



## SCHEME OF WORK

**PERFECT FOR:** Students aged 9+; a fast-paced adventure full of magic, myth and excitement; creating fairytales; understanding how authors create tension and mystery; creative writing opportunities including poetry, adverts, instructions, character profiles and stories.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Poetry

Drama, Speaking and Listening

Design Technology & Art

Science

Geography

Music

Maths

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# WEEK 1 (CHAPTERS 1–6): SECRETS AND QUESTIONS

## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Draw inferences and justify inferences with evidence.
- Predict what might happen from details stated and implied.

### Geography

- Use co-ordinates in all four quadrants, read six figure grid references and understand the four compass points.

### Writing to Entertain and Inform

- Use a range of devices to build cohesion within and across paragraphs.

### Creative Writing

- Write a narrative poem inspired by the text.

### Science

- Classify trees into groups.

## COMPREHENSION QUESTIONS

1. How does the author create a sense of menace and mystery in the Prologue? Underline your favourite words or phrases.
2. What are your first impressions of Moll? Describe the relationship between Moll and Gryff. What motivates her to 'make things right' with Skull?
3. How does the setting begin to change on page 13? What effect does this have?
4. Read to the end of Chapter 3. Who is the boy? Do you think Moll will hit him? Will she escape?
5. Which words and phrases tell us that the boy is beginning to feel scared on pages 26-28?
6. Read to the end of Chapter 4. What do you think Oak's facial expression will look like? What do you predict he will say?
7. Why is Moll's face a combination of 'guilt mingled with fear'? (page 29)
8. Why does Oak's body become tense? What might he be thinking and feeling? (page 31)
9. Cinderella Bull says, 'Life's going to change now.' How do you think Moll's life will change?
10. Can you explain what a Dream Snatch is? How does Moll feel when she hears about it? What does Skull want?

## EXTRA ACTIVITIES

Look carefully at the map at the start of the book. Make a list of all the equipment you would take with you if you were visiting. In which direction would you travel in order to get from The Ancientwood to The Deepwood? Refer to the points of a compass to describe the directions.

On page 11, Moll says a prayer to a water spirit who can conjure rapids and whirlpools. Write a narrative poem or story titled 'The Legend of the Water Spirit'.

The author mentions lots of different types of trees on page 12, such as beech, birch, ash, holly and yew. Go on a nature walk and see how many of these trees you can find. What characteristics do they all have? Perhaps you could paint them, using watercolours, in the style of Jackie Morris's artwork in 'The Lost Words'?



## WEEK 2 (CHAPTERS 7-12): YOU'RE PART OF SOMETHING

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Take part in a group performance and portray a frightening and magical scene using drama techniques.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create a dream catcher from a range of materials and research where they originated.</li> <li>- Using clues from the text, paint a picture of the Amulets.</li> <li>- Design a persuasive advert, thinking about how to guide our eye around the page.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a dictionary definition for the following words in Chapter 7: <i>flaunting</i>, <i>alluring</i>, <i>refused</i>, and use them in a sentence. What do these words suggest about Patti?</li> <li>2. What is a 'hawker'? Why is Moll a 'terrible hawker'? (page 48)</li> <li>3. What does Patti mean when she says, 'There's a crack in everyone and everything, but that's how the light gets in'? (page 50)</li> <li>4. Use the information on page 50 to draw and label a picture of Hard-Times Bob. What role do you think he will play in the story?</li> <li>5. Read to the end of Chapter 8. Moll has every right to be angry with Oak. Do you agree? How would you feel?</li> <li>6. Moll and Sidy label their jam jars of 'Forest Secrets' with lots of misspelt words. Can you correct them? (page 61)</li> <li>7. What literary device does the author use to describe the 'icy chill' on page 68? Is it effective? Why?</li> <li>8. The author refers to 'a figure' on page 70. Why doesn't she say who the figure is? What is the impact?</li> <li>9. Which words and phrases on page 81 give us a sense that the river is powerful and dangerous?</li> <li>10. Can you find out what 'pathetic fallacy' is? How does the author use this device to create tension? (page 89)</li> </ol>	<p>Work in pairs/a small group to perform the Bone Murmur (page 56). How can you make it sound frightening and magical? Can you convey the sense of the story through your voice, volume, tone and expression?</p> <p>Moll hangs a dream catcher in the fort. Why? What are they? From which culture do they originate? Can you create your own using a paper plate, coloured wool, beads, string and feathers?</p> <p>The 'Amulets of Truth' are said to be made from fragments of shooting stars. Paint a picture of what you think the Amulets look like.</p> <p>During the 'Jumping the Broomstick' ceremony, the children drink wood-sorrel fizz. Create a persuasive advert for these drinks. Remember to include lots of appealing adjectives, alliteration, a slogan and a question to engage the reader!</p>



# WEEK 3 (CHAPTERS 13–18): WHO TO TRUST?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences and justify inferences with evidence.</li> <li>- Predict what might happen from details stated and implied.</li> <li>- Using interpretations from a scene, paint a picture to display your understanding.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts to create a 'ghostly' atmosphere using sound and music.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Understand and explain how shadows are formed.</li> <li>- Understand how animals are adapted to their environment.</li> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read to the end of page 93. Why does Skull need Moll's name? How will he get it? Do you think Moll will tell him?</li> <li>2. Read to the end of Chapter 13. Do you think Alfie enjoys working for Skull? Why? Why not? Use evidence from the story to support your opinion.</li> <li>3. Read to the end of page 99. Who do you predict the Maiden is? What role will she play in the story?</li> <li>4. How does the author create tension at the end of Chapter 14? Does it make you want to read on?</li> <li>5. Why is there 'a trace of surprise, almost respect' in Alfie's voice? (page 112)</li> <li>6. Use the information on page 119 to draw and label a picture of Skull's hounds. What image does 'teeth like rows of broken glass' create in your mind?</li> <li>7. How does the author make Skull seem powerful and menacing? Underline your favourite words and phrases. (pages 121-125)</li> <li>8. What do you think is behind Skull's mask? (page 131)</li> <li>9. What might Moll be thinking and feeling when she sees the sea for the first time? (page 133)</li> <li>10. Has your opinion of Alfie changed? Do you trust him? Use evidence from the story to support your ideas.</li> </ol>	<p>Create a soundscape to accompany the exciting events on page 109. Use your voices to create whispers, rustles, murmurs, ghostly sighs and other sounds to depict the 'vapours of the night'.</p> <p>Draw or paint a picture inspired by the events in Chapter 15. How might you show the 'cool fingers' of the shadows surrounding Moll and Gryff? What colours might you use? You could look at Edvard Munch's painting 'The Scream' (1893) for inspiration.</p> <p>On page 131, we learn that Skull does not have a shadow. How are shadows formed? Carry out a class experiment to investigate what happens to the size of your shadow over the course of a day.</p> <p>Gryff is a wild cat. Work as a small group to conduct research into wild cats (appearance/diet/how they are adapted to their environment).</p>



## WEEK 4 (CHAPTERS 19–24): SPELLS AND INCANTATIONS

### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Retrieve and record information.
- Draw inferences and justify inferences with evidence.

#### Writing to Entertain and Inform

- Identify the audience and purpose of the writing, select the appropriate form and use other similar writing examples as models for your own.

#### Drama, Speaking and Listening

- Using your interpretation of the text, re-create a scene to show understanding and empathy towards the characters.

#### Design Technology & Art

- Paint a scene on the theme of dreams and nightmares. materials.
- Use the artistic movement of Surrealism to inform choices.

#### Creative Writing

- Write a set of instructions that reveals hidden messages.

### COMPREHENSION QUESTIONS

1. Why does Gryff growl and hiss at Alfie? (page 135)
2. Describe the setting on page 138. What do you think Moll can see/hear/taste/smell/touch?
3. The witch doctor says, 'Sometimes it's the people we don't expect who wind up looking out for us.' What might she mean by this? How might it apply in this story?
4. Read page 151. Who do you think the Shadowmasks are? Do you think we have met some of them already in the story?
5. What does Mellantha's incantation reveal? (page 159)
6. What might Moll be thinking and feeling when they are forced to leave Mellantha? How did you feel as a reader? Was it the right thing to do? (page 163)
7. Why do you think Moll's frock is untorn? (page 166)
8. The author shifts the narration on page 169 to tell the story for the first time from Alfie's point of view. Why? What impact does it have?
9. What do you think Siddy thinks of Alfie? Do you think he likes him? Use evidence from the story.
10. Alfie says, 'It would be a dull old world if everyone was the same.' What does he mean? How might this apply to your own life and friendships?

### EXTRA ACTIVITIES

In groups of four, re-create the events in Chapter 20. One of you should play Moll, one should play Alfie, one Mellantha and one Gryff. Perform the scene four times; each time considering another character's perspective. Change your body language, voice and facial expression each time.

On page 156, Mellantha gathers the ingredients to create a spell. Write a set of instructions for an incantation designed to reveal hidden messages. You could write it in the style of the witch's spell in Macbeth!

Think about Oak's name. Why might the author have chosen this name for the leader of the gypsies and Moll's protector?

Dreams and nightmares are an important theme in the story. Paint your own surreal landscape in the style of Salvador Dali, inspired by a scene or setting from the book.



## WEEK 5 (CHAPTERS 25–30): AN UNEXPECTED DISCOVERY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Create character profiles to show understanding of the characters and their relationships.</p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Convert between different units of metric measure.</li> <li>- Record measurements and refer to ratio and proportion.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Recreate a scene from the book to show your understanding of the text.</li> <li>- Use a range of natural materials to create a 3D image or use paints to create a more surreal image.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read to the end of page 186. What do you think a Soul Splinter is?</li> <li>2. Summarise the events in Chapter 26 in six sentences. Now summarise them in three sentences. Now try one.</li> <li>3. Re-write the events on pages 201 and 202 from Moll's mother's point of view. What might she be thinking and feeling?</li> <li>4. Who is Hemlock? (page 203)</li> <li>5. Write a dictionary definition for the following words from pages 206 and 207: <i>shard</i>, <i>curse</i>, <i>decaying</i>. Can you use them in a sentence of your own? What impression do these words give of the Soul Splinter?</li> <li>6. What role does Cinderella Bull play in the story? How do her premonitions help create tension? (page 208)</li> <li>7. Moll is responsible for the destruction of the wagons. Do you agree? Use evidence from the story to support your opinion.</li> <li>8. Re-tell the events of Chapter 29 from Skull's point of view. What might he be thinking and feeling?</li> <li>9. What is a 'patteran'? Why does Oak want to leave one? (page 222)</li> <li>10. Can you find a simile on page 223 that describes Siddey? Is it effective? Can you think of your own to describe him?</li> </ol>	<p>Create character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: Mooshie, Florence, Patty, Siddey, Hard-Times Bob, Cinderella Bull.</p> <p>Mellantha's potion saves Moll from the poisonous effects of the hemlock seeds. Create your own 'potion', measuring accurately and discussing ratio and proportion. Record measurements in millimeters and litres.</p> <p>Use the information on page 226 to draw or paint what you think the heart of the forest looks like. You might even want to use a range of natural materials like soil and leaves to recreate your understanding of the scene.</p>



# WEEK 6 (CHAPTERS 31–36): THE SECRETS OF DAWN

## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Identify and discuss themes and conventions in and across a wide range of writing.
- Compare / contrast contemporary fiction to classic fiction.
- Identify and explore the positive and negative traits of a character.

### Design Technology & Art

- Take inspiration from the Mexican Day of the Dead celebrations to create a mask.

### Creative Writing

- Use the author's ideas and writing style to write your own story, taking the characters on a new adventure.

## COMPREHENSION QUESTIONS

1. What might Moll be thinking and feeling when Alfie climbs into the well? (page 229)
2. Read to the end of page 234. What might EMBUR stand for or mean?
3. Pa says, 'Real isn't what you see, Moll. It's what you feel.' What might he mean by this? To what extent does this apply to other events in the story?
4. Summarise all the ways in which the following characters have shown bravery: Moll, Alfie, Sidy, Oak.
5. Do you think Moll will listen to Oak's advice and stay hidden? What might happen? (page 248)
6. What is an Alterskin? Does it sound like any other words you know? (page 250)
7. What might Skull be thinking and feeling when his men desert him? (page 254)
8. Read to the end of page 257. How did you feel when Gryff was captured? Do you think Moll will rescue him? Is Alfie right to stop Moll from chasing after Gryff? What would you do?
9. What effect does the amulet have on the Shadowmasks?
10. Rank these themes from the story from least important to most important? *Bravery, fear, dreams, magic, family, nature, belonging.*

## EXTRA ACTIVITIES

Design and create your own Alterskin. What might it look like? Which animals might it be created from?

Create a Venn Diagram to compare 'The Dream Snatcher' to 'The Lion, the Witch and the Wardrobe' by C.S Lewis. How are the stories similar? How are they different? Do they share any of the same themes?

Design and create your own spooky mask for a Shadowmaker. You may wish to create your mask out of papier mâché. For inspiration, look at some of the masks associated with The Day of the Dead.

Does Moll remind you of any other characters in stories you've read? Create a table to show her positive and negative character traits.

The next story in the series is called 'The Shadow Keeper'. What do you think might happen? Write a new exciting adventure for Moll, Gryff and Alfie.

