous Medicine'.

**Comprehension:** Children number the order events of the story using the [Comprehension Activity Sheet](#).

**Challenge!** Children are asked what impression they get that the medicine could change the lives of the Kranky family. Children explain their answers, making a minimum of two separate points.

**Advertise:** Children create a poster for George's family farm as a tourist attraction.

**Challenge!** Children use a catchy slogan and visitor comments to draw in customers.

**Debate:** 'New medicines should not be tested on animals. Do you agree?' Children read the statement and decide on reasons for and against animal testing, by drawing a table on a whiteboard.

**Challenge!** Children defend George's choice to create the medicine in the first place.

**Solve:** Children complete the [Crossword Activity Sheet](#).

**Challenge!** Children create their own crosswords using squared paper and their own clues based on events and themes in the story so far.