



SCHEME OF WORK

PERFECT FOR: Ages 9+; an exciting adventure story full of magic, friendship, inventive characters and original settings; a masterclass in worldbuilding; magical realism; creating empathy and exploring emotions; promoting an interest in the natural world; lots of creative writing opportunities; a class text that will inspire aspiring authors and reluctant readers alike.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creating Writing;
Poetry, Writing to Entertain and Inform

Design Technology & Art

Drama, Speaking and Listening

Science

Religious Education

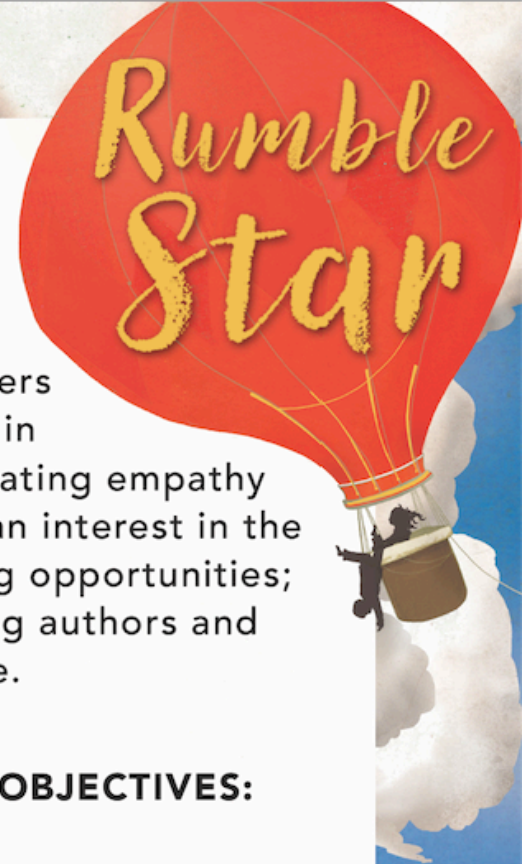
Geography

History

Music

PSHE

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WEEK 1 (CHAPTERS 1–4): THE ADVENTURE BEGINS

Rumble
Star

SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.

Religious Education

- Compare and contrast a range of creation stories from different religions.

Geography

- Create a map, with a key and symbols, to show the main places and landmarks mentioned in the story.

Writing to Entertain and Inform

- Write a newspaper report, thinking carefully about layout and appropriate features for this type of writing.

Design Technology & Art

- Explore the style and techniques employed by Escher and then use these to paint a piece of artwork inspired by the castle.

COMPREHENSION QUESTIONS

1. What else do grown-ups always think they're right about?
2. What impact does the phrase 'as you and I know it' have on the reader? (page 1)
3. What does the word 'clutches' suggest about Candida and Leopold? (page 5)
4. What are your first impressions of Little Wallops Boarding School? Find and copy any words and phrases that tell us about the school.
5. Why does the author use a list on page 21? What effect does it have? What would you do in Casper's situation?
6. What are your first impressions of the girl in the grandfather clock? Do you like her? Why? Why not? (Chapter 2)
7. What does the verb 'dragged' suggest about the girl and her attitude towards Casper? Why has the author used the word 'dragged'? Why not 'helped' or 'taken'? (page 31)
8. Use the information in Chapter 3 to draw and label a picture of the setting, using the author's descriptions to help you.
9. Do you think Utterly is bothered by the other boys and girls keeping her at a distance? What does the verb 'swaggered' tell us about how she feels? (page 44)
10. Do you trust Frostbite? What might his name imply about his character and personality? Use information from Chapter 4 to support your opinions.

EXTRA ACTIVITIES

Compare the creation of the Unmapped Kingdoms with creation stories from other religions. Use a table to evaluate and explore the similarities and differences.

Use the information in the prologue to create a map of the Unmapped Kingdoms. Use symbols to show the location of the mountains and rivers. Think about the different climates, physical features and native creatures you might find in each location. How can you show this information on your map?

On the Honours Board, Casper sees a list of awards for Ballooners. Write a newspaper report describing one of the awards, thinking about what might have happened for the Balloonist to win the prestigious accolade. Remember to include a headline, witness statements and a photograph with a caption.

Use information from the text, and your own imagination, to think about what the castle might look like. Now, take some time to explore the work of Damien Gilley and use geometric lines to draw the setting in the same style.

WEEK 2 (CHAPTERS 5–9): A CASTLE FULL OF MYSTERIES

Rumble
Star

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking about its meaning and impact.
- Use a dictionary to look up the meaning of unknown words.

Writing to Entertain and Inform

- Use formal language and imperative verbs to give instruction.
- Write and perform a playscript.

Drama, Speaking and Listening

- Interpret and perform a poem, using expression, actions and instruments to convey meaning.
- Perform a weather report, using appropriate language to engage the audience.

Geography

- Identify seasonal and daily weather patterns.

Poetry

- Analyse a poet's style and language and use this as a structure to write your own.

COMPREHENSION QUESTIONS

1. Write a definition of the following words from Chapter 5: *descent, sever, evolution, dread*. Can you use them in a sentence of your own now?
2. Which words and phrases make Utterly's three-storey bunk bed seem inviting? (page 65)
3. Describe the relationship between Utterly and Arlo. How do you think it will develop as the story progresses?
4. On page 73, it says, 'Utterly hauled herself onto the stone walkway...' How is the word 'hauled' similar to the word 'pulled'? How is the word 'hauled' different to the word 'pulled'?
5. Describe Frostbite's plan in three sentences.
6. Find and a copy a word or phrase on page 82 that shows that Slumbergrot is very large.
7. Which word on page 83 means 'serious'?
8. Create a spider diagram of words and ideas linked to the word 'courage'. Why might you need courage on an adventure? Is having courage the same as being fearless?
9. Would Casper describe the experience in the last line of Chapter 8 as exciting, fun, frightening, dangerous or necessary? Choose two words and explain your answer.
10. Why does the author repeat the word 'down' on page 93? What impact does it have?

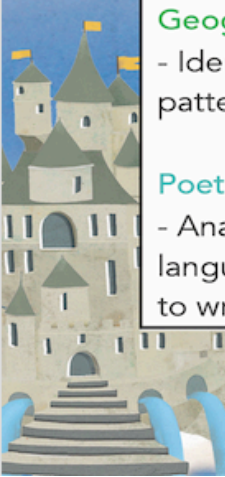
EXTRA ACTIVITIES

Look at the signs on page 59. Write some of your own funny and strange signs and instructions, thinking about the kind of warnings you might find in a magical castle. You could even use them for a class display!

Look at the Grave Stone's poem on pages 60 and 61. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. 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.

We learn that Ballooners and Bottlers capture marvels to help create the weather in the Faraway. Record what the weather is like for a week, using symbols to show the different types of weather. Use the information to predict what the weather might be like tomorrow, then work in a small group to write and perform a weather report.

In these chapters, Casper worries about the impact the hurricane is having in the Faraway. Write a poem entitled 'Hurricane' based on the structure and language in Caroline Caddy's poem, 'Thunder'.



SIMON & SCHUSTER



WEEK 3 (CHAPTERS 10–14): MIDNIGHTS AND WITCHES

Rumble
Star

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information from a text.
- Identify evidence from the text to support theories and opinions.
- Use clues from the text to make predictions.

Science

- Plan and write a report to explain how an imaginary animal has adapted to their environment.

Geography

- Research and understand the key features of a river and how a river is formed.

History: The Ancient Greeks

- Research famous ancient Greek myths and legends and create a mythical beast.

Writing to Entertain and Inform

- Use imperative verbs to create a spell for the drizzle hags.

COMPREHENSION QUESTIONS

1. Why does the forest no longer shine at night? (page 105)
2. Use the information in Chapter 10 to draw and label a picture of Morg, identifying the key words and phrases used to describe her.
3. Why is Casper glad of Utterly's presence? (page 108)
4. How is a Midnight similar to a griffin? How is it different?
5. What is the most important piece of information in the letter from Utterly's mum? (page 118)
6. Read to the end of page 123. Make a prediction about whether Casper will drink from the river. What would you do in his situation?
7. Complete this sentence: At the end of Chapter 12, Casper and Utterly arrive at The Damp Squib, but...
8. What are the names of the three drizzle hags?
9. Explain the answer to the drizzle hags' riddle to a partner. Can you create your own riddle for a partner to solve now?
10. Before reading Chapter 14, look at this sentence and use it to make a prediction about what might happen: *He hadn't meant to say all of that, but then again, he hadn't expected Utterly to be quite so cruel.*

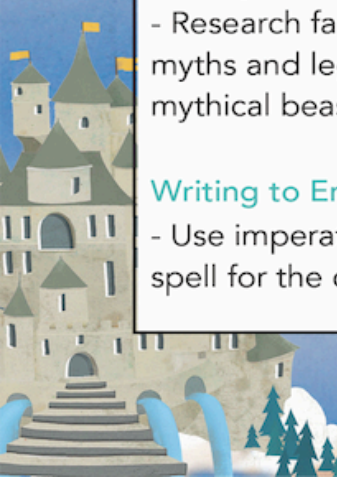
EXTRA ACTIVITIES

The river is called the Witch's Fingers because it has three tributaries. What is a tributary? Find out about the other parts of a river and draw a labelled diagram to show your understanding. Now, conduct research into how rivers are formed. Find out about a local river and its use and create a poster to show your findings.

Use the information in Chapter 10 to write a non-chronological report about a jailbird. Include imaginary information about how to look after a jailbird, how they have adapted to their environment, what they eat and what they look like.

A Midnight is similar to a griffin. In groups, conduct research into ancient Greek mythical creatures, making notes about their appearance. Design a new creature for Morg to use to carry out her evil plans.

Write a spell or incantation for the drizzle hags, using some of the strange ingredients mentioned on page 136. You may wish to write it in the style of the witches' spell in Macbeth.



WEEK 4 (CHAPTERS 15–18): TROLLS AND STORMGULPERS

Rumble
Star

SUGGESTED OBJECTIVES

Reading: Comprehension

- 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.

Music

- Use your voice and instruments with control and expression to create a frightening soundscape based on Utterly's kidnapping.

Design Technology & Art

- Explore the style and techniques employed by Salvador Dali and use these to paint a piece of artwork inspired by the setting of Shiverbark Forest.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.

COMPREHENSION QUESTIONS

1. It is Casper's fault that Utterly has been kidnapped. Do you agree with this statement? Why? Why not?
2. On page 161, Casper slumps against the tree trunk. What does the verb 'slumped' tell us about how he is feeling? What might he be thinking?
3. Why might someone own a book with the title 'Goodbye Crossbows, Hello Mindfulness'? (page 165)
4. What powerful vocabulary has been used in Chapter 16 to describe the setting? What effect does it have?
5. Create a Venn diagram to compare and contrast Brushwick and Bristlebeard. How are they similar? How are they different?
6. Look at the newspaper report from The Unmapped Chronicle. Which language and layout features of a newspaper does the report include? Which features are not included?
7. Casper's eyes widen on page 190. Why? What might he be thinking and feeling?
8. What is a stormgulper? Why might someone be a stormgulper?
9. What are your first impressions of Zip? Underline or share your favourite words and phrases about Zip.
10. Describe the relationship between Casper and Arlo. How is it developing as the story progresses?

EXTRA ACTIVITIES

Create an Emotions Graph to show Casper's changing thoughts and feelings during these chapters. You may wish to refer to: *Utterly being kidnapped, meeting Bristlebeard, receiving the note from the Lofty Husks, flying in the hot air balloon.*

Work in small groups to create a frightening soundscape for Chapter 15, using your voice and body percussion to recreate the sound of the swooping Midnights, the rustling trees, the moaning wind and Utterly's scream.

In a group of four, re-create the events from Chapter 17. One of you should play Casper, one Arlo, one Bristlebeard and one Brushwick. Perform the scene four times; each time considering another character's perspective and how you will change your body language and voice.

On page 163, Casper realises he has been climbing up a gigantic table leg! Spend some time exploring the surreal work of Vladimir Kush. Using a similar style to Kush, create a piece of artwork inspired by the setting.

WEEK 6 (CHAPTERS 25–29): A BATTLE IS FOUGHT AND DECISIONS ARE MADE

Rumble
Star

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>Creative Writing</p> <ul style="list-style-type: none"> - Explore how authors create a sense of excitement and danger and use this to model a piece of writing in the same style. - Write a sequel based on the story, using the style and language features employed by the author. <p>PSHE</p> <ul style="list-style-type: none"> - Define the term, 'friendship' and write a Friendship Recipe. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 25 in six sentences. Now summarise them in three sentences. Now one. 2. What is the 'unprogrammed emotional crisis' that overrode Zip's homing device? What does this tell us? 3. Which words and phrases does the author use to capture the brilliance of the moon dust and stars? (page 267) 4. How does the author create an emotional response in the reader on page 270? What is the effect of revealing these messages at this point in the story? 5. In Chapter 26, Casper realises that 'the most important things in life couldn't be taught at school'. What does this mean? Do you agree? Can courage and bravery be taught? 6. Look at the messages from the different characters on pages 277 and 278. How does the vocabulary and language used help show their personality? 7. Summarise in three words how Casper feels as he stands in front of the door, at the end of Chapter 27. 8. Describe Sophie in one word. How do you predict her relationship with Casper will develop? Do you think she will appear in any of the next stories in the series? 9. Casper is not a hero. Do you agree? Use evidence from the text to support your opinion. 10. Which of these do you think is the most important theme in the story? Can you rank them from least important to most important? <i>Friendship, nature, family, loss, courage, bullying, regret.</i> 	<p>Write an extra scene for the story, describing Pucklefist's battle with the Midnights. How might you show his emotions and actions? How can you create a sense of danger? What sort of sentence structures might add to the excitement?</p> <p>Create character profiles for the following characters, including information about their personality, relationships, and how they develop as the story progresses: <i>Casper, Utterly, Arlo, Frostbite, Zip, Utterly's mum, Mrs Whereabouts.</i></p> <p>Friendship is an important theme throughout the story. What makes a good friend? Write a 'Recipe for Friendship', thinking about the qualities you might need. Set out your recipe like a list of ingredients. For example: <i>An ounce of patience, a sprinkle of humour...</i></p> <p>What do you think might happen in a sequel to this story? Write a new exciting adventure set in one of the other Unmapped Kingdoms: <i>Crackledawn, Jungledrop, Silvercrag.</i></p>

