

FROM THE BESTSELLING AUTHOR OF *BOY UNDERWATER*

This Wonderful Thing

Sometimes you
find something
that
changes
EVERYTHING

ADAM BARON

SCHEME OF WORK

PERFECT FOR: Students aged 9+; a moving story about family secrets and hidden treasures; role-play and drama; the Tudors; newspaper articles and travel brochures; performing and writing poetry; joining two brave children and their families as they find out about the importance of change, love and acceptance.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;
Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening

Music

Design Technology & Art

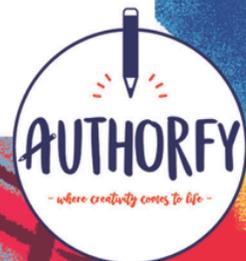
History

Geography

Physical Education and Dance

PSHE

Artwork © Benji Davies. Published by HarperCollins. Used with permission.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>Poetry</p> <ul style="list-style-type: none"> - Create a shape poem about a favourite toy. - Interpret and perform a poem, using expression, actions and instruments to convey meaning. - Write a poem in role to develop understanding of a character. 	<ol style="list-style-type: none"> 1. Read to the end of Chapter 1. What are your first impressions of Jessica and her family? Do you like them? 2. What does the description of the reception children being like 'wind-up toys' suggest about them? (page 7) 3. Read to the end of Chapter 2. Where do you think Cymbeline's dad is? Do you have any questions about what's happened so far? 4. Read to the end of Chapter 6. How does the author create a sense of tension and excitement? Does it make you want to read on? 5. How does the author create a sense of confusion and panic on page 35? Which words and phrases are effective? 6. Read to the end of Chapter 8. Why do you think Jessica's Mum is so angry? Does she normally behave like this? What might be upsetting her? 7. Do you agree that all teddies are male? Do you think some toys should only be played with by girls and some only played with by boys? (page 51) 8. Read to the end of page 56. Why do you think Stephan is driving a van? 9. Read page 63. What do you think has happened to Jessica's Dad? Have there been any clues up until this point about his health? 10. Spend some time discussing what you've read so far. What do you like and dislike about it? Are there any puzzles or is anything confusing? Does it remind you of anything else? 	<p>Complete a Role on the Wall activity. Draw an outline of either Cymbeline or Jessica. On the inside of your drawing, write down everything you learn about them in these chapters. On the outside, record any questions you might like to ask them. Continue to add to your diagram as the story progresses.</p> <p>Use the image on page 48 to create a shape poem about your own favourite toy. Start by thinking of different adjectives and similes to describe it and then think carefully about how to design and lay out your words and phrases to create an effective shape poem.</p> <p>Homes are important throughout the story. Spend some time exploring 'No.115 Dreams' by Jackie Kay. What do you like and dislike about it? Is anything confusing? Does it remind you of anything? You may wish to perform the poem in groups and add sound effects and actions to your performance. In role as either Jessica or Cymbeline, write a poem exploring what your house might remember.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Create an engaging and colourful travel brochure about Barcelona. <p>History: The Tudors</p> <ul style="list-style-type: none"> - Order and understand the main events that occurred during World War II. - Use research methods to extend historical learning. 	<ol style="list-style-type: none"> 1. What does 'her voice sharp with hope mean'? Can you read this out thinking about your expression? What might Ellen be thinking and feeling? (page 65) 2. Can you write a definition of the word 'culprit' and include it in a sentence of your own? (page 68) 3. Read to the end of page 72. Who do you think Cymbeline's Mum is yelling at and why? 4. Why do you think Chapter 12 is so short? What impact does it have? 5. Jessica says that she feels 'frozen'. What does this mean? Have you ever felt like this before? (page 79) 6. Why do you think the 'smallest of smiles' appears on Mum's face? What might she be thinking and feeling? 7. Read to the end of Chapter 14. Why do you think Jessica deletes the message? What might it say? 8. Why do you think Ellen is grinning on page 112? What might she be thinking and feeling? 9. Dad says he has no idea what Mum means on page 112. Do you believe him? Why? Why not? 10. Use the description on page 126 and your own research to draw a picture of what you think the badge/medal looks like. 	<p>What might Cymbeline and Ellen be thinking on page 65? 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>Cymbeline is looking forward to a weekend away to Barcelona with his Dad. Spend some time researching this city and create a colourful and engaging visitor's guide about things Cymbeline could see and do while there. Think about where he could visit and the famous landmarks he might like to see.</p> <p>Create a timeline showing the main events that occurred during the Tudor period. You may wish to include information about: the War of the Roses, Christopher Columbus, Henry VIII and his wives, the Dissolution of the Monasteries, William Shakespeare, the Spanish Armada, Francis Drake, and Queen Elizabeth I.</p>

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>Music</p> <ul style="list-style-type: none"> - Explore Tudor music and instruments. <p>Physical Education and Dance</p> <ul style="list-style-type: none"> - Research Tudor dances, customs and traditions. - Work in groups to create a Tudor dance using simple steps. 	<ol style="list-style-type: none"> 1. Why do you think Mum repeats 'I know' on page 133? How should this be read? What might she be thinking and feeling? 2. How have Cymbeline's feelings about home time changed on page 147? 3. How did you feel on page 151 when you learned that Veronique has been burgled too? 4. Read page 152. What impression do you get of Mrs Rose? Do you trust her? What role might she play in the story? 5. Read up to page 158. How is the relationship between Jessica and Milly developing and changing? 6. Why do you think Mrs Rose speeds up? She also drops the bag onto the floor – what might this suggest about her? (page 160) 7. Can you find an example on page 161 where Cymbeline is being sarcastic? Why might he be saying this? 8. Cymbeline compares the biscuit tin to a 'demolition site'. What does this mean? What has happened to it and how does he feel about this? (page 166) 9. Do you think the Phoenix Medal is a fake? Why? Why not? (page 181) 10. Do you think Cymbeline is being treated unfairly by his family? What advice would you give to him? Are there any other characters in the story who are facing problems and challenges too? 	<p>Create an Emotions Graph to plot Jessica's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>being left to mind Milly, Mrs Rose turning up and taking the teddy, seeing Dad in hospital, being taken to school by Dad, visiting the corner shop.</i></p> <p>Spend some time listening to Greensleeves. What do you notice? In groups, explore the lyrics and discuss which queen Henry might have written this song for. You could also listen to different Tudor compositions and find out about the various instruments used during this time, including the lute and recorder.</p> <p>Spend some time researching how the Tudors danced and which special steps and dances they enjoyed. Work together in small groups to create your own Tudor dance, thinking carefully about the way you should move and work together, as well as the customs and traditions that were important to the Tudors.</p>

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"> - Create a Conscience Alley to explore what motivates a character's decisions. <p>Mathematics</p> <ul style="list-style-type: none"> - Use a Venn diagram to compare and contrast characters. <p>PSHE</p> <ul style="list-style-type: none"> - Explore the causes and symptoms of MS. <p>History</p> <ul style="list-style-type: none"> - Research a famous historical figure and write a playscript about their life. 	<ol style="list-style-type: none"> 1. How important is the theme of jealousy on page 196? Can you empathise with Cymbeline at all? Have you ever been jealous of someone else's friendship? 2. Read up to page 199 and make a prediction about what Cymbeline will do. What do you think his plan involves? 3. Why might one of Jessica's other teddies be in the bin? How could it have got there? (page 201) 4. Why do you think the word 'slowly' is set out like this? How should it be read? (page 207) 5. Do you feel sorry for Ellen? Do you agree that Cymbeline should try and be more understanding? (page 215) 6. Do you have any ideas why the lady cut open the teddy bear and then threw it away? (page 231) 7. Why do you think Jessica's Mum lied to her about the estate agent? Was it the right thing to do? (page 236) 8. Cymbeline's Dad brings a lot of humour to the story. Does he do anything on these pages that made you laugh? Do you think Mum enjoys having him around? Why? Why not? 9. Why do you think the medal now has the same number of roses? What could have happened and why? (page 261) 10. Who do you think the figure is and why are they in Jessica's house? How did you feel reading this part of the story? 	<p>Look at page 206 – what should Cymbeline do? As a class, create a Conscience Alley. One side of the class should be voices persuading Cymbeline to give Ellen the letter, while the other side persuades him to do the opposite. Take it in turns to play Cymbeline walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p> <p>Use the information from these pages and what you already know about the characters to compare and contrast Cymbeline and Jessica. Use a Venn diagram to explore how they are similar and different. How does this activity develop your understanding of these characters and their relationship?</p> <p>We learn in Chapter 28 that Jessica's father has MS. Spend some time finding out about this disease and how it affects people who have it.</p> <p>In a small group, write a script for Cymbeline's dad about Henry VIII and his life. Remember to include lots of fun facts and stage directions, too!</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Writing to Entertain - Write a conversation between two characters, predicting what might be said. - Punctuate speech accurately.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</p> <p>Design Technology & Art - Create a class display inspired by the story, using mixed media.</p>	<ol style="list-style-type: none"> 1. Why do you think Mum's eyes are 'glued' to Cymbeline's Dad? How is their relationship developing and changing? (page 272) 2. Describe how Cymbeline is feeling on page 281 in three words and explain your word choices. 3. Role-play a scene from Chapter 36 in pairs, considering your facial expressions and body language and how Cymbeline and Stephan might be behaving. 4. Mum gives Stephan a 'forced kind of smile'. What does this suggest about how she feels? Do you think her feelings towards him are changing? (page 288) 5. Read up to page 295. Do you have any questions about what you've read so far? 6. How is the verb 'lurched' similar to 'ran'? How is it different? What does it suggest about the intruder? (page 296) 7. Why does Jessica's Mum give a 'little jerk' on page 300? What might she be thinking and feeling? 8. Why do you think Cymbeline blushes and also feels sad on page 315? Do you think his Dad has ever come to see him play football? 9. Why do you think Mum won't allow them to take a taxi to the Cutty Sark? (page 329) 10. How is the relationship between Ellen and Cymbeline changing and developing? Have your initial feelings about Ellen changed at all? 	<p>Read up to page 275. What do you think Stephan wants to talk to Cymbeline about? Spend some time role-playing the conversation between these characters in pairs, predicting what might be said between them. When you have done this, write an imaginary conversation between the characters, ensuring you punctuate your speech accurately.</p> <p>In pairs, re-create the events from Chapter 42. One of you should play Ellen and one should play Cymbeline. Perform the scene twice, each time considering another character's perspective. Think about how you will change your body language and voice each time.</p> <p>Create a colourful class display, using mixed media, with the title 'Tudor Treasures'. You may wish to write your own historic stories and illustrate them. You could include pictures of Tudor artifacts, diaries, poems and photographs in your display. Alternatively, you could create a class museum of Tudor artifacts and invite parents and guardians in to view it.</p>

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. - Summarise information. - Make comparisons within and across books. <p>Poetry</p> <ul style="list-style-type: none"> - Use the structure of a poem to create your own poem and write in character. <p>Geography</p> <ul style="list-style-type: none"> - Create a map of London and its famous landmarks. - Use co-ordinates to give directions. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write a newspaper article to summarise the events in the story. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 45 in six sentences. Now can you do it in three sentences? What about one? 2. Read page 344. Who do you think the boy on the bus is and why? 3. Why do you think the helper from Hall Place has appeared? What might they be doing? What does the simile 'like a wolf' suggest about her? (page 350) 4. Summarise all the reasons Stephan built the ramp for Cymbeline. (page 364) 5. Draw and label some pictures of the treasure stolen by Mr Fells and his sister. (page 371) 6. Why do you think the word 'waited' is repeated on page 372? Do you think Dad will turn up? 7. Have a class debate – who should get Mr Fluffy and why? Is there a way to solve this problem? 8. Which character do you think develops the most during the course of the story? 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, lies, history, the Tudors, theft, acceptance, parenthood.</i> 10. Describe the following characters in one word and explain your word choice: <i>Cymbeline, Jessica, Mabel, Ellen, Stephan, the children's parents.</i> Perhaps you could create a Character Profile about each one, including illustrations! 	<p>Spend some time thinking about each of the Dads in the story – how do they treat their children and partners? What are their strengths and weaknesses? Read and enjoy the poem <i>Dad</i> by Berlie Doherty. You could even perform it in groups! In role as either Jessica, Ellen or Cymbeline, write a poem about your Dad based on the structure and language used by Berlie Doherty.</p> <p>In Chapter 45, the children visit London and see different famous landmarks. Create a map of London with a key to represent some of these landmarks, including the London Eye, the Houses of Parliament, and the Cutty Sark. You may wish to draw your map on squared paper and add co-ordinates to your grid.</p> <p>Cymbeline and Jessica receive a lot of media attention after solving the mystery. Write a newspaper article describing the events in the story and the discovery of the Fell's stolen treasure. Remember to include a headline, photographs and a caption, and witness statements.</p>