

The ORPHANS of ST HALIBUT'S

SCHEME OF WORK

PERFECT FOR: Ages 8+; a dark, funny adventure full of larger-than-life characters and evil villains; exploring macabre comedy; opportunities for drama and role-play; writing newspaper articles; exploring poetry to describe feelings; researching the artwork of L.S Lowry; joining a gang of mischievous and charming orphans as they try to avoid a visit to the ominous Mending House!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Poetry; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Maths

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**WEEK 1:
PROLOGUE – CHAPTER 10
WELCOME TO SAD SACK**



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| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|--|--|--|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Predict what might happen. - Draw inferences, such as inferring characters' feelings. - Identify how language and structure contribute to meaning. <p>Maths</p> <ul style="list-style-type: none"> - Read and interpret timetables. - Create and solve time-related math problems. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Create an amusing glossary of incorrect definitions for a range of words. | <ol style="list-style-type: none"> 1. Spend some time exploring the map of Sad Sack. What does this name suggest? What role do you predict each of the places on the map will play in the story? 2. What impressions are you given about Sad Sack? Which words and phrases support your ideas? (page 11) 3. Read to the end of page 19. What might Tig be thinking and feeling as she reads the letter? What do you predict it says? 4. Read up to page 23. How do you think the author feels about education and the government? Do you think there's a message or moral in this story? 5. Why do you think the knocks of the Mended are faint like a 'tiny, frail bird'? What does this suggest about how they're treated? (page 37) 6. Does anything on page 44 make you laugh? Can you think of your own amusing definitions for 'artery' and 'bide'? Use a dictionary to find out the real meanings! 7. Explain what the author means by the atmosphere being 'stretched taut like the skin of a drum'. (page 53) 8. Use the information from pages 59 to 66 to draw and label a picture of Ma Yeasty. What are your first impressions of her? How is she similar and different to the other adults? 9. Who do you think the Mended child on page 92 is? What role might they play in the story? 10. Which of the children (Tig, Stef, Herc) do you like the most so far? Are you drawn to one of them in particular? | <p>Create a timetable describing a week of activities under Miss Happyday's rule. What horrible lessons will the children experience? Then create a set of word problems relating to your timetable and converting lengths of time.</p> <p>Complete a Role on the Wall activity. Draw an outline of Tig. On the inside of your drawing, write everything you learn about her in these chapters. On the outside, record any questions you might like to ask her.</p> <p>Write an amusing introduction to <i>The Deadly Consequences of Poor Spelling</i>. What terrible fate might await a child who can't spell correctly? Use imperative verbs and brackets to add detail.</p> <p>Create a funny dictionary of non-meanings for the vocabulary that might appear in <i>Very Important Words to Learn</i>. For example, Herc defines an 'artery' as 'a place where there are lots of paintings'. What other words might appear in this book? What amusing definitions can you create for them?</p> |



WEEK 2: CHAPTERS 11–20 DECEPTION AND DISGUISES



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| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|--|--|--|
| <p>Reading: Comprehension - Use dictionaries to understand words in context. - Retrieve information.</p> <p>Drama, Speaking and Listening - Use role-play and freeze-frames to empathise with a character.</p> <p>Writing to Inform - Plan and write a newspaper report, remembering to include the correct layout and language features.</p> <p>Writing in Role - Empathise with characters by writing an inner monologue.</p> <p>Writing in Role - Write a feelings poem using similes and metaphors.</p> | <ol style="list-style-type: none"> Write a definition of these words from Chapter 11: <i>wincing, fatigued, suppressed</i>. Now use them in a sentence of your own. How are the adverbs 'gingerly' and 'slowly' similar? How are they different? What does this tell us about Mr Fleetham? (page 105) Is there anything surprising about the beginning of Chapter 14? What do you think has happened before this moment? Why do you think Miss Lackspittle is moving like a zombie? Is there anything strange about her? What could it be? (page 121) Imagine you are Stef inspecting St Cod's. What can you see, hear, taste, touch and smell? Make a list. (page 125) Read up to page 136. What do you think the matrons have discovered about Myers? Why are the girl's eyes 'dark and cold'? What image does this create in your mind? What could she be thinking? (page 140) What have Nellie and Cuthbert done? Why? (page 146) How many questions can you write with an answer of 'Burton Coggles'? (page 155) Draw a table of all the advantages and disadvantages of Tig's plan described in Chapter 20. What would you do? | <p>In groups of five, act out the events in Chapter 11. Divide the roles of Tig, Stef, Herc, 'Miss Happyday' and Mr Fleetham amongst you and consider how to portray their characters through your expression and body language.</p> <p>Write a newspaper article for <i>The Rankshire Gazette</i>, describing the fatal 'accident' at the Mending House. Remember to include a headline and witness statements.</p> <p>What might Myers and Stef be thinking and feeling during the events on pages 167-169? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>Write a poem using similes and metaphors about the misery Stef begins to feel on page 171. You could use the poem 'Anger' by John Foster as a starting point.</p> |



**WEEK 3:
CHAPTER 21 – EPILOGUE
THE MENDING HOUSE**



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| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|---|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles. - Retrieve and summarise information from a passage and use it to inform writing. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision. - Interpret and perform a poem, using expression, actions and instruments to convey meaning. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel based on the story, using the style and language features employed by the author. | <ol style="list-style-type: none"> 1. Summarise Chapter 21 in six sentences. Now try to summarise it in three. Can you do it in one sentence? 2. Why do you think Chapter 22 is so short? What effect does this have? 3. Describe and explain why Myers could also be called a prisoner. (page 203) 4. Read to the end of page 210. What do you think has happened to Herc? Where might he have gone? 5. Why does Myers face slacken in shock? What might he be thinking and feeling? Use one word to describe how he is feeling. (page 214) 6. Who do you think is worse: Myers or Arfur? Why? Use evidence from the story to support your opinion. (page 221) 7. What is the effect of the short sentences on page 236? How should they be read? Why? 8. Which character do you think develops and changes the most as the story progresses: Tig, Stef, Herc or Arfur? Use evidence from the story to support your ideas and then try and persuade a partner that you are correct. 9. The main theme in this story is 'disguise'. Do you agree? Why? Why not? Can you think of any other important themes? 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Tig, Stef, Herc, Arfur, Myers, Ashna, Nellie, Cuthbert, Maisie.</i> | <p>Look at page 194 – what should Stef do? As a class, create a Conscience Alley. One side of the class should be voices persuading Stef to escape. The other side of the class should persuade Stef to help the Mended. Take it in turns to play Stef walking through the alley of voices, then write a paragraph exploring your feelings and decision.</p> <p>Spend some time exploring L.S Lowry's painting 'The Rush' (1964). Using the descriptions in the book, paint a picture of Sad Sack using a similar style to Lowry.</p> <p>Look at the poem <i>Miss Flotsam</i> by Joseph Coelho. 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? Perform the poem thinking about how you can convey its message.</p> <p>Discuss and predict what might happen next in a sequel. Will Myers return? Will DEATH visit the orphans again? 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> |

