

The NEW bestseller from actor, comedian and author,
BEN MILLER

**THE
DAY
I FELL
INTO A
FAIRYTALE**

'FABULOUS' *Sunday Express*
on *The Boy Who Made The World Disappear*

SCHEME OF WORK

PERFECT FOR:

Students aged 7+; an exciting adventure about the importance of stories; writing opportunities including fairy tales, newspaper articles and diaries; performing poetry; magical art and enchanting dance; role-play and writing in role; a heart-warming story about a brother and sister healing their relationship through imagination.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Music

Maths

Geography

Artwork © Daniela Jaglenka Terrazzini. Published by Simon & Schuster. Used with permission.

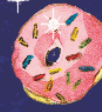
WEEK 1 (PROLOGUE – CHAPTER 3) GRIMM'S SUPERMARKET

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Compare and contrast a variety of stories and explore fairy tales written by the Brothers Grimm.</p> <p>Music - Use your voice and instruments with control and expression to create a spooky, stormy soundscape.</p> <p>Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity.</p>	<ol style="list-style-type: none"> 1. Before beginning, spend some time exploring the front cover of the book. What might happen if you fell into a fairy tale? What characters might you meet? 2. As a group, create a spider diagram of words, themes, ideas and images linked to 'fairy tales'. 3. Look at page 2. The author uses repetition when describing the mound. Why might this be? What effect might it have? 4. Read up to page 11 and describe the relationship between Lana and Harrison. How has it changed recently? What are your first impressions of Lana and Harrison? 5. Use the information on pages 16 and 17 to draw and label a map of Little Hilcot. What impression do you get of it? Would you like to live there? 6. The strange man tells Lana that the stories are 'much too scary for you' (page 24). Do you like scary stories? Why? Why not? Why might he be telling her this? 7. Read to the end of page 29. Is there anything strange about the supermarket? What questions do you have about it? 8. What does the adverb 'dismissively' tell us about Lana's mother? What might she be thinking and feeling? (page 32) 9. What do you notice about the font and layout of the words on pages 36–42? Why might this be? 10. Spend some time exploring different versions of <i>Sleeping Beauty</i>. Compare and contrast a version of your choice with this version. Use a Venn Diagram to see how they are similar and different. 	<p>Who were the Brothers Grimm? What can you find out about them? Perhaps you could spend some time exploring some of their fairy tales and consider how they are similar and different to the fairy tales you might have read or seen as a film. Philip Pullman's <i>Grimm Tales: For Young and Old</i> is a good place to start!</p> <p>Work in small groups to create a stormy soundscape to accompany the prologue. 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.</p> <p>Complete a Role on the Wall activity. Draw an outline of Lana. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her. In a different colour, you could imagine you are Lana and write her answers. Alternatively, you could use a Venn diagram to compare and contrast Lana and Harrison throughout the story.</p>

WEEK 2 (CHAPTERS 4–6) THE MAGIC CHUTE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information.</p> <p>Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does.</p> <p>Drama, Speaking and Listening - Create a Conscience Alley to explore what motivates a character's decisions.</p> <p>Poetry - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</p>	<ol style="list-style-type: none"> 1. Use a dictionary to find a definition of these words from Chapter 4: <i>determined, lurched, defiantly</i>. Can you use the words in a sentence of your own now? 2. Lana tells the man off on page 53 for being rude. What does this tell us about her? What would you have done in this situation? 3. Why do you think the word 'HUGE' is written in capital letters? How should this be read? (page 56) 4. Read up to page 58. Predict where Lara will find herself and what she will do next. 5. What does the verb 'clamped' suggest about what Lana might be thinking and feeling? How is 'clamped' similar to 'closed'? How is it different? (page 60) 6. Read to the end of page 67. Where do you think Lana is? Why? Are there any clues that help you? 7. What might the significance of the woman's 'bright red' eyes be? What is red usually associated with? Who do you think the woman might be? (page 74) 8. Lana's dad punishes her by refusing to read her a story. Do you think this is a fair punishment? Why? Why not? (page 80) 9. Why do you think it says 'this is pretty much what she read her'? Why 'pretty much'? (page 83) 10. What does it mean when it says that Lana's mother is 'playing along'? How does her mood change at the end of page 88? 	<p>What might Lana and the old man be thinking on pages 53-57? 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>Look at page 69 – should Lana follow the bird or try to find the supermarket? As a class, create a Conscience Alley. One side of the class should be voices persuading Lana to follow the bird, while the other side persuades her to do the opposite. Take it in turns to play Lana walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p> <p>Look at the poem <i>The Book</i> by Michael Rosen. 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 instruments to convey the feeling of the poem.</p>



WEEK 3 (CHAPTERS 7–11) THE WALL OF THORNS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Use clay to create a 3D fairy tale sculpture in the style of Shaun Tan. <p>Maths</p> <ul style="list-style-type: none"> - Create a fairytale timetable. - Solve mathematical word problems relating to time. 	<ol style="list-style-type: none"> 1. Harrison says that fairy tales are boring. Do you agree with him? Yes, no, or maybe? Explain why. (page 95) 2. Why do you think the man allows himself 'a tiny smile'? What might he be thinking and feeling? (page 96) 3. Read up to page 98 and look at this statement: Lana is a determined child. Do you agree? Why? Why not? 4. Read up to page 100. Do you know any other stories where characters travel through a magic portal? What happens? How is this story similar and different? 5. Try reading out some of the courtiers' words on pages 107–109. How can you show their personalities through your expression? 6. Read up to page 108. Do you trust the courtiers? Why might they be saying these things to the prince? 7. Read page 114. In small groups, imagine you are the first fairy and write a reply to the prince, explaining what has happened. 8. Why do you think Harrison is feeling a mixture of 'annoyance and relief' on page 126? Refer to <u>both</u> words in your answer, using evidence from the story. 9. Read to the end of Chapter 11. What do you predict Harrison will learn by the end of the story? How do you think he will change? 10. Imagination is a main theme in the story. Do you agree? Can you find examples throughout the story where having imagination is important? 	<p>Create an Emotions Graph to plot Lana's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>telling Harrison what you've seen, arriving at the supermarket, falling down the chute, meeting the prince, escaping from the courtiers, pushing Harrison into the tub.</i></p> <p>Spend some time exploring the sculptures in 'The Singing Bones' by Shaun Tan. Choose a favourite fairy tale and plan and design a clay sculpture in the style of Shaun Tan, thinking carefully about its shape and form. Which tools and techniques can you use to form your clay sculptures?</p> <p>On pages 100 and 101 the little old man shares the magical timetable with Lana and she learns that to visit Rapunzel she will need 'the fizzy snakes at half past three on Saturday'. Spend some time looking at bus and train timetables and then create your own fairy tale timetable for Lana. Perhaps you could even write some word problems relating to your timetable for a partner.</p>

WEEK 4 (CHAPTERS 12–15) TO THE RESCUE!



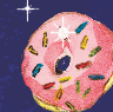
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through role-play. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of artwork in the style of Andrea Dezsö, focusing on the use of silhouettes. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write a newspaper article, thinking about the layout and language features needed. 	<ol style="list-style-type: none"> 1. Read page 133. Why might a horn be sounding deep in the forest? 2. Lana and Harrison hold up their hands 'in surrender'. What does this mean? Why are they doing this? (page 136) 3. What do you think the most important piece of information on page 140 is? Why? 4. Imagine you are Lana walking through the tunnel on page 144. What can you see, hear, taste, touch and smell? How are you feeling? Why? 5. The prince refuses to kiss the princess 'without asking first'. How does this differ to the traditional story? Why do you think the author has included this? (page 149) 6. Do you agree that the king failed to keep his daughter safe? Is he to blame? Should he have told Briar Rose about the spell? (page 155) 7. Why does the prince give Lana a hunting horn? Predict when and why she might use it. (page 162) 8. Why does the little old man say 'as soon as demonly – I mean humanly – possible'? What clues might this give us about him? (page 165) 9. Why do you think Hansel and Gretel can see fire and earth in the water? What might this suggest about their futures? (page 184) 10. Read to the end of Chapter 15. What do you predict will happen to Briar Rose and the children? Does the ending of this chapter make you want to read on? 	<p>In a group of five, re-create the events from pages 138–141. One of you should play Lana, one Harrison, one the prince, and two of you should play the knights. Perform the scene five times; each time considering another character's perspective. Think about how you will change your body language and voice each time.</p> <p>Spend some time exploring the black and white ink drawings by Andrea Dezsö, who recreates scenes from famous fairy tales using silhouettes. Plan and design your own piece of art work in the style of Andrea Dezsö relating to a favourite moment from the story so far. You could even use a shoebox, silhouettes and a light box to create your artwork.</p> <p>Write an engaging newspaper article for <i>The Fairy Tale Times</i> about the strange disappearance of Briar Rose and her children. Remember to include a headline, photographs and captions and witness statements.</p>



WEEK 5 (CHAPTERS 16–20) TRAPPED!



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Music - Listen to and appreciate a range of musical compositions.</p> <p>Physical Education/Dance - Create a dance based on a piece of music to re-tell the events in a fairy tale.</p> <p>Geography - Explain how oxbow lakes are formed.</p> <p>Writing to Entertain - Write your own version of a fairy tale, using the correct language and style.</p>	<ol style="list-style-type: none"> 1. How does the author build a sense of tension and excitement in Chapter 16? Which words and phrases are particularly effective? 2. Read up to page 194. We learn some chapter headings from <i>Sleeping Beauty</i>. What do you predict the next chapter title will be and why? 3. How is the relationship between Lana and Harrison growing and developing? Use evidence from what you've read so far to support your ideas. 4. Read to the end of page 205. Can you identify any more links with traditional fairy tales (the bridge, the swan) and discuss their importance? 5. Briar Rose thinks the witch has cast a spell to punish her. Why might the witch wish to punish Briar Rose? (page 208) 6. Use the information on page 212 to draw and label a picture of the rickety house. What might Lana be thinking and feeling when she sees it? 7. Read up to page 219. What do we learn about the little old man? How did you feel when you read this? 8. What does the verb 'gulped' tell you about how Harrison is feeling? (page 223) 9. Read up to page 22. What do you think Lana is up to? 10. Role-play the conversation between Lana and Harrison on page 226, thinking carefully about your expression. 	<p>Spend some time listening to parts of 'Hansel and Gretel', an opera written by Engelbert Humperdinck. Can you match the music to the different parts of the story? What do you envisage while you are listening to the music? In small groups, create a short dance based on the music, re-telling the story of Hansel and Gretel.</p> <p>Harrison's knowledge of oxbow lakes helps the children find their way across the river. What can you find out about oxbow lakes? How are they formed? Use a diagram to explain to a partner and write a short explanation about their formation.</p> <p>Read up to page 227 where Lana begins to tell the story of <i>The Little Boy, the Little Girl, and the Little Old Man</i>. What story do you think Lana will tell to trick the little old man? In the style of a fairy tale, write your own story based on this title, thinking carefully about how you might use your story to save Lana and Harrison.</p>



WEEK 6 (CHAPTER 21 – EPILOGUE)

THE LITTLE BOY, THE LITTLE GIRL AND THE LITTLE OLD MAN



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, exploring how the characters have developed. - Retrieve and summarise information. - Make comparisons within and across books. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a class display inspired by the story, using mixed media. <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. 'Everyone loves a story where they can see themselves as one of the characters.' Do you agree? (page 229) 2. Summarise the events in Chapter 20 in six sentences. Now can you do it in three sentences? What about one? 3. Read up to page 243, where Lana is interrupted. Write the next paragraph of her story, thinking about what might happen when the king arrives at the cottage. 4. What do you think the witch was about to say on page 248? Why does she stop herself? 5. What do you think the most exciting part of Chapter 22 was and why? 6. Read up to page 275. What do you think has really happened to the supermarket? 7. Why do you think the bird reacts in this way when he discovers the supermarket has been digested like 'a tasty morsel of food'? (page 277) 8. Which character do you think develops the most during the course of the story; Lana or Harrison? Why? 9. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Family, bravery, gender, fairy tales, tradition, deceit.</i> 10. Describe the following characters in one word and explain your word choice: <i>Lana, Harrison, Rumpolt, Briar Rose, the witch.</i> 	<p>Spend some time exploring <i>Hansel and Gretel</i>, a picture book by Anthony Browne. Can you spot any interesting illustrations? How is this version similar to this story? How is it different? Perhaps you could re-write Anthony Browne's story from the perspective of Hansel or Gretel, or even the witch.</p> <p>Create a colourful class display, using mixed media, with the title 'The Day I Fell Into A Fairy Tale'. You may wish to write your own fairy tale adventures and illustrate them. You could include stories, artwork, posters, diaries, poems and photographs in your display.</p> <p>In groups, discuss and predict what might happen next in the sequel. What adventures might Lana and Harrison go on next? Which other fairy tales could they find themselves in? 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>

