

The KID who came from SPACE

by Ross Welford



Hellyann Profile (a)

'We are like you in many, many ways. For a start, we look quite like you. Not *exactly* like you, but still rather similar.

I have two legs, two arms and a head, and I walk upright. I also have a tail, but that is not really important.

It is hard, however, not to focus on the ways we are different.' (Page 79)

Task: Create a character profile for Hellyann. Use information from the text and your own imagination to create the profile.

Ideas to include:

- What does she look like?
- What does she do?
- What is her personality like?
- What are her favourite foods or hobbies?
- What are the things that she doesn't like?
- What family does she have?
- How is she the same as a human?
- How is she different from a human?

CURRICULUM LINKS: (KS2)

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*

Understand what they read by:

- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*



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Hellyann Profile (b)

| | |
|-----------------------|--------------|
| Picture: | Name: |
| | Age: |
| Physical description: | Personality: |
| Likes: | Dislikes: |

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Comic strip (a)

'Tammy's bike had stopped near to an overgrown path that leads down to the reservoir and the little jetty where Tammy and I play the throwing-stones-as-far-as-we-can game. I grabbed the light from the front of my bike and started down the path.

It makes no sense, I told myself. Why on earth would she go down here?' (Page 46)

Task: Choose a chapter, sub-story or event from within the story *The Kid Who Came From Space* and rewrite it in your own words, in a comic strip style.

Ideas to include:

- Think about how many sections there are in the comic strip and plan how you will divide the story up
- Use pictures, action words and speech bubbles to show action
- Think about the characters' feelings

Design your comic strip on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*
- *asking questions to improve their understanding*



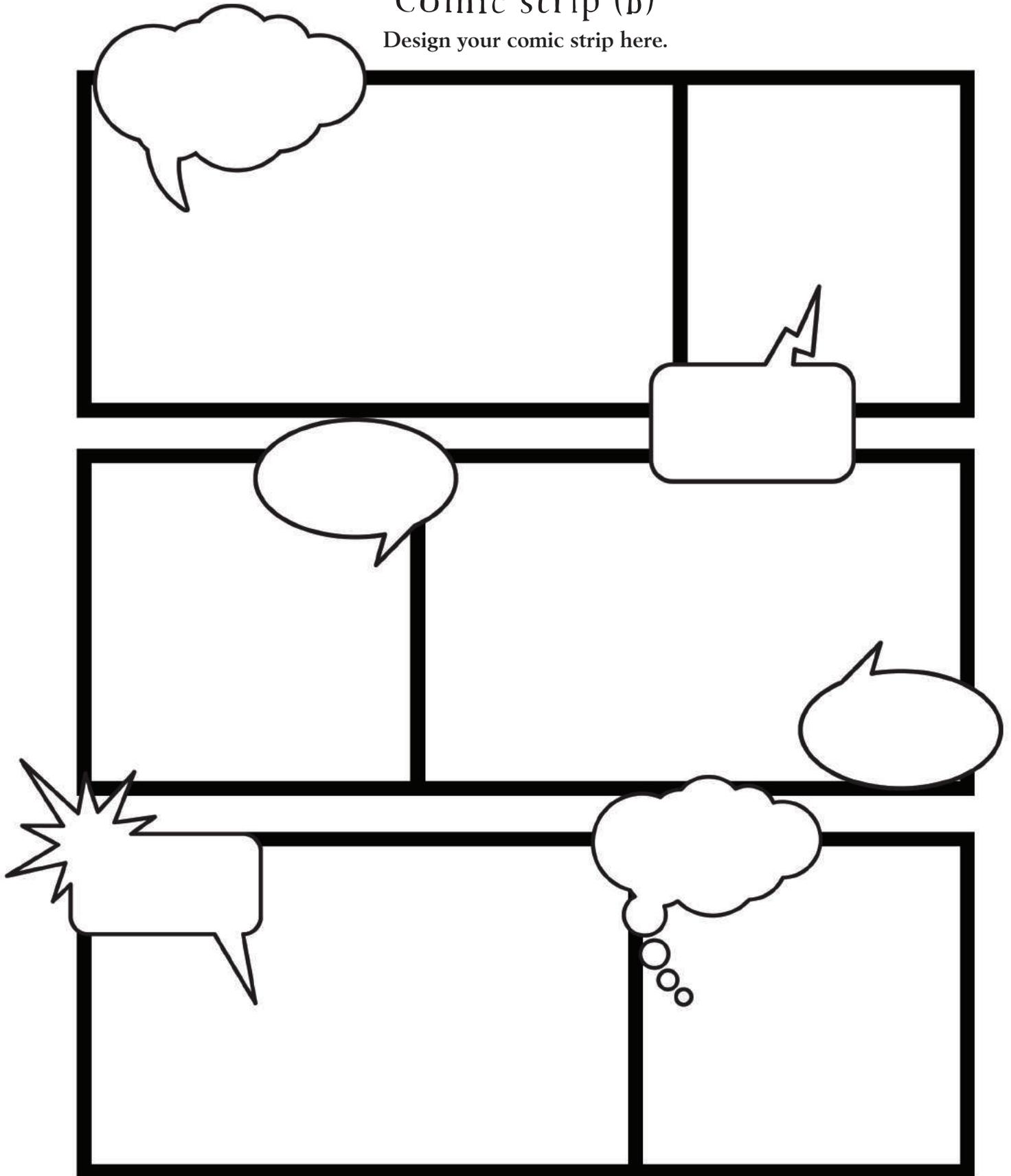
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Comic strip (b)

Design your comic strip here.



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Iggy's Diary (a)

'Everybody stops talking to look at the boy standing up there on the pool table with the microphone and the wild red hair sticking out from under his flat cap.

I hear Dad beside me say, 'What the...?' but he doesn't do anything. I think he's too stunned.

'This is an EMERGENCY!' shouts Iggy into the microphone. 'I'd like everybody to leave what they are doing right now and follow me and Ethan outside.' He points at me and everyone looks.

Oh, thanks a bunch, Iggy.' (Page 170)

Task: Imagine you are Iggy. You are writing in your diary. Choose a point in the story and write about what has happened up to that point, from Iggy's perspective. You could choose the point at which Iggy tells all the people in the pub that they have seen an alien landing, or later when Ethan and Iggy hide Hellyann inside the bike shop. Remember to only write about things that happen up until the point you choose and don't get confused with things that happen later in the story.

Use information from the chapter and your own imagination.

Ideas to include:

- Where were you?
- What were you doing?
- What happened?
- Who else was there?
- How did you feel about the event?
- What do you think will happen next?

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *identifying how language, structure and presentation contribute to meaning*



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Letter to Tammy (a)

“I hate you!”

It is the last thing I said to Tammy. It bounces around in my head and it is the opposite of the truth.

My twin sister. My ‘other half’, Mam used to say, and she was right.

Tamara ‘Tammy’ Tait. Cool name, I think, mainly because of the alliteration. Tammy Tait.

And since she went missing, seldom has an hour passed when I haven’t thought about those three syllables.’ (Page 37)

Task: Imagine you are Ethan. Choose a point in the story after Tammy disappears. Write a letter to Tammy, knowing that she is unlikely to ever receive it but as a way of ‘talking’ to her while she is gone. Explain what has happened and your hopes for finding her.

Use information from the story and your own imagination.

Ideas to include:

- What would you like to say to Tammy?
- Describe Hellyann and how you met her
- How might events have happened differently?
- How do you feel?
- What has happened with your parents and Gran since Tammy’s disappearance?
- What are your hopes for the future?
- What is the plan for finding Tammy?

Write your letter on the next page.

CURRICULUM LINKS: (KS2)

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- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding



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Newspaper Article (a)

'The humming noise starts. It sounds louder inside the craft than it was the other day when I first heard it, and the pitch gets higher and higher. The RAF people look at each other and then around the boathouse to see where it is coming from. Then they look down at the water – the invisible spaceship is on the move. The indented part of the water's surface is moving back from the walkway.

There's a click as Geoff pulls the trigger of his shotgun.' (Page 256)

Task: Imagine you are Jamie Bates, the journalist. You had suspicions that something strange had been going on in Kielder Village – lots of military interest, the Tait girl disappearing and the Geoffs telling you their story. Now you've seen it with your own eyes. Suzy the chicken landing on the invisible craft, then the noise and water movement as it took off. Write a newspaper article about the extraterrestrial goings-on linked to the boathouse and Tamara Tait's disappearance.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- A catchy article heading
- Who was involved in the event?
- What happened that was interesting?
- Why did that happen?
- Where did it all start?
- When did it happen?
- Quotes from witnesses
- Picture with a caption

Write your newspaper article on the next page.

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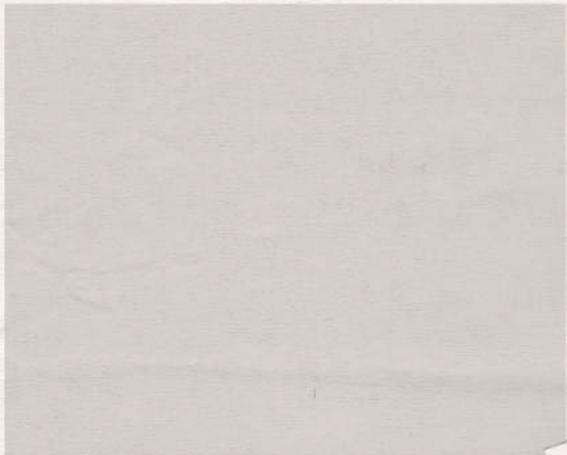
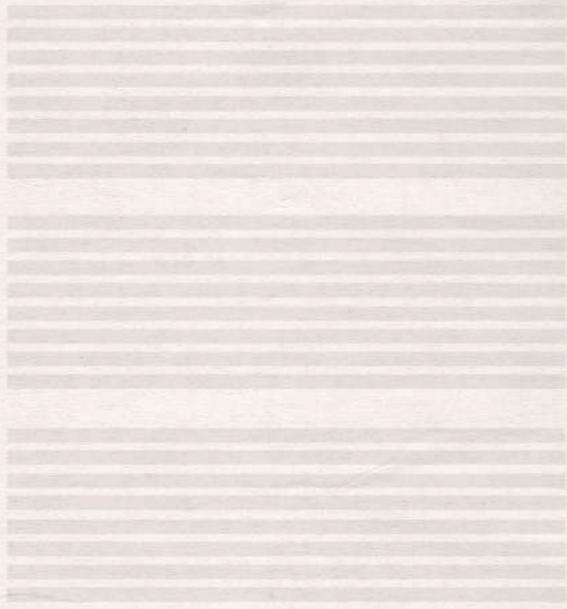
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Newspaper Article (b)

Write your article here.

THE DAILY NEWS



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Play script (a)

'Geoff Jr answers his dad with another bout of coughing, then says, 'But, Dad. If the RAF had picked it up, they'd have been snooping round already.'

'Geoffrey, son. We've been through this. Maybe they did see something but ignored it. Maybe they're waiting to see if it happens again. Maybe they say nowt, or the fella working their telescope was on his Christmas break. We just don't know, do we? Thing is, what *we* saw was worth investigating.'

'Dad? I know you don't want to hear this but...' (Pages 178 – 179)

Task: Geoff Snr and Geoff Jr are interesting characters. The relationship between them is entertaining. Choose a scene containing the Geoffs and rewrite it into a play script. You can use the speech included in the story and develop your own conversations between the characters using your imagination. Then act it out (sensibly!) with your friends.

Ideas to include:

- Who are the characters in this scene?
- What is the setting for this scene?
- What happens in this scene? Will you include all the details in your script or just the main bits?
- Will you use a narrator?
- What actions might you like the characters to perform? Remember to give them stage directions.

Write your play script on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

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- *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*

Understand what they read by:

- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

CROSS-CURRICULAR LINKS: DRAMA



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Play script (b)

Write your play script here.

CHARACTERS:

SETTING:

SCENE: _____

SPEAKER 1 _____ :

SPEAKER 2 _____ :

STAGE DIRECTIONS: _____

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Police report (a)

'The tape is still there – *POLICE LINE DO NOT CROSS* – strung across the path where Tammy left her bike, but the police have searched the narrow lakeshore and the path a few times and there's nobody there now. I haven't been back since Christmas Eve, when it all happened, and I feel a tightening in my chest as we approach.' (Page 14)

Task: Imagine you are Sandra, the police Family Liaison Officer. Plan the questions you might ask the Tait family about the disappearance of Tamara. Role-play asking and answering the questions with a friend. Then write up your police missing person report concluding your findings.

Ideas to include:

- Where did Tammy disappear from?
- What had she been doing before she went missing?
- Are there any reasons to suspect a crime? Might she have run away?
- What do family members recall about the last time they saw Tammy?
- What does Tammy look like?
- What was Tammy wearing?

Write your interview and police report on the next page.

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CROSS-CURRICULAR LINKS: DRAMA



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Police report (b)

Write your investigative questions (and answers here) then write up your report.

POLICE REPORT

Officer's Name: _____ Date: _____

Questions to ask:

Answers:

Signature: _____

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Quiz

Test your knowledge of the story. See how many quiz questions you can answer correctly.
Use the book to help you find the answers.

| Questions | Your answers |
|--|--------------|
| 1. How old is Tammy Tait? | |
| 2. Who is Sandra? | |
| 3. Why do Ethan and Iggy take a canoe onto the lake? | |
| 4. Who is Suzy? | |
| 5. How does Iggy hurt his leg? | |
| 6. How does Hellyann mend Iggy's leg? | |

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| | |
|--|--|
| 7. What is the Stargazer? | |
| 8. Who is Cora Fox-Templeton? | |
| 9. What is Iggy's Death Ray? | |
| 10. What is the name of Hellyann's spaceship? | |
| 11. In what ways is Anthalla similar to Earth? | |
| 12. In what ways is Anthalla different to Earth? | |
| 13. Why did Hellyann want to save Tammy? | |

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| | |
|---|--|
| 14. Why did the Geoffs use a Geiger counter? | |
| 15. What is 'The Chicken Hop'? | |
| 16. Why does Ethan's mum go to St George's in Morpeth? | |
| 17. What happened in Wongan Hills, Western Australia in December? | |
| 18. What type of animal is Sheba? | |
| 19. What is the name of the bicycle hire shop? | |
| 20. Which adult believes that Ethan may not be lying about seeing an alien? | |

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| | |
|---|--|
| 21. How does Ethan get through the force field to enter the Earth Zone? | |
| 22. Who are the Hearters? | |
| 23. Who is Dark Streak? | |
| 24. How does Iggy save the day? | |

CURRICULUM OBJECTIVES:

Understand what they read by:

Maintain positive attitudes to reading and understanding of what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas



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The Earth Zone Leaflet (a)

'There were maybe twenty of us visiting the Earth Zone, led by our 'teacher', Mr Park, who, at thirty, was one of the oldest people I knew. Of course, I had no idea then that I would be back in Earth Zone a few years later, not as a visitor but as a liberator, freeing an exhibit from this prison.

We walked in silence on the enclosed walkway several metres above the ground, viewing with astonishment the landscape below us.' (page 91)

Task: Create a leaflet to promote the Earth Zone and its human exhibits that would appeal to Anthallan inhabitants. Think about what might make the visit more interesting for them. Use information from the story as well as your imagination.

Ideas to include:

- A catchy title and headings
- Clear, easy to read information
- Images with captions
- Information about what visitors can do at the experience
- Information about what facilities are available
- Information about opening times, parking and café

Create your leaflet on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

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- *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *asking questions to improve their understanding*

CROSS-CURRICULAR LINKS: *Geography; Art & Design*



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The Earth Zone Leaflet (b)



Fold

Fold

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Word Search

Task: Can you find all of the words below from the book in the word search?

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | I | T | H | E | S | T | A | R | G | A | Z | E | R | H |
| J | Q | H | E | A | R | T | E | R | S | T | P | A | B | W |
| R | X | P | L | W | X | H | V | O | H | A | G | R | F | O |
| P | H | I | L | I | P | B | Q | G | N | M | K | T | M | G |
| B | I | X | Y | R | Q | I | W | K | F | M | E | H | U | B |
| K | G | R | A | N | X | G | D | I | H | Y | L | Z | E | O |
| S | Q | I | N | J | E | S | H | E | F | C | L | O | P | A |
| Y | J | A | N | T | H | A | L | L | A | V | A | N | G | T |
| C | M | Y | C | K | Y | N | Z | D | B | P | N | E | A | H |
| J | I | G | G | Y | R | D | S | E | T | H | A | N | W | O |
| T | S | K | S | D | L | R | M | R | U | O | F | Z | O | U |
| C | S | R | Z | L | T | A | Y | E | N | V | N | D | T | S |
| D | I | S | A | P | P | E | A | R | E | D | C | S | L | E |
| L | N | D | Z | D | K | A | M | U | B | S | U | Z | Y | N |
| U | G | E | O | F | F | S | N | R | E | M | V | A | E | F |

ETHAN
GEOFF SNR
TAMMY
ANTHALLA
IGGY
SANDRA

HELLYANN
BOATHOUSE
SUZY
HEARTERS
KELLAN
GRAN

PHILIP
DISAPPEARED
EARTH ZONE
MISSING
KIELDER
THE STARGAZER



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Word Search ANSWERS

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | I | T | H | E | S | T | A | R | G | A | Z | E | R | H |
| J | Q | H | E | A | R | T | E | R | S | T | P | A | B | W |
| R | X | P | L | W | X | H | V | O | H | A | G | R | F | O |
| P | H | I | L | I | P | B | Q | G | N | M | K | T | M | G |
| B | I | X | Y | R | Q | I | W | K | F | M | E | H | U | B |
| K | G | R | A | N | X | G | D | I | H | Y | L | Z | E | O |
| S | Q | I | N | J | E | S | H | E | F | C | L | O | P | A |
| Y | J | A | N | T | H | A | L | L | A | V | A | N | G | T |
| C | M | Y | C | K | Y | N | Z | D | B | P | N | E | A | H |
| J | I | G | G | Y | R | D | S | E | T | H | A | N | W | O |
| T | S | K | S | D | L | R | M | R | U | O | F | Z | O | U |
| C | S | R | Z | L | T | A | Y | E | N | V | N | D | T | S |
| D | I | S | A | P | P | E | A | R | E | D | C | S | L | E |
| L | N | D | Z | D | K | A | M | U | B | S | U | Z | Y | N |
| U | G | E | O | F | F | S | N | R | E | M | V | A | E | F |

