

ROSE'S DRESS OF DREAMS

PERFECT FOR: Helping young readers make the jump between reading scheme books and 'real' reading; dyslexic readers; inspiring future designers and dressmakers; encouraging children to follow their dreams.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

Writing to Inform and Explain

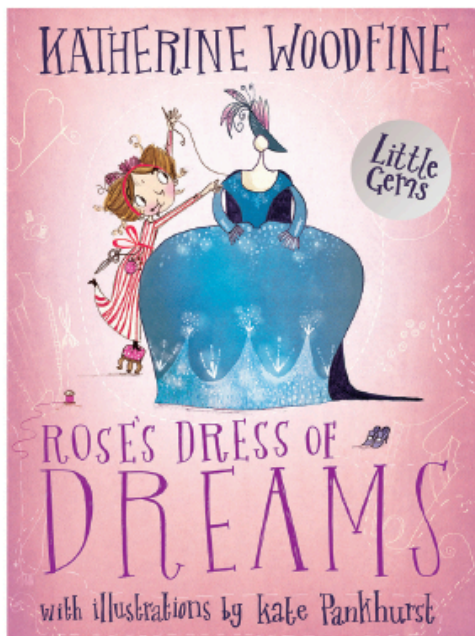
Drama, Speaking and Listening

Design Technology & Art

Geography

History

PSHE and Citizenship

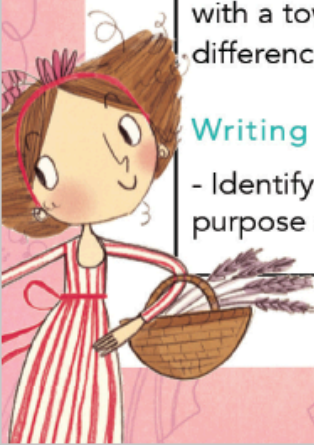


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WEEK 1 (PAGES 1 - 26): DAYDREAMING IN PARIS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Draw inferences such as characters' feelings, thoughts and motives from their speech and actions, and justify inferences with evidence. - Retrieve and summarise details from passages of text.</p> <p>Design Technology & Art - Draw and label an image of a dress, based on information from the text.</p> <p>Geography - Compare and contrast a city with a town, explaining the differences between the two.</p> <p>Writing to explain - Identify the audience for and purpose of a piece of writing.</p>	<ol style="list-style-type: none"> 1. What does Rose love 'more than anything else in the world'? (page 1) 2. What does Rose do when she's 'supposed to be helping in the house'? (page 1) 3. What is the name of the town where Rose and her family live? Which country is this town in? (page 1) 4. How can you tell that Rose is a bit of a daydreamer from the description of her in Chapter 1? (pages 1–10) 5. What do Rose's family (Mama, Papa and her little brother) think of her ideas for new dresses? How can you tell? (pages 8–9) 6. What does Rose's 'most beautiful dress of all' look like? What is it 'woven' out of? How does it 'ripple' and 'swish'? 7. What does Rose offer the fortune-teller in Chapter 2? Does the fortune-teller like it? How can you tell? (pages 11–12) 8. What does Rose realise on page 14? Why does she decide to 'get a coach to the city'? (page 15) 9. How can you tell that the shop-keepers get more and more impatient with Rose? (page 18) 10. How does Rose work hard in Chapter 4? List three things that she does instead of making dresses. (pages 24–26) 	<p>In Chapter 1, Rose describes 'the most beautiful dress of all'. Pick out the key words from this description that help you to see what this dress looks like. Can you draw it and label it with the descriptive words on page 10?</p> <p>In Chapter 2, Rose decides to move from the town of Abbeville to the great city of Paris. Why does she decide to do this? Consider the differences between small towns and cities and write them down or draw them in a comparison table. Start with information from the first four chapters, and then add any other things that you already know about towns and cities. Where would you rather live?</p> <p>Rose moves to Paris in Chapters 3–4. What do you already know about Paris? What do you find out about Paris? Create a postcard for Rose to send home to her family in Abbeville. What would she say to them about what she has seen so far?</p>



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WEEK 2 (PAGES 27 - 50): A ROYAL ADVENTURE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Creative Writing</p> <ul style="list-style-type: none"> - Use techniques such as onomatopoeia and sensory description to create imagery and atmosphere in writing. - Use musical instruments to convey meaning in writing. <p>History</p> <ul style="list-style-type: none"> - Create a timeline of chronological events. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Summarise the plot by identifying key events related to a single theme or idea. <p>Drama, Speaking & Listening</p> <ul style="list-style-type: none"> - Empathise with a character's point of view using role-play. - Use actions and words to convey emotions. 	<ol style="list-style-type: none"> 1. What does Rose learn while she watches the dressmakers at work? (page 27) 2. What does Mademoiselle Pagelle think of Rose's drawings in Chapter 5? What do the other dressmakers think? How can you tell? (pages 30–31) 3. How does Rose feel when Mademoiselle Pagelle tells her she should just 'focus on helping for now'? (page 31) 4. What types of stitches does Rose learn? (page 34) 5. What is Rose's attitude to her work in Chapter 5? Do you think it is a good attitude? Why? What does Mademoiselle Pagelle think? (pages 27–34) 6. Why are the dressmakers 'in a fizz of excitement' at the beginning of Chapter 6? (page 35) 7. Why does Rose have to deliver the dress to the palace? How does Rose feel about this? How do you know? (page 38) 8. How does Rose feel when she arrives at the palace and meets the maid? (page 44) 9. Does Rose get more comfortable as she spends time with the maid? How do you know? How does the atmosphere change in pages 46–50? 10. Why do you think Rose felt like she had known the maid 'for a very long time'? (page 50) 	<p>In Chapter 5, Rose describes the different sounds that she hears when she watches the dressmakers: 'The bright "shrr" sound the scissors made as they cut silk and the soft "whumph" of unfolding velvet' (page 27). Choose another sound that Rose might hear when she is making dresses (for example tearing fabric). Use a musical instrument to try to recreate the sound and write a sentence to describe it.</p> <p>Create a timeline of Rose's setbacks in the story so far and record her feelings at each moment. What obstacles has she faced? What has been consistent about Rose's attitude after each setback? In groups, create a short presentation about the importance of having a good attitude, even when things don't go your way.</p> <p>Create a role-play of when Rose goes to the palace: from when she first opens the door to her conversation with the maid. How do Rose's feelings change?</p>



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WEEK 3 (PAGES 51 - 86): DREAMS COME TRUE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design and draw an outfit or item of clothing that serves a specific function or purpose. - Consider the different properties of materials for a dress or item of clothing. <p>Creative Writing</p> <ul style="list-style-type: none"> - Identify the audience for and purpose of a piece of writing. - Write in-role as a character from the story, expressing their feelings and ideas. <p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Consider the importance of having dreams and ambitions in life. - Share dreams and ambitions for the future in a safe and encouraging environment. 	<ol style="list-style-type: none"> 1. How is the maid's reaction to Rose's ideas different to all the other characters? (page 51) 2. What is the maid's secret? How does Rose feel when the maid reveals her secret? (pages 52–55) 3. What reason does the maid give for keeping her secret from Rose? Do you agree with her reason? How does it help Rose in the end? (page 56) 4. What do the Princesse de Conti and Rose have in common? How are they similar? (page 56) 5. Why does Rose finally have to say goodbye to the Princess? (page 62) 6. What makes the other dressmakers come to help Rose? How do they help her? (pages 64–66) 7. How similar is the dress Rose makes on page 67 to 'the most beautiful dress of all' she describes in Chapter 1? (page 10) 8. What does Rose think of her dress? What does this tell you about her personality? (page 68) 9. What do the other characters think of Rose's dress? How does it make the Princess feel when she wears it? (pages 68–74) 10. Who is Rose Bertin? How does the real-life story of Rose Bertin inspire the story of <i>Rose's Dress of Dreams</i>? (pages 83–86) 	<p>In this section of the book, Rose finally creates her dream of 'the most beautiful dress of all'. Imagine you have been asked by a King or Queen to design an important outfit for them. What would you create? Draw your ideas and think about which materials you would use and why.</p> <p>How has Rose changed by the end of the story compared to the beginning of the story? Imagine you are Rose at the end of the story. Write a letter of encouragement to your old self. How would you convince your old self to stay positive and to keep reaching for your dreams? Which obstacles would you warn your old self about?</p> <p>Consider the importance of dreams in the story. Why is it good to follow your dreams? What are your dreams? Create a classroom display in which each member of the class contributes their own dream for the future, so that everyone can see.</p>

