

SCHEME OF WORK

'Delightful! A joy of a book'
Kiran Millwood Hargrave, author of *The Girl of Ink & Stars*

PAGES & CO

TILLY AND THE BOOKWANDERERS



PERFECT FOR: Ages 8+; promoting reading for pleasure and the magic of books; travelling through literary worlds; meeting famous book characters; lots of creative writing opportunities and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Poetry; Writing to Instruct and Explain

Drama, Speaking and Listening

Design Technology & Art

Geography

History

Philosophy for Children

PSHE & Citizenship

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Retrieve details from the text according to a specific theme or idea.</p> <p>Design Technology & Art - Draw a picture of your favourite literary character and present it to the class.</p> <p>PSHE & Citizenship - Have a class discussion about overcoming adversity. - Consider why it is important to challenge ourselves, and what we gain by doing it.</p> <p>Creative Writing - Analyse an author's writing style and identify different techniques and effective vocabulary used.</p>	<ol style="list-style-type: none"> 1. What is unusual about the house that Matilda lives in? (page 9) 2. What did Grandma 'used to tell' Matilda's mum? Do you think this is a good motto? Give reasons for your ideas (page 11). 3. Who are Tilly's favourite <u>literary characters</u>? What do you think she likes about them? (page 17) 4. What do we learn about Jack on pages 22-24? What sorts of books does he like? 5. What is strange about when Tilly meets Lizzy? How is Lizzie described? Who does she remind Grandma of? (pages 27-28) 6. Why does Tilly's 'heart squeeze' on page 31? What does she find? 7. What do 'the police think' happened to Beatrice Pages? Why might this be hard for Tilly to accept? (pages 32-33) 8. What else does Tilly learn about her mother on pages 39-40? 9. What do you think Grandma means when she says 'the best bits of you are all your own'? Explain your ideas (page 49). 10. Who do you think Anne reminds Tilly of? How do you think Anne might become important to future events in the story? (pages 57-61) 	<p>'Often it's the things that don't come naturally to us that are the most important' (page 12). Have a class discussion about the idea of overcoming adversity. Can you think about something that doesn't come naturally to you? What could you do to overcome this? How might this help you in the future?</p> <p>Write out the description of the bookshop starting with 'The shop was made up of five floors' – and ending, 'as it was October a fire was roaring there' (pages 12-13). Colour-code and annotate this extract based on the writer's use of <u>sensory language</u>. Think about how the writer's choice of words helps to create vivid imagery of the bookshop.</p> <p>On pages 16-17, Tilly and Grandad have a discussion about who their favourite literary characters are. Draw a picture of your favourite literary character and present it to the class explaining who they are and why you like them so much.</p>



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<p>Reading: Comprehension - Draw inferences such as inferring characters' personalities and thoughts from their speech and actions, and justifying inferences with evidence.</p> <p>Writing to Instruct & Explain - Write a book review expressing your views on a book you have not read before. - Write in an appropriate style and format for a particular purpose and audience.</p> <p>Drama, Speaking and Listening - Perform a significant scene from the story. - Discuss how this scene connects to important themes of the book.</p>	<ol style="list-style-type: none"> 1. Who do you think Grandad is talking to? What does this tell you about the bookshop? (pages 65-67) 2. Why does Grandad think <i>Alice's Adventures in Wonderland</i> is so popular? (page 69) 3. What does Tilly mean when she says she expects to 'see hidden cameras somewhere'? (page 75) 4. How does Oskar react to Matilda's revelation? Do you think this is understandable? Give reasons for your ideas (pages 84-85). 5. Who is Jack's 'favourite book character'? Do you agree with Jack that 'the baddies are more interesting sometimes'? Explain your ideas (pages 95-96). 6. Who turns up at the shop looking for Grandad? What do descriptions of him <u>imply</u> about this character? (pages 97-98) 7. What do we learn about Tilly's and Grace's <u>relationship</u> on pages 105-107? 8. What does Alice 'make a little more space for'? What do you think she means by this? (page 110) 9. Why is the time stuck at six o'clock? What does this tell you about the world that Tilly has entered? (page 117) 10. What makes Tilly's blood run 'cold'? Why do you think this figure keeps appearing? Make a <u>prediction</u> about his role in the chapters to come (pages 119-120). 	<p>On page 81, Tilly asks Mary about her favourite fictional character and asks: 'do you ever think about what you would say to her, if she was real?' Make a note of ten different questions that you would like to ask your favourite literary character.</p> <p>Just as Tilly does on page 86, choose a book or an extract from a book that you have never read before. Enjoy some quiet time as a class reading your different books and extracts. Then, write a short book review including points such as: who are the main characters? Where or when is it set? How does it leave you wanting to read more? Give it a star rating between 1 and 5 with 5 being excellent.</p> <p>Act out Tilly's extraordinary experience of the tea party in Wonderland (pages 112-121). Attribute different roles to students asking them to perform the scene to the rest of the class. Afterwards, discuss the wider relevance of the scene in the bigger scheme of the story.</p>



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<p>Design Technology & Art</p> <ul style="list-style-type: none"> - Use details from the text to draw a particular scene. - Understand how art can convey mood and feelings. <p>History</p> <ul style="list-style-type: none"> - Create a chronological timeline depicting important cultural changes in society over the last century. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' personalities and thoughts from their speech and actions, and justifying inferences with evidence. - Use details from the text to make predictions about future events in the story. 	<ol style="list-style-type: none"> 1. What is <u>significant</u> about the conversation that Tilly and Oskar <u>overhear</u>? (pages 126–128) 2. Where does Anne take Tilly and Oskar? Why is Oskar 'sick in the bushes'? (pages 130–132) 3. What do Tilly and Anne find they have in common? (pages 137–138) 4. On page 151, Mr Chalk says that he is 'checking the borders'. What do you think this might mean, considering the story so far? 5. Which <u>fictional</u> character would Tilly still like to meet and why? (pages 159–160) 6. Why did Anne and Alice visit Tilly in Pages & Co.? What does this suggest about the <u>relationship</u> between readers and fictional characters? (page 160) 7. Where does Grandad take Tilly and Oskar? What or who do you think they may find there? (pages 166–167) 8. What is the Underlibrary's motto? What do you think its English translation means? (page 172) 9. Who used to be the Librarian? Why do you think this information has been kept a secret until now? (pages 176–177) 10. What does 'bookwandering' mean? Why are some people able to do it and others aren't? Would you like to be a bookwanderer for the day? Explain your ideas (pages 179–180). 	<p>Using descriptions from pages 133–139 to draw the scene in which Tilly, Anne, and Oskar are walking along the Birch Path in Avonlea. Think about why this is such a meaningful experience for Tilly and Oskar and try to communicate this through your drawing.</p> <p>Anne is shocked to learn that Tilly's parents aren't married and that Oskar's parents are divorced (pages 136–139). Create a timeline including at least 10 other significant changes in society that Anne might be surprised to find out about, given that <i>Anne of Green Gables</i> was published in 1908. You could consider changes in education, healthcare, lifestyle, fashion, and the law.</p> <p>In small groups, come up with at least <u>5 predictions</u> regarding future events in the story. Put these up on display and revisit them as you continue the story to see how many of your predictions come true.</p>



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<p>Reading: Comprehension - Retrieve details from the text according to a specific theme or idea.</p> <p>Philosophy for Children - Identify the power of books and how they have shaped the world we live in today. - Understand how reading habits have changed over time, exploring modern means of accessing literature.</p> <p>Writing to Instruct & Inform - Create a 'Top Tips' poster for Bookwanderers.</p> <p>Creative Writing: Poetry - Write a poem called 'Anomaly' in which you describe what makes you unique.</p>	<ol style="list-style-type: none"> 1. Why was Mr Chalk following Tilly? What is 'stamping'? Why is this technique used? (pages 187-188) 2. What important information does Amelia reveal about the Source Library and Source characters? (pages 192-193) 3. What is an 'Archivist'? What do they do? (page 203) 4. Why is it 'dangerous' to visit the end of a book? What might happen? (pages 206-207) 5. How is time experienced 'differently in books'? What is the reason for this? (page 215) 6. Which four books would Oskar like to experience? What is dangerous about each of them? (pages 218-219) 7. How is Mr Silver described? What do the writer's <u>language choices</u> imply about his character? (pages 222-226) 8. What is Tilly worried about? Why does she say 'this is why you should always follow the rules'? (pages 228-229) 9. What does Tilly 'want to know'? Do you <u>empathise</u> with her at this point in the story? Explain your views (page 240). 10. <u>Summarise</u> into a few bullet points the important information that Tilly learns about her mother and father on pages 241-244. 	<p>Re-read the passage from Amelia: 'Books can change minds ... in the wrong hands' (page 194). Have a class discussion about the power of books, in which you consider questions such as: why are books so important? Can you think of any books that have changed the world? How can books be dangerous? Why are books under threat today?</p> <p>Using Seb's advice (pages 201-209), create a poster of 'Top Tips' for Bookwanderers to ensure people enjoy the magical experience of travelling between books and worlds safely.</p> <p>Grandad says that 'we're all anomalies in one way or another - it's what makes being alive beautiful ... we're contradictory and confusing, and it's wonderful' (pages 245-246). Write a poem about yourself entitled 'Anomaly', in which you write about what makes you unique, contradictory, confusing, and yet still wonderful.</p>



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<p>Design Technology & Art - Design a personalised bookmark decorated with book titles pupils have yet to read.</p> <p>Drama, Speaking and Listening - Interpret a scene from the story using props and musical instruments.</p> <p>Reading: Comprehension - Draw inferences such as inferring characters' personalities and thoughts from specific sections of the text.</p> <p>Geography - Use details from the text to create a map including landmarks, physical features, a compass and a key.</p>	<ol style="list-style-type: none"> 1. What are Tilly's <u>first impressions</u> of Captain Crewe? Why do you think she has a 'prickly feeling of envy'? (pages 250-251) 2. Which item of clothing makes Tilly stand out when she meets Sara? (page 255) 3. Why does Tilly have to 'hope for the best' when trying to get back to Pages & Co.? (pages 256-257) 4. What is strange about Chalk's copy of <i>The Little Princess</i>? (pages 265-266) 5. What did Tilly's mum steal? Can you think of any reason why she did this? (pages 271-272) 6. In Tilly's and Amelia's opinion, what are books 'for'? Do you agree with them? Explain your views (pages 274-275). 7. What was Grandma's role at the Underlibrary? (page 276) 8. Why might helping to prepare for the party prove a good distraction for Oskar? What does Grandma mean when she says 'we're not expecting you to be Picasso'? (pages 288-290) 9. What does 'literary lineage' mean? How does this help to explain Oskar's bookwandering? (page 291) 10. Why is Tilly convinced that 'there's something strange going on'? <u>Summarise</u> her reasons for feeling this way into a few bullet points (pages 316-319). 	<p>Using a piece of card, create your own bookmark. On it, write down the book names and authors of three books you would like to read. You could use some of the books mentioned so far in <i>Pages & Co.</i>! Decorate and draw on your bookmark to make it personal to you. Then, take it home and be sure to tick off the book titles on your list when you have read them.</p> <p>Read pages 249-254 aloud together as a class and take it in turns to play musical instruments to depict the <u>mood</u> and <u>atmosphere</u> of when Tilly first meets her father.</p> <p>On pages 278-280, Amelia shows Tilly a colour-coded map of all the bookshops and libraries in the UK. Create your own map of the UK; colour code it and use your imagination to label it, showing all the places that Bookwanderers' adventures begin.</p>



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<p>Reading: Comprehension - Retrieve information from the text in order to summarise events.</p> <p>Creative Writing - Write a short story about finding yourself in a book that you have read.</p> <p>Drama, Speaking and Listening - Read a partner's story and have a discussion in which you compare similarities and differences in how you both responded to the same task.</p> <p>Design Technology & Art - Create a 'Story Bee' detailing something to be passed down to future generations of your family.</p>	<ol style="list-style-type: none"> 1. What does Tilly mean when she says 'are you thinking what I'm thinking?' Do you think her plan is a good idea? Explain your views (pages 325-327). 2. Who do you think the 'extra character' is? What makes you think this? (pages 338-339) 3. What advice does Sara give Tilly? Who has given Tilly this advice before? Why is that strange? (page 355) 4. Why is Tilly described as being in a state of 'horror' on pages 358-359? What causes her to feel this way? 5. What <u>revelation</u> are we told about Enoch Chalk on page 364? Are you surprised by this? Give reasons for your ideas. 6. Where did Chalk send his 'predecessor' to? How did Chalk manage to get away with it? (pages 367-368) 7. Why didn't Bea recognise Tilly originally? (page 373) 8. How do Amelia and her colleagues plan to find Chalk? (page 382) 9. <u>Summarise</u> into a few bullet points the key incidents that led Bea to become separated from Tilly (pages 374-378). 10. Why does Grandad think that 'our stories' are so important? How does his speech on page 384 connect to the wider themes of the text? 	<p>On page 306, Tilly asks 'how do you know you're in a story when no one else does?' Choosing a book you have read at school or at home, write a short story about finding yourself in that world. Consider how exciting and yet confusing it would be to have the lines of imagination and reality blurred.</p> <p>Part of the reason Tilly's experiences are so special is because she shares them with Oskar. Share your own journeys of bookwandering by swapping your stories with a partner. Give them some positive feedback by telling them what you love about their story.</p> <p>Re-read Grandad's speech on page 384, then, cut out the shape of a bee to symbolise Bea's and Tilly's necklaces. On it, write down something about you or your family that you would like to be passed down to future generations. Put your 'Story Bees' on display.</p>