

# SCHEME OF WORK

**PERFECT FOR:** Students aged 7-8, magical realism, modern day fairytales with a twist, creating potions, reimagining characters, letter writing and writing in non-standard English.

## KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Descriptive writing; Writing to instruct and explain, Writing in role

Design Technology & Art  
Drama, Speaking and Listening  
Maths



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and his/her circumstances.</li> <li>- Use clues from the text to make predictions.</li> <li>- Draw comparisons across a range of well-known stories.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Draw using described details and from imagination.</li> </ul> <p><b>Writing to Instruct</b></p> <ul style="list-style-type: none"> <li>- Use imperative verbs to give instructions.</li> <li>- Add extra detail to sentences using brackets. (SPAG)</li> </ul>	<ol style="list-style-type: none"> <li>1. What does 'the witch blew into town' mean? What does the word 'blew' make you think about? What does it tell you about <i>how</i> the witch arrived? (page 1)</li> <li>2. Does Smallbridge sound like a nice place to live? Why or why not? Pick out words or phrases from the text to support your ideas. (pages 1–2)</li> <li>3. Why does Magenta say her 'efforts are not in vain' when Elsie points out the bad weather will have people moaning about it for weeks? What does this tell you about her? (page 13)</li> <li>4. Why do you think the author uses a lot of ellipses on these pages? (pages 22–23)</li> <li>5. If you were Elsie, what would you do? (pages 23–24)</li> <li>6. What fairytale does Elsie think of on page 28?</li> <li>7. What <u>similarities</u> are there between this story and any fairytales you know? (chapters 1–3)</li> <li>8. How is Magenta different to her sister? (chapter 2)</li> <li>9. Based on what you know, what is your <u>opinion</u> of Corbett? (pages 33–36)</li> <li>10. What do you <u>predict</u> might happen during Elsie's stay at the tower? (page 40)</li> </ol>	<p>On page 7 we are told why people call Magenta the 'Red Witch'. Discuss with pupils what they think of Magenta and how she looks, using the clues from the text. Ask pupils to draw Magenta and then compare their ideas with others in the class.</p> <p>Elsie's Dad likes writing rules. Can pupils think of their own funny rules for running a shop or another imagined business/ service? Pupils should be able to identify and use imperative verbs. For higher ability learners, suggest using brackets to add extra information.</p> <p>The description of the interior of the tower on page 33 is rich with prepositions. Identify these together or in pairs and draw a picture of what is described, using the prepositional phrases as clues.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify a character's motives through their actions.</li> <li>- Compare characters' actions and motives.</li> <li>- Use clues from the text to make predictions.</li> <li>- Use inference and deduction to understand characters in greater depth.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Use a range of different measuring apparatuses to measure capacity and volume.</li> <li>- Compare capacity and volume.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Using clues from the text, take on the role of a character communicating their thoughts, attitudes and emotions effectively.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why does Elsie keep thinking of her dad's customer service rules? (page 43)</li> <li>2. How does Elsie change Corbett's moodiness towards her? (page 52)</li> <li>3. What can you <u>infer</u> about Magenta based on her office and bedroom? (pages 55–56)</li> <li>4. Elsie has only had 'a bite of apple and mouthful of milk.' What can you <u>deduce</u> about her circumstances from this? (page 57)</li> <li>5. How has Magenta given Elsie a photo of a different-looking 'Pickles' Emporium'? (page 60)</li> <li>6. What do you <u>predict</u> might happen as a result of the photo of 'Pickles' Emporium'? (page 60)</li> <li>7. <u>Compare</u> the characters the Woodcutter and Sylphine. How are they similar? How are they different? (pages 64–76)</li> <li>8. Why does Elsie show so much care and attention to Nuisance? (page 80)</li> <li>9. Based on what you have read, what do you think the future might hold for Nuisance? Pick out parts of the text that help you reach your opinion.</li> <li>10. Elsie just wants to sit and read through Magenta's books. Do you think this will happen? Why or why not? (page 84)</li> </ol>	<p>In chapter 8, Elsie is persuaded to make a love potion for Sylphine. Discuss what sort of potions you would like to make. Can you invent your own potions and the ingredients that would be used in them? Make a note of the measurements of each ingredient.</p> <p>Ask pupils to create their own 'potion' recipes in a maths measurement lesson. First, they should be provided with different receptacles (of ranging capacities) to measure their ingredients into. Can they record their measurements and deduce volume? Pupils should discuss their work with a classmate and compare their measurements.</p> <p>By the end of chapter 9, Elsie has finally been able to write a note home to her family to let them know she is ok. Discuss the sort of details she might have included in this letter. Draft and write your own letter in role as Elsie.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Make predictions referencing the text.</li> <li>- Compare characters within and across reading.</li> </ul> <p><b>Writing to Instruct &amp; Explain</b></p> <ul style="list-style-type: none"> <li>- Write instructions for an invention using imperative verbs.</li> <li>- Explain how an invention works using causal connectives.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Write in the style and tone of a character in the text, focusing on his/her use of non-standard English.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Convey humorous acts through use of role-play.</li> </ul>	<ol style="list-style-type: none"> <li>1. Elsie is tempted to read the book 'Three Little Spells for Beginners.' What <u>clue</u> does this give you about what might happen? (page 87)</li> <li>2. Why won't the Spelloscope show Elsie the Emporium? (page 93)</li> <li>3. What does Corbett mean when he says: 'Why else do you think Magenta chose you'? What plans do you think Magenta has for Elsie? (page 100)</li> <li>4. <u>Compare</u> Elsie at the beginning of the book to her at the start of Chapter 11. Has she changed? How? (page 105)</li> <li>5. What do you <u>predict</u> Nuisance might do? Why? (page 115)</li> <li>6. How has the author created humour in this part of the story? What effect does this have on the reader? (pages 125–129)</li> <li>7. What <u>similarities</u> are there between the Woodcutters and the Seven Dwarves? (Chapters 12–13)</li> <li>8. Did Sylphine really love Hank? How do you know? (page 134)</li> <li>9. Which word means 'strange'? (page 137)</li> <li>10. What do you <u>predict</u> will happen next for Elsie? Could there be another book? What might it be about? (page 147)</li> </ol>	<p>'The Spelloscope' is a powerful magical invention. Ask the class to think of their own invention using magic. They can then either write a set of instructions on how to operate it or an explanation text for how it works. They should try to use imperative verbs to give instructions and causal connectives to link ideas.</p> <p>Ask pupils to write a love letter to Sylphine in-role as one of the Woodcutters. First, ask pupils to discuss the use of non-standard English in the book. Why has the author chosen to use it? Can pupils incorporate non-standard English into their own letters and identify where it has been used in their classmates' work?</p> <p>Work in small groups to interpret the final scenes of the book, where Elsie uses her spells to make the Sylphine-obsessives leave. How can you communicate the humour in these scenes through freeze-frames?</p>