

# ZOMBIERELLA



## SCHEME OF WORK

### PERFECT FOR:

Students aged 8+; a grisly, gruesome, 'gone-off' fairytale; role-play and drama; poetry performance; considering different perspectives and points of views; designing a putrid buffet for the prince's ball; spooky soundscapes; enjoying a terrifying story full of creepy characters and macabre plot twists!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry;  
Creative Writing; Writing to Entertain and  
Inform; Writing in Role  
Drama, Speaking and Listening  
Design Technology & Art  
Music



# WEEK 1 (PROLOGUE – CHAPTER 2): THE PRINCE PREPARES FOR THE BALL



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Predict what might happen. - Draw inferences, such as inferring characters' feelings. - Identify how language and structure contribute to meaning.</p> <p><b>Drama, Speaking and Listening</b> - Understand a character's thoughts and attitudes by completing a Role on the Wall activity.</p> <p><b>Poetry</b> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</p>	<ol style="list-style-type: none"> <li>1. Before beginning, discuss what you already know about the story of Cinderella. You could also create a spider diagram of words, themes and ideas linked to 'fairy tales'.</li> <li>2. Spend some time exploring the illustrations of the library and Librarian. Does the library look welcoming? What are your first impressions of the Librarian?</li> <li>3. Look at page 19. How do you think the Librarian feels about his new role as a Librarian of decrepit, putrid fairy tales?</li> <li>4. Cinderella and Lumpkin ride by their 'neglected crops'. What does this mean? Why might they be neglected? (page 23)</li> <li>5. What do you notice about the lay out of 'one last time'? Why might this be? How should this be read? (page 24)</li> <li>6. What impression do you get of the mansion on page 26? Which words and phrases are particularly effective at helping you visualise the setting?</li> <li>7. Try saying out loud 'Please, Lumpy, one more time...' How can you capture Cinderella's feelings? (page 30)</li> <li>8. Spend some time exploring the illustration on pages 48 and 49. What do you notice about the mansion? Why might the prince want to live in a haunted house?</li> <li>9. Why might the prince want his servants to remove the garlic, unsharpen the pencils and blacken the windows? (page 50). Are there any clues on page 46 that might help you?</li> <li>10. Read to the end of page 51. Predict how the relationship between Cinderella and the prince might develop.</li> </ol>	<p>At the beginning of <i>Zombierella</i>, a number of fairytale books have 'gone off'. For example, 'The Ugly Duckling' has transformed into 'The Monstrous Duckling'. As a class, make a list of traditional fairy tales. Can you create some new gruesome titles for them? You could even create a class display of front covers for these new putrid fairytales!</p> <p>Complete a Role on the Wall activity. Draw an outline of Cinderella. On the inside, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her. Add to it as the story progresses.</p> <p>Look at the poem <i>Dear Ugly Sisters</i> by Laura Mucha. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? Work in groups to perform the poem, thinking about how to use your voice, actions and instruments to convey the feeling of the poem. Perhaps you could write your own poem from a fairytale character's perspective?</p>

# WEEK 2 (CHAPTER 3 – 5): CINDERELLA AND DEATH

## SUGGESTED OBJECTIVES

### Reading:

#### Comprehension

- Use dictionaries to check the meaning of words and understand words in context.
- Retrieve information.

### Music

- Use your voice and instruments with control and expression to create a menacing, magical piece of music.

### Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does.

## COMPREHENSION QUESTIONS

1. The author describes the moon as 'bloated'. What might this mean? What image does this create in your mind? (page 52)
2. Why does Cinderella describe her sisters as 'fake' rather than half or step sisters? (page 53)
3. Why might Cinderella's mother's demise have been 'splutter-spewing'? What might this mean? Do you think it was a peaceful death?
4. Try saying out loud Cinderella's fake mother's words on page 59. How can you capture her personality through your expression?
5. Why do you think 'bi-o-logical' is written like this? How should it be read?
6. Find evidence in the story to support the description of Cinderella's sisters as 'beautiful, fake and foul'. Try to refer to all three words in your answer.
7. Spend some time exploring the illustration on page 91. What might Zombierella be thinking and feeling?
8. What might Zombierella be able to see, hear, taste, touch and smell on pages 96 and 97? Make a list.
9. What does Zombierella find in the prince's grasp? Do you think this is an unusual experience for her? Why? (page 101)
10. Are there any words or phrases repeated in Chapter 5? Can you find them? Why do you think they have been repeated? What effect do they have?

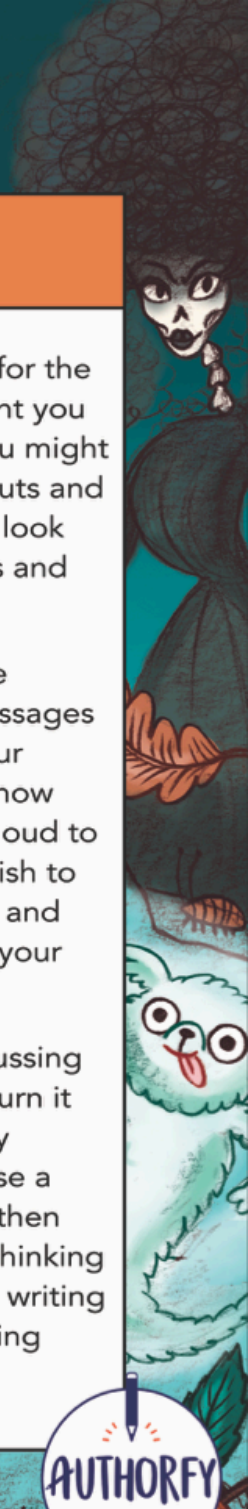
## EXTRA ACTIVITIES

In a group of four, re-create the events from pages 63-66. One of you should play Cinderella, one should play Storm, one Hebina, and one of you should play Alhora. Perform the scene four times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression.

Work in small groups to create a spooky soundscape to accompany Death's mysterious spell on pages 78 and 79. You could use your voices, body percussion and instruments to create a soothing atmosphere. You could also use symbols to create a graphic score to represent your composition.

What might Zombierella and the Prince be thinking on page 101? 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?

# WEEK 3 (CHAPTER 6 – EPILOGUE): A SHIFTING OF BONES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<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.</li> <li>- Retrieve and summarise information from a passage and use it to inform writing.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Create an amusing, gruesome food menu for the prince's ball.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Prepare a passage to be read aloud, considering how pitch, expression, tone and volume can be used to engage an audience.</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 pages 118-121 in six sentences. Now try to summarise it in three. Can you do it in one sentence?</li> <li>2. What do you think 'Go body-bag a prince' might mean? Do you think this is meant to be amusing?</li> <li>3. Why do you think the author has used the verb 'cascaded' to describe Zombierella? How might the meaning of this change if 'entered' had been used instead? (page 127)</li> <li>4. What do you think the most important piece of information on pages 132 and 133 is and why? Were you shocked by the revelation?</li> <li>5. Read up to page 139. Do you think Allora's plan will work? What might happen to Zombierella?</li> <li>6. Why do you think the author describes Zombierella as 'treasure below'? (page 168)</li> <li>7. Is there anything unusual about the ending of this story? Do you think it ends 'happily ever after'? Do you think it's more important to live 'happily ever after' or to learn 'to live together as equals'?</li> <li>8. Use a Venn Diagram to compare and contrast Zombierella with a traditional version of Cinderella.</li> <li>9. The main theme in this story is 'death'. Do you agree? Why? Why not? Can you think of any other important themes?</li> <li>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Zombierella, the prince, each of the FAKE sisters, Death, Lumpkin.</i></li> </ol>	<p>Create a colourful, amusing menu for the ball. What grisly types of food might you find there? For example, your menu might include cockroach-shaped doughnuts and lychees stuffed with blueberries to look like bleeding eyes! Use illustrations and artwork to bring your menu to life.</p> <p>As a small group, spend some time preparing a performance of the passages on pages 110-115. Think about your expression, volume and pace and how these can be used when reading aloud to engage your audience. You may wish to text-mark the passages with codes and symbols to give you reminders for your performance.</p> <p>As a group, spend some time discussing another fairy tale. How could you turn it into a 'gone off' story full of spooky characters and macabre details? 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. Have fun reading your terrifying stories out loud!</p>