



# Lollipopman and the Rabbit of Doom

## Write your own 'Lollipopman' adventure!



### KS2 lesson plan

#### Overview:

##### Learning objective

To be able to write an adventure story

##### Learning outcome

A short story about the superhero Lollipopman battling an enemy to road safety

##### Success criteria

Includes story structure, adjectives, adverbs, speech punctuation and relative clauses

##### Cross curricular links

English, Art, PHSCE

##### Resources

Photocopied planning sheets, 'Lollipopman and the Rabbit of Doom' book



#### Success Criteria:

##### Good!

- A story with a beginning, middle and end
- Paragraphs – each about a different thing
- Different sentence openers

##### Great!

- Impressive adjectives to describe characters and settings
- Exciting verbs and adverbs for the action

##### Even better!

- Mixture of short and long sentence for action
- Correct speech punctuation when characters talk
- Adding information with a relative pronoun and clause



TOP TIP: Copy the success criteria and stick in the children's books.  
Get them to tick off those they achieve!

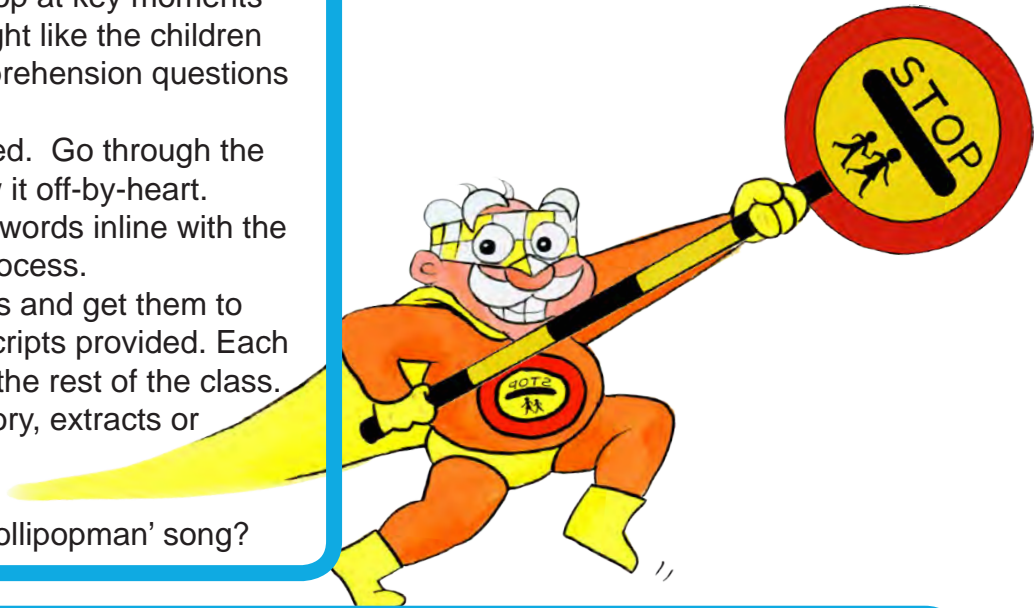
#### Introduction

Creating their own 'Lollipopman' story is a great way to get children enthused about writing. They will be developing their imaginations, revisiting important road safety messages and incorporating lots of vital grammar features into their writing. The best stories might even win a prize!

### Exploring the text

- Read the story of 'Lollipopman and the Rabbit of Doom' to the children. Stop at key moments to discuss the text. You might like the children to answer the reading comprehension questions provided.
- Learn the 'talk story' provided. Go through the story until the children know it off-by-heart. Perform actions for the key words inline with the popular 'Talk For Writing' process.
- Split the children into groups and get them to devise a drama using the scripts provided. Each group can then perform for the rest of the class.
- Children can re-write the story, extracts or character descriptions.

**EXTRAS:** Why not learn the 'Lollipopman' song?



**Planning** Once the children have fully explored the text, it's time for them to make up their own 'Lollipopman' adventure. Start with exploring ideas for a new villain. Use the 'create a villain' sheet provided, discussing the best baddies for a road safety story. Next, use the 'Box-it-up' planning sheet, showing them how to adapt the story structure, or get the children to create a storyboard for their new adventure.

**EXTRAS:** Practise conjunctions, adverbs and prepositions with the grammar sheet provided.

**Writing** This is when the children will bring all the elements of their story together, so make sure they include character descriptions, conjunctions, adverbs and all the features from the success criteria. Model this first and make sure the children keep improving their work. This is the perfect time to revisit dialogue: model the rules of speech to show how characters can talk to each other in the story. Try writing a mixture of short and long sentences when the action picks up in the story. Keep practising the talk story to make sure this language is embedded.

**EXTRAS:** Can the children write an exciting blurb to persuade people to read their work?

Curriculum reference	Our resource
<b>READING</b>	
listening to and discussing a wide range of fiction, poetry and plays	Reading comp p3
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Talk story p4 Scripts p8-10
drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Reading comp p3
<b>GRAMMAR</b>	
using conjunctions, adverbs and prepositions to express time and cause	Grammar sheet p7
<b>WRITING</b>	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Talk story p4 Reading p3
in narratives, creating settings, characters and plot	Pages 11-14
assessing the effectiveness of their own and others' writing and suggesting improvements	



**Reading comprehension**

1.) Why has the author called the hero 'Lollipopman'. How is this similar to other superhero names?

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2.) What is the "honking noise" on page 2?

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3.) What is the meaning of the word "hectic" on page 4?

- a.) sunny    b.) busy    c.) boring    d.) funny

4.) What simile does the author use on page 8? Why do you think he has chosen these words?

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5.) Why do Scappy Joe and Fat Cat want to cause cars to crash?

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6.) How does the author create humour as Lollipopman investigates the school? (pages 11-14)

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7.) Find and copy two examples of alliteration on page 26...

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8.) Who do the "thousand evil eyes" belong to on page 29?

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9.) Why has the author described Lollipopman as a "giant orange" on page 38?

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10.) Why does Pops turn back into the superhero at the end of the book?

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## Talk Story

Many schools follow the 'Talk for Writing' programme, developed by Pie Corbett. It is a way for children to imitate the key language they need orally before they try reading, analysing and writing. Here is a 'talk story' for the 'Lollipopman and the Rabbit of Doom' story. Try pointing out some of the vocabulary, punctuation and grammar aspects to the children too...

### 'Lollipopman and the Rabbit of Doom'

It was a bright, sunny morning in Middletown and Pops greeted the children in his usual, cheery manner. "Why hello there. Are you looking forward to your day at school?"

"Definitely!" said Emily, "We found the cutest white rabbit yesterday in the field!"

"Well, be sure to feed it plenty of carro—"

But before he could finish, he was interrupted by a loud honking noise. A boy had crossed the round without even looking! Pops pulled him to safety. Shockingly, things like this kept happening: Daisy crossed from behind a parked car; the Tennant twins were looking up and down, not left and right; Barry crossed like a ballerina and Richard Turner like a giant chicken!

Luckily, Pops managed to get everyone to school safely. "Hmm," he said, "This looks like a job for..."

With that, he twisted one leg around the other and began to spin until he was just a brightly-coloured blur. Sparks flew like fireworks. After that, Pops was nowhere to be seen. In his place was an amazing superhero in a mask, orange tights and a cape, flapping in the wind. With a smile as broad as a zebra crossing he shouted:

"Pops Away! I'm LOLLIPOPMAN!"

Lollipopman was a master of disguise. He disguised himself as a dinner lady, as one of the children and even one of the teachers - but he found nothing suspicious. Finally, dressed as the school caretaker, he was mopping the floor. He saw Red and Amber feeding their new pet rabbit.

Gradually, the cute rabbit's eyes began to widen. Then its nostrils began to flair. His whiskers spiked out like knitting needles and bright colours began to flash from its pupils: Yellow! Red! Pink! Purple! It was Hypnobunny, sent from the scrap yard to hypnotise the children:

"You kids are far too safe, it really isn't funny!  
Crossing the road with caution: I'm not a happy bunny!"

Lollipopman gave chase - through the corridors, into the hall! He lost the rabbit as it flushed itself down the toilet, ending up at the scrap yard, where Scrappy Joe and Fat Cat hatched plans to cause car crashes to get more scrap.

After adventures with rascally rats, a bombarding bus and a magnetic crane, Lollipopman found himself face-to-face with Hypnobunny. He panicked and pulled down a mirror from a crashed car. Hypnobunny didn't realise that he was hypnotising himself...

"Look deep into my eyes you fool, and when my fingers start a-clickin'  
You won't spoil our fun no more - you'll cross the road just like a chicken!"

Back at school, Pops was back to his normal self, as were the children. It was the school pet rabbit acting strangely now - crouching down in his hutch, desperately trying to lay an egg!



## Create a villain!

In 'Lollipopman and the Rabbit of Doom', the superhero tackles a hypnotic bunny rabbit. Your story will need an equally evil character that causes traffic terror, cars to crash or peril for pedestrians – in short, an enemy to road safety!

Here are some ideas to get you started – try matching up different combinations of characters and descriptions (or think of your own ideas), then draw and label your new character in the box...

Hedgehog

Changes road signs

Guard dog

Mole

Rat

Monster

Hypnotic

Bursts tyres

Digs pot holes

Robotic

Mad scientist

Zebra

Creates traffic jams

## My villain

Make sure you give your villain a name and label him or her to you describe them in your writing

Why not invent your own 'road safety superhero' too?

# 'Box-It-Up' story plan

Use the last column to plan your own story based on 'Lollipopman and the Rabbit of Doom'

'Lollipopman and the Rabbit of Doom'	Story structure	Your new story
Pops shows the children across the road. They are acting very strangely, crossing very dangerously.	A lollipop person shows children across the road. Something strange and dangerous happens.	
Pops becomes 'Lollipopman' and investigates the school. He finds out that Hypnobunny is hypnotising children.	The lollipop person becomes a superhero. He or she finds the villain who is making the roads dangerous.	
Lollipopman arrives at the scrap yard and searches for the villains.	The superhero arrives at the villain's lair and searches for them.	
Fat Cat and Hypnobunny both try to get Lollipopman. He accidentally stops them.	The villains try to stop the superhero, who ends up winning.	
Lollipopman turns back into Pops and meets the children at the end of the day. Everything is safe again. He then has one last job...	The superhero turns back into the lollipop person and meets the children again. Everything is safe again.	

Now plan some SUPER vocabulary to use in your story... why not use a thesaurus to help you?



# Are you a Grammar SUPERHERO?

## CAPTAIN CONJUNCTIONS!

Conjunctions are words that join sentences or parts of sentences together. Choose the best conjunctions to fill in the gaps...

until                      but                      even if                      or

- 1.) Wait \_\_\_\_\_ you see the green man before you cross the road.
- 2.) Use the 'Green Cross Code' \_\_\_\_\_ you are on a quiet road.
- 3.) Make sure you are seen - put on bright clothes \_\_\_\_\_ wear a reflective band.
- 4.) Cycling is fun \_\_\_\_\_ make sure you wear a helmet!



## AMAZING ADVERBS!

always                      patiently                      carefully                      never                      cautiously

- 1.) Even if the road looks clear, you must always cross \_\_\_\_\_.
- 2.) \_\_\_\_\_ play near a busy road.
- 3.) Walk across a road \_\_\_\_\_ and avoid running.
- 4.) Wait \_\_\_\_\_ for any traffic to pass before you cross.
- 5.) \_\_\_\_\_ wear a seatbelt when you're travelling by car.



## PREPOSITION POWER!

on                      over                      far away from                      by                      at                      across  
while                      behind                      around

- 1.) Always walk \_\_\_\_\_ the pavement if there is one.
- 2.) Walk as \_\_\_\_\_ the kerb as possible.
- 3.) Wait patiently \_\_\_\_\_ the kerb or the crossing so that drivers know you want to cross.
- 4.) Always walk \_\_\_\_\_ the actual black and white stripes of a crossing - many accidents happen \_\_\_\_\_ crossings.
- 5.) Never walk \_\_\_\_\_ the road while using a mobile phone or \_\_\_\_\_ listening to music on head phones.
- 6.) Never cross the road from \_\_\_\_\_ a parked car. Instead, find a clear part of the road.

Now assess yourself.  
How did you do?



# 'Lollipopman and the Rabbit of Doom'

## SCRIPT - Part 1

Cast: Narrator, Pops/Lollipopman, Emily, Poppy, Red, Amber, the Tennant twins, Wanda, Julia, Barry, Richard

Narrator: It was a normal day for Pops, the Middletown lollipop man... or was it?

ENTER POPS, SHOWING EMILY ACROSS THE ROAD

Pops: Why hello there Emily. Are you looking forward to your day at school?

Emily: Definitely Pops! We found the cutest white rabbit yesterday in the field!

Pops: Well, be sure to feed it plenty of carro-

ENTER POPPY

Narrator: [makes car horn sound] HONK!

Pops: What was that? Watch out Poppy! [PULLS HER TO SAFETY] What are you doing? You know not to cross from behind a parked car!

Poppy: I know Pops. I just don't know what came over me.

ENTER TENNANT TWINS, CROSSING THE ROAD LOOKING UP AND DOWN.  
POPS RUSHED OUT TO HELP THEM CROSS

Pops: Boys! What are you doing? You're supposed to look left and right, not up and down!

Twins: Sorry Pops. We don't know why we did that.

IN TURN, ENTER WANDA CROSSING BACKWARDS, JULIA WITH HER EYES SHUT, BARRY  
CROSSING LIKE A BALLERINA. POPS HELPS EACH ACROSS.  
ENTER RED AND AMBER

Red/Amber: What's up Pops?

Pops: Oh kids. It's been such a hectic morning. The Middletown children are usually so safe at crossing the road. Whatever next?

ENTER RICHARD CROSSING LIKE A CHICKEN. POPS HELPS.

Pops: Oh dear me. [TO RED & AMBER] You two, make sure he gets to school safely.

EXIT RED, AMBER AND RICHARD. POPS DOES ACTIONS IN TIME WITH NARRATION

Pops: Hmm, this looks like a job for...

Narrator: With that, he twisted one leg around the other and began to spin until he was just a brightly-coloured blur. Sparks flew like fireworks. Then Pops was nowhere to be seen. In his place was an amazing superhero in a mask, orange tights and a cape, flapping in the wind. With a smile as broad as a zebra crossing he shouted:

Pops: Pops away! I'm LOLLIPOPMAN!





# 'Lollipopman and the Rabbit of Doom'

## SCRIPT - Part 2

Cast: Narrator, Lollipopman (LPM), Red, Amber,  
Hypnobunny, dinnerladies, teachers

LPM: Hmm. I reckon those scrap yard scoundrels are at the bottom of this. I only wish there was a way for me to investigate the school unnoticed.

Narrator: Then, it was as if his lollipop stick had heard him. It tapped three times against the ground and he began to spin, appearing a second later disguised as a dinnerlady.

LPM: Excellent! Next stop, the school kitchen!

ENTER DINNERLADIES, GOSSIPING. POPS LISTENS IN

LPM: Hmm. Nothing suspicious here. I need another disguise. [HE SPINS AGAIN]

Narrator: Lollipopman emerged disguised as a teacher and went to the staffroom.

ENTER TEACHERS, SNORING.

LPM: Oh dear me. They're asleep as normal. I'd better get out of here - this is usually my naptime too!

Narrator: Finally, Lollipopman had disguised himself as the caretaker. He found Red and Amber who were feeding the new pet rabbit.

ENTER RED, AMBER AND HYPNOBUNNY

Red: Aw! Isn't he cute!

Amber: Here rabbit. Each this lettuce.

RABBIT NIBBLES LETTUCE BUT THEN LEAPS UP AND BEGINS HYPNOTISING THE CHILDREN

Bunny: You kids are far too safe, it really isn't funny!  
Crossing the road with caution: I'm not a happy bunny!  
Now cross the road without looking - or from behind a parked car  
Cross in the dumbest way you can - you won't get very far!

LPM: Hey rabbit!

HE MIMES THROWING A BOOK AT HYPNOBUNNY. THE KIDS SNAP OUT OF THEIR TRANCE.  
LPM 'CHASES' RABBIT [BOTH RUNNING ON THE SPOT]

LPM: Come back here, you pesky rabbit! No! Not in the toilet!

BUNNY MIMES CLIMBING IN TOILET BOWL, FLUSHING AND SPINNING OUT OF SIGHT, LAUGHING

LPM: I know where that drain goes... the scrap yard! [RAISES STICK TO FLY AWAY] Pops away! I'm the hero of the highway!

Narrator: So, Lollipopman flew into the sky. Will he stop Hypnobunny? Will he save the children? Will he get home in time for tea? Find out in Part 3!



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# 'Lollipopman and the Rabbit of Doom'

## SCRIPT - Part 3

Cast: Narrator, Lollipopman (LPM), Scrappy Joe, Fat Cat, rats, Hypnobunny, Red, Amber

Scrappy Joe: [TO FAT CAT & RATS] Right you `orrible lot! It looks like that hypnotising rabbit has led Lollipopman right to us. Be ready! We need more car crashes! We need scrap! And I'm missing my show. I want that super-zero gone by the end of Eastenders!

EXIT SCRAPPY JOE. ENTER LPM BEHIND THE OTHERS ON TIP-TOE, 'SHUSHING' AUDIENCE.  
HE STEPS ON CAR HORN [NARRATOR BEEPS]

Fat Cat: [TO RATS] That's him boys! Pick up that old bus on tyre mountain - let's get `im!

FAT CAT MIMES GETTING TO BUS. RATS MIME PICKING IT UP.  
THEY ALL MIME BOUNCING DOWN THE HILL: "Boing! Boing! Boing!"

Narrator: Lollipopman was trapped. He picked up an old car wheel to throw at the rats. But right at the last minute he slipped on his cape and the wheel went flying off in the wrong direction. Luckily, however, it flicked the switch on the scrap yard's magnet, which pulled our hero to safety. Fat Cat went flying into a pile of rubbish

FAT CAT MIMES CRASHING. EXIT RATS.

Fat Cat: Meeeeeeee-OW! OW! OW!

EXIT FAT CAT. LPM MIMES DANGLING ABOVE SCRAP YARD.

LPM: Ooo-eck! I'm high up now. And this magnet's too strong. I can't pull my lollipop stick free. There's only one thing for it... I've got to let go.

LPM LETS GO AND FALLS TO THE GROUND. ENTER HYPNOBUNNY.

Narrator: Lollipopman was knocked out cold in an old crashed car. When he awoke, he was faced with his greatest foe yet: Hypnobunny! Lollipopman panicked, grabbing the mirror above him, which came off in his hands. Oh no!

Hypnobunny: Look deep into my eyes, you fool, and when my fingers start a-clicking  
You won't spoil our fun no more, you'll cross the road just like a chicken!

EXIT ALL.

Narrator: Later, back at school, the children were heading home. Meeting them was Pops, back to his usual self. [ENTER POPS, SHOWING RED AND AMBER ACROSS THE ROAD]

Amber: Hi Pops.

LPM: Hi kids. How are things? It look like you're all crossing the road safely again.

Red: Yes Pops. Everything's back to normal. Everything except our rabbit that is. He's acting very strangely. In fact, here he comes now.

ENTER HYPNOBUNNY CLUCKING AND WALKING LIKE A CHICKEN

LPM: [TO AUDIENCE] Well, something tells me HE won't be causing much trouble from now on!

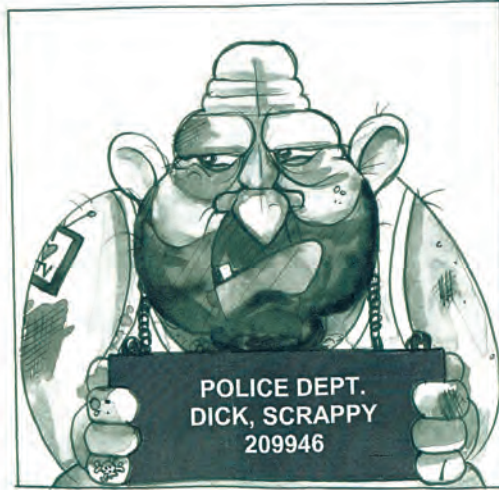


Name \_\_\_\_\_

Date \_\_\_\_\_

Use this 'wanted' poster to write a character description of Scrappy Joe. First, 'mind map' some ideas and creative vocabulary. Then, use this to write sentences warning people about this hideous villain. Think about what he looks like, how he might smell, where he lives and how he talks. You might even include some stinkin' similes!

# WANTED



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Name \_\_\_\_\_

Date \_\_\_\_\_

Use this 'wanted' poster to write a character description of Fat Cat. First, 'mind map' some ideas and creative vocabulary. Then, use this to write sentences warning people about this vile villain. Think about what he looks like, how he might smell, where he lives and how he talks. You might even include some stinkin' similes!

# WANTED



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Name \_\_\_\_\_

Date \_\_\_\_\_

Use this poster to write a character description of Lollipopman. First, 'mind map' some ideas and creative vocabulary. Then, use this to write sentences about this mysterious superhero. Think about what he looks like, how he dresses, where people might see him, what he might be doing and how he talks. You might even include some super similes!

# HAVE YOU SEEN THIS MASKED MAN?



Name \_\_\_\_\_

Date \_\_\_\_\_

Use this 'wanted' poster to write a character description of Hypnobunny. First, 'mind map' some ideas and creative vocabulary. Then, use this to write sentences warning people about this terrifying villain. Think about what he looks like, what he does, where he lives and how he talks. You might even include some hypnotic similes!

# WANTED

