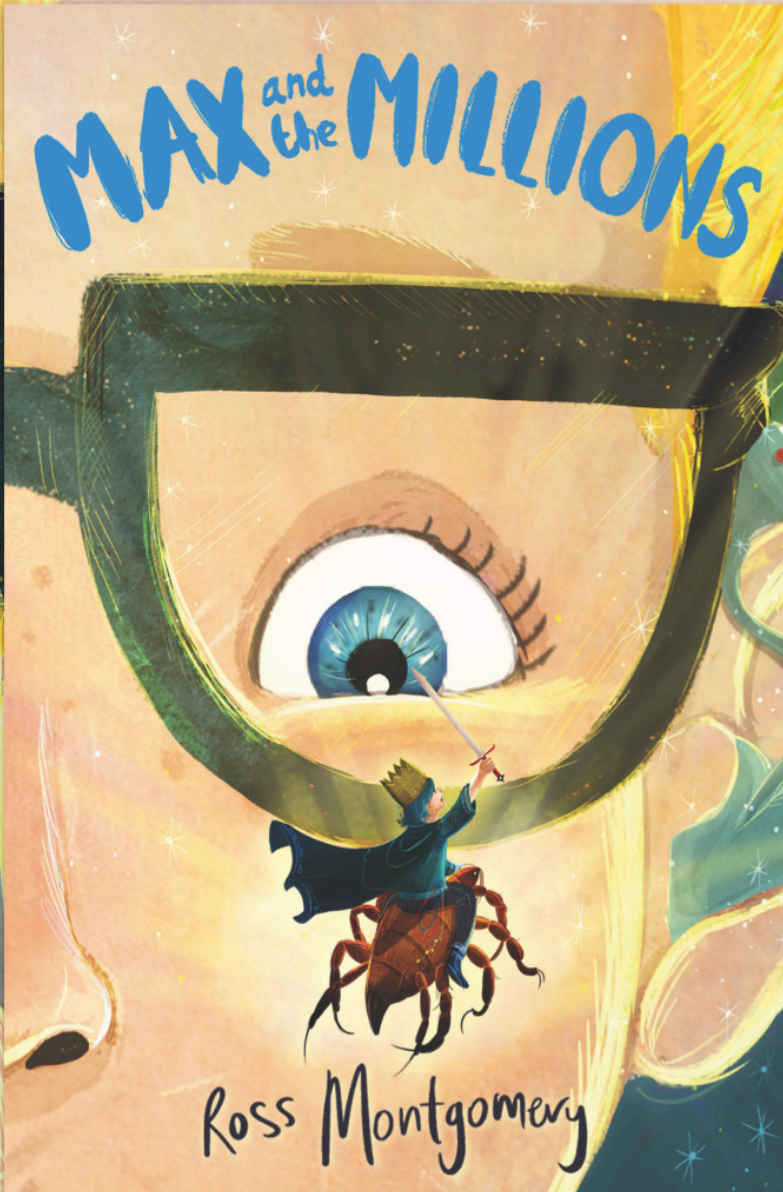


MAX and the MILLIONS

SCHEME OF WORK



PERFECT FOR: Students aged 9+; an epic adventure full of heart; a compassionate and relatable story featuring a deaf protagonist; creating writing opportunities including action sequences, poetry, diary entries and biographies; exploring how we communicate and celebrating our differences.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

History

Science

Maths

Geography

Music

PSHE & Citizenship

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences and justify with evidence. - Predict what might happen from details stated and implied. - Write a diary entry from the perspective of a character in the book. - Understand and interpret a scene from the story. <p>English: Script Writing</p> <ul style="list-style-type: none"> - Write a diary in role, including a range of features to engage the reader. - Communicate thoughts and feelings effectively. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Learn about great artists, architects and designers in history. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Explore the need for different methods of communication, including sign language. 	<ol style="list-style-type: none"> 1. Draw and label Mr. Darrow’s ‘masterpiece’ using the information in Chapter 1. What is special about it? What do you think the serum will do? 2. What are your first impressions of Mr. Pitt? Use evidence to support your opinion. (page 5) 3. Use a Venn Diagram to compare Sasha and Max. How are they similar? How are they different? 4. Read to the end of page 23. What do you think is on the floor? 5. How important are the senses in the story so far? How would the story have changed if Max could hear? 6. Read to the end of page 37. Why does Sasha turn ‘ghost-white’? Why is he wearing a unicorn onesie? Why do you think he has been there all summer? 7. Read pages 38 to 40. Is there anything interesting about the layout, style and presentation on these pages? Does it remind you of anything? 8. Use the information in Chapter 7 to draw and label a map of the kingdom. Include all of the tribes and where they live. 9. Who do you think the Great One is? 10. Read to the end of Chapter 7. Who or what might be standing in the doorway? 	<p>In order to communicate with Max, Sasha learns some sign language. Can you learn how to sign the alphabet? What about saying your name?</p> <p>Read pages 19 to 22. Work in pairs/a small group to prepare a play script based on this part of the story and then perform your scene to the rest of the class.</p> <p>Imagine you are Prince Luke. Write a diary describing a day in your life.</p> <p>Perspective and size play an important part throughout the story. Draw or paint a piece of artwork in the style of Escher to depict what the tiny world on the floor in Chapter 5 might look like.</p> <p>Draw an Emotions Graph to track Max’s changing thoughts and feelings during these chapters.</p>

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<p>Reading: Comprehension - Discuss and evaluate how authors use language and consider the impact on the reader.</p> <p>History - Use research methods to extend historical learning and create a timeline of famous inventions.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. - Speak persuasively, thinking about how to use your voice, body language and expression.</p> <p>Design Technology & Art - Research and design an innovative and functional matchbox city.</p> <p>PSHE and Citizenship - Discuss qualities of a 'good friend'.</p>	<ol style="list-style-type: none"> Write a dictionary definition of the following words in chapter 8: <i>miniscule, intricate, realistic</i>. What do they suggest about the 'model'? Re-write Chapter 8 from Prince Luke's point of view, including reference to his thoughts and feelings. Explain the simile 'like a mountain falling to earth' (page 53). What does it suggest about Max? Read to the end of page 62. Do you trust Sasha? Do you think he will keep the secret? Malcolm says, 'We all have one moment in our life that matters' (page 65). What might he mean? Do you agree with him? Max thinks that the tiny people 'live at a higher speed than we do' (page 67). What evidence is there to support his idea? Being popular is very different to having friends. Do you agree? On page 82, Luke wanders through the streets 'like a ghost'. What does this mean? What might he be thinking and feeling? What is the difference between a kingdom and a civilization? (page 87) Read to the end of page 91. What do you think Luke will do? What idea has he had? What would you do? 	<p>Max believes that Mr. Darrow has created the greatest invention in the world. Conduct research into famous inventions throughout history. Create a timeline of inventions throughout history. Choose an invention and persuade the class that it is the greatest invention of all time.</p> <p>In pairs, re-create the events in Chapter 12. One of you should play Max and one of you should play Sasha. Perform the scene twice; each time considering another character's perspective. Think about your body language, voice and facial expression each time.</p> <p>On page 74, Max and Sasha discuss what makes a good friend. What qualities do you think a good friend should have? Make a list.</p> <p>The author describes the city in the bin as having skyscrapers made from matchboxes. Design and make your own skyscraper or home from matchboxes and other recyclable materials.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences and justify with evidence. - Predict what might happen from details stated and implied. <p>Maths</p> <ul style="list-style-type: none"> - Convert between different units of metric measure. <p>Science</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some with vibrations. - Create a fact-file describing how different animals communicate. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Learn about great artists, architects and designers in history. 	<ol style="list-style-type: none"> 1. Read to the end of page 98. What do you predict Max will do? 2. On page 101, Sasha turns pale. Why? What might he be thinking and feeling? 3. Which words and phrases on page 108 make the other tribes seem fearsome? 4. How is Luke changing as the story progresses? Use evidence to support your ideas. 5. Is there anything in Chapter 19 that made you laugh or that you particularly enjoyed? Share your thoughts with a partner. 6. Max says he has never had control over anything in his life (page 115). What does he mean? Can you give an example? 7. Read to the end of page 119. Can you describe Joy in three words? What do you think she will ask Max and Sasha to do? 8. Re-write page 120 from Excelsior’s point of view. 9. Look at page 127. Can you create your own ‘WANTED’ poster for Prince Luke? 10. What does Ivy think of Prince Luke? What role do you think she will play in the story? 	<p>Mr. Darrow constantly tells Max that every millimeter matters! Using a pencil and ruler, draw a series of lines of varying length. Ask a partner to measure them to the nearest millimeter. Can you convert between centimetres and millimetres?</p> <p>Communication is important throughout the story. In pairs/a small group, conduct research into how different animals communicate. Create a fact file, including how animals use sound, colour, pattern and electricity to communicate.</p> <p>How does sound travel? What can you find out about sound waves? Find out how the ear works. Carry out a class investigation to explore how to change the pitch and volume of an untuned instrument.</p> <p>Look at the work of William Wigan, who creates sculptures from single grains of sand. These are the smallest handmade sculptures in history! How does his work relate to the amazing world Mr. Darrow has made?</p>

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<p>Reading: Comprehension - Summarise the main events and ideas from a story, identifying the most important information. Retrieve and summarise information from a passage and use it to inform your opinion.</p> <p>Writing to Entertain and Inform - Write a biography, including a range of features to engage the reader.</p> <p>Music - Develop an understanding of the history of music. - Use your voice and instruments with control and expression to create an amusing, exciting soundscape.</p>	<ol style="list-style-type: none"> 1. Read to the end of page 133. What might Ivy be thinking and feeling? What will she do? 2. Summarise Part 4 of 'The Book of the Floor' in six sentences. Can you summarise it in three sentences now? What about one sentence? 3. Explain what Max means by 'the butterfly effect' (page 144). 4. On page 154, Luke doesn't know what 'oblivious' means. Can you write a definition of the word and use it in a sentence of your own? 5. Who do you think the Wise Man is? Does he sound wise? Are his followers deluded? (Chapter 23) 6. How does power change Luke? (page 177) What might the author be trying to say about those in positions of power? 7. Read to the end of page 183. What do you think Mr. Pitt will do? What might he be thinking and feeling? 8. Look at the bottom of page 186. What effect does Malcolm's interjection have? Can it have more than one meaning? 9. The Bin King deserves to be banished. Do you agree? 10. Read to the end of Chapter 27. The author describes the millions as being 'sucked into a black hole'. What might be causing the whirlwind? What will happen next? 	<p>The protagonist of the story is deaf and has to learn to listen in other ways. In pairs/a small group conduct research into the life of Evelyn Glennie, a deaf musician, and then write a biography about her, paying particular attention to how she learnt to listen to music with other parts of her body.</p> <p>On page 191, the author describes the terror of seeing a Hoover. Think of another everyday household gadget and describe it from the point of view of Prince Luke and his people.</p> <p>In pairs/small group create a soundscape using body percussion, your voices and instruments to accompany the tense moment on pages 191 and 192, when Prince Luke is sucked up into the Hoover. Can you think about how to convey the comedy in this scene?</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences and justify with evidence. - Predict what might happen from details stated and implied. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Research and develop design criteria to design an informative, and appealing poster. <p>Science</p> <ul style="list-style-type: none"> - Understand how animals are adapted to their environment. - Construct and interpret a variety of food chains, identifying producers, predators and prey. - Understand Darwin's Theory of Evolution. <p>Geography</p> <ul style="list-style-type: none"> - Use maps to locate places and landmarks and create an engaging holiday brochure. 	<ol style="list-style-type: none"> 1. Who is Damon? (page 195) 2. What might Max be thinking and feeling when he sees the bedroom is empty? (page 194) 3. What might the author mean when he says, 'Everyone was equal. All you could see was fear.' (page 200) How is everyone equal now? How can you see fear? 4. Collect any words or phrases that give us a clue as to what Sasha is thinking and feeling on page 203. 5. How have Sasha and Joy helped Max? Can you describe their plan to a partner? (page 206) 6. Read to the end of page 209. What might Mr. Pitt be thinking and feeling? Do you think we have seen the last of him? 7. Mr. Darrow says, 'It's not the mistakes you make that matter, eh? It's how you fix them.' What does he mean? Make a table to describe the mistakes made by each of these characters and how they have tried to fix them: Max, Sasha, Ivy, Luke, Joy. 8. How do you think Mr. Darrow has got himself inside 'the belly of the whale'? (page 212) 9. What might Max be thinking and feeling as he stares across the 'sea of bags'? (page 214) 10. Do you think Max and Sasha will find Luke? 	<p>Sasha confiscates the candy from Joy and the rest of the girls. Why? Create a poster to inform someone about the health implications of having too much sugar. Plan, design and make an alternative snack for the girls in the Sparkle Pony Summer Club.</p> <p>Miss Binkles is a flea. What sort of animal is a flea? Work as a small group to conduct research into fleas and find out about their appearance, diet and how they are adapted to their environment. Create a food chain for a flea.</p> <p>Find out about Charles Darwin and his theory of evolution. How might it apply to the story?</p> <p>Mr. Darrow discovers the serum in Massachusetts. Use a map to locate Massachusetts. As a class/group/in pairs create a holiday brochure to convince people to visit this state.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss themes, connections and links throughout the story. - Create character profiles to understand how a character behaves and how their personality develops throughout a story. <p>Maths</p> <ul style="list-style-type: none"> - Solve problems by converting between units of time. - Create word problems to extend your understanding of the relationship between days, months and years. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - In a newspaper article, use simple organisational devices, such as headings and sub-headings. - Write a sequel, using the style and language features employed by the author. 	<ol style="list-style-type: none"> 1. Summarise in a sentence how the Floor was created. 2. What might Luke be thinking and feeling when he sees Ivy on the warfly? How did you feel when you read this part? (page 221) 3. What does Mr. Pitt plan on doing with the garbage disposal unit? (page 224) 4. How does Luke convince the Red Queen to help him? (page 226) 5. Describe the relationship between Luke and Miss Binkles. What is odd about it? How does it save the millions? 6. How are the Bin King and Mr. Pitt similar? How are they different? 7. Mr. Pitt is a good headmaster and only wants the best for the school. Do you agree? 8. What leads to Mr. Pitt's downfall? Does he deserve what happens to him? 9. Read to the end of page 247. Do you think Max will take the serum? What would you do? Draw a list of all the pros and cons. 10. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Friendship, power, communication, team work, miracles, size.</i> 	<p>On page 216, Luke asks Mr. Darrow, 'What's a year?' How many months are there in a year? How many days? How many months would there be in two years? Three? Twelve? Create your own worded maths problems about days/months/years. Can you find out how to sign the months of the year?</p> <p>Write your own newspaper report about the collapse of the new school building. Remember to include a headline and witness statements.</p> <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: Max, Luke, Ivy, Sasha, Mr. Pitt, Mr. Darrow.</p> <p>What do you think might happen in a sequel to this story? Write a new exciting adventure for Max, Mr. Darrow, Sasha and Prince Luke.</p>