

# FLAMINGO SCHEME OF WORK BOY



**PERFECT FOR:** Ages 9+; World War II; creating empathy; artwork inspired by Vincent Van Gogh; letter writing; writing from different points of view; beautiful imagery; symbolism and a moving narrative that will stick with readers long after the story has finished.

**KEY FOR CROSS-CURRICULAR OBJECTIVES:**

English: Reading Comprehension; Creative Writing;  
Writing to Instruct and Inform; Writing to Persuade  
Drama, Speaking and Listening

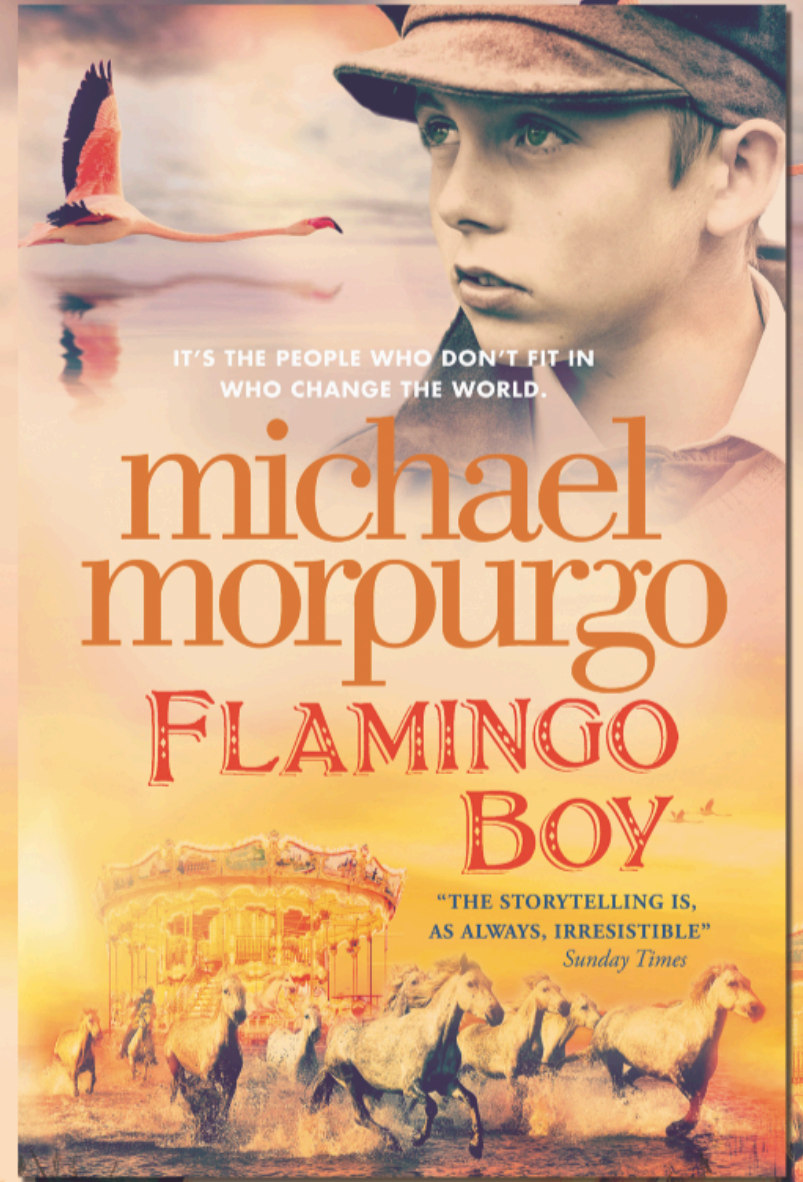
Design Technology & Art

History

Computing

PSHE & Citizenship

Artwork © TBC. Published by HarperCollins Children's Books. Used with permission.



WEEK 1 (CHAPTERS 1–6):  
FOLLOWING THE BEND IN THE ROAD

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Retrieve information from the text according to a specific idea or theme.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Plot and interpret chronological data on a line graph.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Create a timeline.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Research Vincent Van Gogh and use a setting from the book to inspire artwork in his style.</li> </ul>	<ol style="list-style-type: none"> <li>1. What ideas does the title of the book give you? What does it make you think the story will be about?</li> <li>2. What <u>point of view</u> is the story told from? How does this make you feel about the characters?</li> <li>2. Who is the <u>narrator</u> of this story? What do we know about him?</li> <li>3. What clues can you use from the text to <u>infer</u> when and where the story is set? Why do you think this?</li> <li>5. Which part of chapter 3 most vividly describes the <u>setting</u>? What <u>adjectives</u> does the author use?</li> <li>5. What challenges does Vincent face in Camargue? (pages 21–23)</li> <li>6. Who does Vincent meet in France? What do you know about these characters? (Chapter 4)</li> <li>7. What <u>literary devices</u> does the author use to help you learn more about Lorenzo? (pages 40–42)</li> <li>8. In what different ways can people express themselves? In what ways does Lorenzo express himself?</li> <li>9. How does Vincent feel about Kezia and Lorenzo? How do they feel about him? How do you know? (pages 43–44)</li> <li>10. How does the perspective of the story change in Chapter 6? Who is narrating? When does the action take place?</li> </ol>	<p>Flamingo Boy jumps back and forth through time as characters share their stories. Create a timeline of events. Work in groups and discuss with friends what dates and events you need to put on your timelines. Where do you think the timeline should begin and end? Save the timeline, and as you continue reading, update it with more dates and events.</p> <p>Lorenzo communicates in a unique way using his movements and his own vocabulary to express himself. Begin a Lorenzo dictionary, logging his words and their meanings.</p> <p>Vincent Van Gogh's painting of 'Fishing Boats on the Beach' plays an important part in the story. Discuss the painting and Van Gogh's style, and then try to recreate it. Alternatively, research the Camargue (the setting behind the painting and 'Flamingo Boy') and create your own interpretation of the setting.</p>



## WEEK 2 (CHAPTERS 7–11): CAROUSELS AND FLAMINGOS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Infer motives from characters' actions.</li> <li>- Identify how language contributes to meaning.</li> <li>- Identify author's stylistic choices and analyse how they contribute to meaning.</li> <li>- Summarise parts of text.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Design a poster for a carousel that appeals to an audience and is persuasive.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Write "number stories".</li> <li>- Solve word problems with figures in the ones, tens, and hundreds place.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Create a PowerPoint presentation to share research and facts about flamingos.</li> </ul>	<ol style="list-style-type: none"> <li>1. Find three ways the author tells you what the carousel was like. (pages 59–60)</li> <li>2. What do you think Kezia means when she says: "the Charbonneau family carousel was the heart and soul of Aigues-Mortes" (page 60)?</li> <li>3. What do you think is the most important thing that happens in Chapter 8? Why do you think this?</li> <li>4. How is Kezia treated at school? (pages 62–63)</li> <li>5. What are two of Lorenzo's most special places? Find the pages where you learn this.</li> <li>6. How does the <u>tone</u> of the story change at the end of Chapter 10? Why do you think the tone changes? What effect does this have on the reader?</li> <li>7. Why do Chapters 7–11 begin and end with quotation marks?</li> <li>8. How does the beginning of the day when the Germans arrive <u>contrast</u> with the end of the day? (Chapter 11)</li> <li>9. How does Lorenzo react to the Germans? How does his reaction compare to that of the townspeople? (pages 91–92)</li> <li>10. What else do you know about World War II? With the information you have read so far, what do you think might happen to the characters as the story progresses? What are your <u>predictions</u>?</li> </ol>	<p>Kezia's job at the carousel is to convince people to go for a ride. Create a sign she could use to entice people to use it. When designing your sign, think of how to best appeal to your audience. What images could you use to catch people's attention? What descriptive words?</p> <p>Lorenzo loves to count flamingos. Create a flamingo word problem for your classmates to solve. Get creative: you could make a "number story" with flamingos landing, flying away, or sitting in groups. For example: 'There were 672 flamingos sitting on the island, half flew away and 102 came back. How many flamingos were left?' Collate your number stories and see who can solve them all in the fastest time.</p> <p>Research flamingos or another exotic bird of your choice and create a PowerPoint presentation to share your findings with the class. You could even create your own Class 'Bird Book', with fact-files and illustrations.</p>

WEEK 3 (CHAPTERS 12–16):  
OCCUPATION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Select and retrieve information from reading.</li> <li>- Understand how characters change and develop throughout the story.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Identify and conduct research into a significant moment in world history.</li> <li>- Research important questions about World War II.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Design and draw a character profile that clearly displays information about the character's external and internal traits.</li> </ul>	<ol style="list-style-type: none"> <li>1. Kezia says: "Papa became very disconsolate at times" on page 98. What does "disconsolate" mean and what <u>context clues</u> can help you figure out its meaning?</li> <li>2. In Chapter 12, what details <u>foreshadow</u> that something has gone wrong? What is the effect of this foreshadowing on the reader?</li> <li>3. How does the Charbonneau family react to the destruction of their carousel? Why do you think they react this way? (pages 105–106)</li> <li>4. Why is Kezia "amazed, pleased, and angry" to see the children from school help with the carousel? How are these feelings different from each other? (page 112)</li> <li>5. Did any positive things happen on the day the carousel was destroyed? What were they? (pages 111–113)</li> <li>6. Why does Kezia stay awake all night after the carousel is destroyed? (page 115)</li> <li>7. Kezia says: "things do change, whether we like it or not." What are some of the things that have changed for her and Rezzo since the beginning of her tale?</li> <li>8. Why does Kezia not want to discuss the past in front of Lorenzo? (page 124)</li> <li>9. Why do you think no one wanted to begin the repair of the Carousel? (pages 129–130)</li> <li>10. How is the title, "Grette Grette" relevant in Chapter 16?</li> </ol>	<p>Create a 'Before and After' to show the many changes that Kezia and Renzo experience from the start of the book to Chapter 16. On one side of your piece of paper, draw or write how things were "Before". On the other side, draw or write the way it is "After."</p> <p>Work in groups to create a spider diagram of any questions you have about World War II and the German invasion of France. With your teacher's supervision, use school resources to answer two or three of your questions. Share your findings!</p> <p>Create a character profile of one of the three main characters as you imagine them, using details from the story. Label your drawing to highlight your character's important physical traits and personality traits. Be sure to include a relevant setting and describe how your character might be feeling when they are there.</p>

**WEEK 4 (CHAPTERS 17–21):  
THEY ALL WEAR THE UNIFORM**

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Infer motives from characters' actions.</li> <li>- Identify personality traits and describe characters.</li> <li>- Understand how a writer uses perspective in a story.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Analyse an author's writing style.</li> <li>- Use an author's writing in order to model a new piece of writing in the same style.</li> <li>- Empathise with a character's point of view.</li> </ul> <p><b>PSHE &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>- Build self-esteem by using self-talk and reflection.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Create historical accounts from different perspectives.</li> </ul>	<ol style="list-style-type: none"> <li>1. <u>Summarise</u> what has happened in the story up until Chapter 17.</li> <li>2. What are some of Lorenzo's special skills? (pages 138–144)</li> <li>3. How does Lorenzo cause the other characters to worry? (pages 148–149)</li> <li>4. Why had Lorenzo been unusually tired and falling asleep during the day? (pages 151–152)</li> <li>5. Who is Corporal Willi Brenner? What does her father think about him? How do you know? (pages 153–156)</li> <li>6. Why will Kezia's parents not let her go into town? (pages 164–165)</li> <li>7. How does Lorenzo react to the Germans taking over his Camelot? Why do you think he reacts this way? (pages 173–175)</li> <li>8. What do the actions of Corporal Brenner make you think about him? (page 176)</li> <li>9. In Chapter 21, why do you think the author chooses to pause Kezia's story? What is the effect of this on the reader?</li> <li>10. What questions does Vincent still have about Keiza and Lorenzo's story? What questions do you have? (pages 189–190)</li> </ol>	<p>A key theme of the story is how our differences make us stronger. What is a characteristic you have that makes you special? How has it helped you? Write an encouraging letter to yourself, to remember just how amazing your differences make you!</p> <p>The search for Lorenzo is shown from Kezia's perspective. Rewrite the action from one of the other character's perspectives. How might you show their thoughts and feelings? What choices can you make to write in the same style as Michael Morpurgo?</p> <p>Consider what it might be like if soldiers occupied the town you live in. How might you feel? What might you think? How might you treat them? Now think about how you might feel from the other side – if you were a soldier in an unfamiliar land, following orders. Write historically accurate accounts from the point of view of a German soldier and French local.</p>

WEEK 5 (CHAPTERS 22–26):  
THINGS FALL APART

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Understand dilemmas explored in the text and make judgements about what characters should or shouldn't do.</li> </ul> <p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>- Identify the audience for and the purpose of writing.</li> <li>- Use evidence to create a persuasive argument about a specific idea in the text.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Recreate a scene using drawing techniques and focusing on detail.</li> </ul> <p><b>PSHE &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>- Consider important places and how they evoke feelings.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is Lorenzo's <u>motivation</u> to keep returning to Camelot? (pages 192–193)</li> <li>2. What changes have happened to the carousel? (page 200)</li> <li>3. What is the Corporal <u>implying</u> when he says the children may find more wood in the canals if they look? (page 200)</li> <li>4. How does Kezia feel after finding the wood? How do you know? (page 207)</li> <li>5. Does Lorenzo's faith that the flamingo can fly remind you of anything else in the text? Why do you think the author, Michael Morpurgo, chooses to create these <u>parallels</u> in the story? (pages 214–216)</li> <li>6. How do Lorenzo's feelings about the Corporal change? Why do they change? (page 219)</li> <li>7. Why does Lorenzo lift up the boat? (page 232)</li> <li>8. What happens to Kezia's mother and father? (pages 232–235)</li> <li>9. What <u>imagery</u> does the author use to show how devastating the night that Milice came was to Kezia? (pages 234–235)</li> <li>10. What does Kezia mean when she says: "it was the flamingos who were our downfall"? (pages 233–239)</li> </ol>	<p>The corporal is German but is also kind to Kezia and her family. Do you think they should trust him or not? Make a "pros and cons" list of reasons to trust the corporal and reasons not to. After you gather your evidence, discuss with a friend what you would do in Kezia's situation and why.</p> <p>Nancy and Henri disagree about whether or not townspeople should be allowed to take the flamingo eggs. What do you think? Write a persuasive piece to convince your reader that either letting people have the eggs, or protecting them, is the right thing to do. Give strong reasons and evidence to support your argument.</p> <p>Camelot is very precious to Lorenzo. Why is this? How do you know? Think about your favorite place. Draw it in detail, and write a short piece describing both the place and how it makes you feel.</p>

WEEK 6 (CHAPTERS 27–31):  
THE END OF THE ROAD

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and summarise the main themes and ideas in the plot.</li> <li>- Identify and analyse the use of symbolism in the story.</li> <li>- Understand how a writer uses perspective in a story and why it is important or effective.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Write a letter from the point of view of a character in the text, taking into account bias and skewed perspective.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Use the structure of a debate to present ideas in a clear and informative way.</li> <li>- Speak clearly and confidently in front of peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why must Kezia hide inside the farmhouse? (page 240)</li> <li>2. How does the author create an <u>atmosphere</u> of anxiety in Chapter 27? Pick out the different <u>techniques</u> and effective <u>word choices</u> (pages 240–247).</li> <li>3. Explain what happens the last time Capo visits the farmhouse (pages 256–259).</li> <li>4. The author ends Chapter 29 with two short sentences. Why has he chosen to do this? How do they make you feel? (page 262)</li> <li>5. What was the best day of Kezia’s life? (pages 269–270)</li> <li>6. How does the repair of the carousel connect to other events in the story? What does the repair mean for Kezia? What does it mean for her parents? What does it mean for the town? (pages 273–275)</li> <li>7. How did Kezia learn English? (page 281)</li> <li>8. What does Vincent mean when he says things have come “full circle”? (page 287)</li> <li>9. How has Kezia changed from the beginning of her story until the end? How has she changed from the beginning of her story until the end of Vincent’s?</li> <li>10. How do the ending paragraphs of the book connect with the beginning paragraphs of the book?</li> </ol>	<p>In role as the Corporal, write a letter home to your family in Germany about your time in France. What events would you tell them about? Which people would you describe? How would you convey your feelings to them?</p> <p>The flamingos and the carousel are both important “characters” in the story. Form “flamingo” and “carousel” teams and discuss with your group about the ways that your chosen symbol is important. How does it connect to the different characters and events in the text? Use your ideas to hold a debate with the other teams about which symbol is the most important in the story and why.</p> <p>Kezia tells her story to Vincent; then Vincent tells it to the reader. Now, it’s your turn! Can you retell the story in under a minute? Practice timing yourself with a partner. Who can give the best description the fastest, incorporating the most succinct summary of the action and the characters?</p>