



## SCHEME OF WORK

### PERFECT FOR:

Students aged 9+; an exhilarating adventure set in a magical land of dragons, mermaids and ninja wizards; drama and role play; diary writing; creating sensory poems; designing and writing about magical lands; creating a mermaid themed dictionary; planning and writing a sequel; joining two imaginative, brave children as they face their fears and save their Grandad!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry;  
Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Music

Geography

Maths

PSHE and Citizenship

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Analyse an author's style of writing and identify different techniques and vocabulary used.</p> <p><b>Maths</b> - Use a Venn Diagram to compare and contrast characters.</p> <p><b>Geography</b> - Create a map, with a key and symbols, to show the main places and landmarks in an imaginary world.</p> <p><b>Poetry</b> - Plan and write a sensory poem about what the word 'home' means to you.</p>	<ol style="list-style-type: none"> <li>1. Before beginning, spend some time exploring the map at the beginning of the book. Do you notice anything interesting? What predictions can you make about the places mentioned and their role in the story?</li> <li>2. Read the first chapter and then discuss with a partner what your first impressions are of Arthur and Rose. How would you describe their relationship? Use evidence from the text.</li> <li>3. Use the information on pages 7 and 8 to draw and label a picture of the attic. What impression are you given of the attic? Why?</li> <li>4. Role-play the argument between the twins on page 21 – how can you use your expression to show their feelings?</li> <li>5. Read up to page 22. Could Grandad have any other reasons for asking the twins to help clear the attic? What might they be?</li> <li>6. Why do you think Rose sends the text message? (page 29)</li> <li>7. How does the author create a sense of tension and excitement on page 31? Which words and phrases are particularly effective?</li> <li>8. Were you surprised by Grandad's reaction on page 41? Why? Why not? Can you describe Grandad in one word?</li> <li>9. What does the adjective 'sagging' suggest about the mattress? (page 43)</li> <li>10. How does the author make you want to read on at the end of Chapter 10? Is it successful? What do you predict will happen next?</li> </ol>	<p>Use a Venn diagram to compare and contrast Arthur and Rose. How are they similar? How are they different? Use evidence from the story to support your ideas. You may wish to continue adding information and details to your Venn Diagram as the story progresses.</p> <p>Spend some time exploring the map of Roar at the beginning of the book. What magical and amazing things would you fill your own imaginary land with? What scary things might be lurking in your world? Draw a map of your own land, using a key to help you identify the location and places. You may even wish to add a grid over your map, and develop your knowledge of co-ordinates.</p> <p>On page 23, Grandad says, 'I can smell home' when he sniffs Nani's old sari and a tin that once contained Bois Cheri tea. Write a sensory poem about what home means to you. What might it smell, taste, feel, sound and look like? You could use the poem 'Childhood Tracks' by James Berry for inspiration and to help you structure your ideas.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information to sequence events.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Use role-play to imagine yourself into a setting.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write about an imaginary, magical land, referring to the senses.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with characters by writing an inner monologue.</li> <li>- Explore the difference between what a character says and does.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments to create an other-worldly soundscape.</li> </ul>	<ol style="list-style-type: none"> <li>1. Mazen’s head ‘swivels round like a velociraptor’. What does this simile suggest about Mazen? Do you like her? Why? Why not? (page 48)</li> <li>2. What might Rose be thinking and feeling on page 51 when Arthur tells her she has changed?</li> <li>3. Rose comes to check that Arthur hasn’t vanished – what might this suggest about her? (page 51)</li> <li>4. Make a list of everything Arthur might be able to see, hear, taste, touch and smell on page 57.</li> <li>5. Label the illustration on pages 60 and 61 with adjectives and similes.</li> <li>6. How are the words ‘fumble’ and ‘reach’ similar? How are they different? Why might Arthur be fumbling? (page 62)</li> <li>7. How does the illustration on page 65 help you understand the characters and their relationship?</li> <li>8. What do you notice about the layout of the text at the bottom of page 70? Why might this be? How should this be read?</li> <li>9. Explain what Win believes the Relic of Arthur does. (page 74)</li> <li>10. Read to the end of Chapter 18. What are your first impressions of Win? Do you like him? Does he remind you of any other characters in a story or film? Describe him in three words and explain your word choices.</li> </ol>	<p>Using your map from the previous week, act out what it might be like to crawl through a tunnel into your own magical world. How do you feel as you enter into this strange, new world? Use your imagination to explore your magical land. Afterwards, write a descriptive piece, detailing what you could see, hear, smell, taste and touch as you were transported into your own imaginary world.</p> <p>What might Arthur and Win be thinking and feeling on page 66? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p> <p>Work in small groups to create a spooky soundscape to accompany the marching of the scarecrow army. You could use your voices, body percussion and instruments to create a menacing, rhythmic chant. You could also use symbols to create a graphic score to represent your composition.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li> <li>- Use an Emotions Graph to explore a character's thoughts.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Create a Conscience Alley to explore a character's thoughts and feelings.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</li> <li>- Create a poem in the style of Joan Poulson.</li> </ul>	<ol style="list-style-type: none"> <li>1. The author describes the Crow's Nest as a 'monstrous shape'. What effect might this have on a reader? What does it suggest about Arthur's feelings? (page 98)</li> <li>2. Crowky has every right to get his revenge after the way he has been treated. Do you agree? Why? Why not? (page 106)</li> <li>3. How does the illustration on page 110 make you feel? Why do you think this might be?</li> <li>4. What might a 'rusty-nail snarl' sound like? Can you perform some of Crowky's words, using your expression to capture his personality? (page 112)</li> <li>5. Describe in one word how Arthur is feeling on page 117 when he faces the scarecrow army. Explain your word choice to a partner.</li> <li>6. What might Rose be thinking and feeling on page 120 as she swoops down on Pickles? How did you feel when you read this part of the story? Why?</li> <li>7. Is there anything funny on page 130? Did anything make you laugh? Why?</li> <li>8. Read up to page 137. Why do you think Rose is behaving like this? Why is she so dismissive of Win and why does she want to leave Roar?</li> <li>9. Read up to the end of page 143 and summarise Rose's plan in three sentences.</li> <li>10. Try re-telling Chapter 24 from Rose's perspective. What might she really be thinking and feeling?</li> </ol>	<p>Create an Emotions Graph to plot Arthur's changing feelings throughout these chapters. You may wish to refer to: <i>seeing the Magic Road and the Crow's Nest, coming face to face with Crowky, facing the scarecrow army, being saved by Rose, swimming in the lagoon.</i></p> <p>Look at page 111 - what should Arthur do? As a class, create a Conscience Alley. One side of the class should be voices persuading Arthur to fight. The other side of the class should persuade Arthur to try and reason with Crowky. Take it in turns to play Arthur walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>Look at the poem 'Pictures in my Mind' by Joan Poulson. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. You could even write your own Roar-themed poem in the style of Joan Poulson!</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retrieve information.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues to make predictions.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Create an amusing dictionary, highlighting key words and phrases in the Mermish language.</li> </ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"> <li>- Have a class discussion about recognising and overcoming fears.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore the work of Paul Klee.</li> <li>- Create a piece of artwork to represent a personal fear or worry.</li> </ul>	<ol style="list-style-type: none"> <li>1. Look at these key words and phrases from Chapter 25: <i>Tangled Forest, dawn, tunnel, crack, argument</i>. Can you use them to make a prediction about what could happen next?</li> <li>2. Why might the forest look like 'a cathedral lit by flickering candles'? What image does this create in your mind? Perhaps you could draw a picture? (page 152)</li> <li>3. Read to the bottom of page 155. What is a 'shrill giggle'? Why might the girl be laughing?</li> <li>4. Rose has a look of 'grim determination' on her face. Why might this be? What might this look like? (page 162)</li> <li>5. Read to the end of page 174. What impression are you given of Stella? Do you have any questions you'd like to ask her? Make a list.</li> <li>6. How might Rose <u>not</u> being by Arthur's side all the time be a good thing? (page 180)</li> <li>7. What message do you think the crows are delivering? (page 185)</li> <li>8. Is Arthur right not to tell Rose about the carrot key ring? What would you do? (page 189)</li> <li>9. Explain why the Lost Girls don't understand why Grandad is so important to Arthur and Rose. (page 191)</li> <li>10. Predict what will happen in Chapter 32 and write the opening to it, trying to emulate the author's style.</li> </ol>	<p>On page 147, we learn that Rose can talk Mermish. Can you create your own amusing mermaid-themed dictionary using lots of 'ishy-wishy words'? How might you greet one another in Mermish? What key words and phrases should someone know? Remember to write your dictionary of Mermish words and phrases in alphabetical order.</p> <p>Parts of Roar have been created in response to the children's fears. Have a class discussion about overcoming your fears. Can you think of something that frightens you? Why does it frighten you? How could you overcome this fear? How might this help you in the future?</p> <p>Spend some time exploring the image, 'Mask of Fear' by Paul Klee (1932). What can you find out about when and why it was produced? What do you notice about the style and the colours used? Can you use a similar abstract style to create your own painting to represent your personal fears?</p>

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<p><b>Reading: Comprehension</b> - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p><b>Drama, Speaking and Listening</b> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</p> <p><b>Writing to Entertain</b> - Write a persuasive battle cry, using rhetorical questions and repetition.</p> <p><b>Writing to Inform</b> - Create a non-fiction leaflet, detailing how to look after a dragon. - Use sub-titles for effect.</p>	<ol style="list-style-type: none"> <li>1. Role-play the conversation between Rose and Arthur in Chapter 32, thinking carefully about their body language.</li> <li>2. How important is the theme of 'perseverance' on page 204? Why do you think Rose isn't putting much into the exercise?</li> <li>3. How is the Bad Side portrayed on page 208? How is it different to the rest of Roar? Which words and phrases help you visualise this setting?</li> <li>4. Why do you think Arthur calls out, 'It's not so bad' on page 210? What does this tell us about him?</li> <li>5. What do you think is the most important thing we learn about Rose on page 214?</li> <li>6. Read to the end of page 215. How is the relationship between Rose and Arthur developing and changing? Use evidence from the story to support your ideas.</li> <li>7. Why do you think the crack is becoming smaller? What might the crack symbolise? (page 222)</li> <li>8. Why do you think the Crow's Nest is deserted? (page 228)</li> <li>9. Which words and phrases in Chapter 38 are particularly effective at creating a menacing atmosphere? Do you have a favourite word or phrase from this chapter?</li> <li>10. Imagine you are Grandad and write a diary about your time in the Crow's Nest, using Chapter 39 for inspiration.</li> </ol>	<p>In a group of three, re-create the events from pages 213 to 215. One of you should play Arthur, one should play Rose, and one of you should play Win. Perform the scene three times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.</p> <p>On page 219, Rose gives a rousing speech to the Lost Girls as they prepare for battle. Write your own persuasive battle cry to encourage and uplift the Lost Girls. Remember to include rhetorical questions, inspiring language and repetition to create a powerful speech.</p> <p>Rose is an expert at communicating with, and looking after the dragons. Using the information in the story, and your own imagination, create an engaging, entertaining leaflet to inform people about how to look after a dragon. What do they eat? What should people know about their life cycle? How can you communicate with one when flying? Remember to include sub-titles.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create character profiles, exploring how the characters have developed.</li> <li>- Retrieve and summarise information.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Write a diary extract, summarising the events in the story from a character's perspective.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create a 3D model map of the setting.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write a sequel based on the story, using the style and language features employed by the author.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 40 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>2. What do you notice about the way the text is set out on page 243? Why might this be? How does the illustration make you feel?</li> <li>3. What does the word 'stench' tell us about Bad Dragon? How is the word 'stench' similar to the word 'smell'? How is it different? (page 253)</li> <li>4. Describe in one word how Crowky is feeling on page 255, then explain your word choice to a partner.</li> <li>5. In your opinion, what is the most exciting moment in Chapter 42 is and why?</li> <li>6. Have a go at saying 'HEAR ME ROAR!' out loud. How can you capture Rose's feelings in this moment? (page 266)</li> <li>7. Summarise in one sentence what you think Arthur has learnt during his time in Roar.</li> <li>8. Who do you think has developed and grown the most throughout the story, Rose or Arthur? Why?</li> <li>9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>belief, imagination, fear, friendship, bravery, family.</i></li> <li>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Arthur, Rose, Crowky, Grandad, Win, Stella.</i></li> </ol>	<p>Write a diary entry in role, as either Arthur or Rose at the end of the story. How would they reflect on what has happened? What are the most important things they've learnt about themselves and each other? Try to emulate the character's voice and personality through your word choice and writing style.</p> <p>In small groups, use the illustration at the beginning of the story and your own knowledge of the setting to create a fantastic 3D map of the Land of Roar. You could use papier-mâché, a cardboard shoebox or even construction bricks and straws. When you have finished, use your model to re-tell the main events during the story.</p> <p>In groups, discuss and predict what might happen next in the sequel, which is called <i>Return to Roar</i>. What adventures will Arthur and Rose go on next? Use a storyboard to plan your ideas and then write the opening to your sequel, thinking about how to emulate the author's writing style.</p>

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