



SCHEME OF WORK

PERFECT FOR: Students aged 7+; a fun story full of adventure, action and danger; spy gadgets; dinosaurs; comic book style storytelling; puns and humour; and creative writing opportunities including poems, fact files & newspaper articles.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Explanation Texts

Drama, Speaking and Listening

Design Technology & Art

Science

Geography

History

Music

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WEEK 1 (CHAPTERS 1–7): SPYNOSAUR AND AMBER TEAM UP



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension Predict what might happen from details stated and implied. Draw inferences and identify how language, structure and presentation contribute to meaning.</p> <p>Drama, Speaking and Listening Prepare poems to perform, showing understanding of intonation, tone, volume and action.</p> <p>Design Technology and Art Design innovative, functional, appealing products that are fit for purpose.</p> <p>Music Appreciate music drawn from different traditions, composers and musicians.</p>	<ol style="list-style-type: none"> Using clues from Chapter 1, describe the relationship between Amber and her mum. What are your first impressions of M11? Use evidence from the story so far to support your opinion. Why has the author used the simile 'like a scaly spear' to describe Spynosaur? Is it effective? (page 30) Do you think Spynosaur and Amber will survive the dino-seeking missile at the end of Chapter 3? What do you predict will happen? What is particularly effective about the last two sentences on page 41? How has the author made you want to read on? What effect does Amber's singing have on Spynosaur? (page 45) Look at the layout, structure and presentation of Chapter 5. How is it similar / different to a comic book? Read to the end of Chapter 6. What do you think will happen when Spynosaur sinks his teeth into the lock? Spynosaur is reckless and irresponsible. What clues are there to support this statement? What clues are there to refute this statement? There are lots of jokes and puns throughout the book. As you read along, make a list of any you find. Can you explain them to a partner? 	<p>Design and make a new gadget for Spynosaur to help him on his dangerous mission and create a Classifile for it.</p> <p>On page 38, Spynosaur references a famous poem called 'If' by Rudyard Kipling. Work in pairs/a small group to perform the poem, thinking carefully about volume, expression and pace.</p> <p>Close your eyes and listen to the 'Theme from Mission: Impossible', composed by Larry Mullen and Adam Clayton. Share with a partner what it made you think of. Alternatively, draw or paint a piece of artwork inspired by the piece of music.</p> <p>Next week, Spynosaur and Amber will travel to Venice, where they will be involved in a high-speed boat chase! Design and build your own boat and carry out an experiment to see which boat floats/travels the furthest/holds the most cargo.</p>



WEEK 2 (CHAPTERS 8–15): ATTACK OF THE DINOSAURS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension Use dictionaries to check the meaning of words. Draw inferences and justify inferences with evidence. Retrieve and record information.</p> <p>Geography Use maps to locate places and landmarks.</p> <p>History Select and organise relevant historical information to extend understanding of world history.</p> <p>Science Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<ol style="list-style-type: none"> 1. Write a dictionary definition of the following words on page 64: <i>vast, teemed, ornate, elaborate</i>. What impression of the ballroom do they give? 2. Is Amber right to race after the suspicious woman in the black robe? What would you do? (page 69) 3. What effect does the countdown have throughout Chapter 9? How does it make you want to read on? 4. Read to the end of page 92. Why do you think Amber is back in her bedroom? 5. What evidence is there on page 96 to suggest that Spynosaur is feeling frustrated? 6. On page 100, Ergo Ego struggles to say 'anonymous'. Why do you think this is? Can you write a dictionary definition of the word and use it in a sentence? 7. Read to the end of page 103. What do you think will be written in the letter? 8. What is a hallucination? (page 116) 9. What effect does the luminous, green fog have on Spynosaur and Amber? 10. What might Amber be thinking and feeling as the illusory dinosaurs pace towards them? <p>BONUS QUESTION!</p> <ol style="list-style-type: none"> 11. What type of plot device is a McGuffin in literature? How does this apply to Spynosaur's mission? 	<p>During their mission, Amber and Spynosaur visit London, Venice and Cairo. Use a map to locate these places. Now plan a route from London to Venice and then London to Cairo. Calculate the length of time it would take to travel to each place via airplane, boat and train.</p> <p>Spynosaur and Amber find themselves in the gloomy innards of the Great Sphinx. As a class/group/in pairs, create a historical fact file about the Great Sphinx.</p> <p>Become archaeologists for a lesson and research how fossils are formed.</p> <p>Throughout Chapters 14 and 15, a number of dinosaurs are mentioned. Work as a small group to conduct research into these dinosaurs and find out about their appearance, diet and how they were adapted to their environment. Create a food chain for one of the dinosaurs you have researched.</p>



WEEK 3 (CHAPTERS 16–24): THE REAL MCGUFFIN



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension Predict what might happen from details stated and implied. Draw inferences, such as inferring characters' feelings, thoughts and motives. Retrieve and record information.</p> <p>Writing to Entertain and Inform In non-narrative material, use simple organisational devices, such as headings and sub-headings. In narratives, create settings, characters and plot.</p> <p>Music Play and perform in solo and ensemble contexts. Use instruments with increasing accuracy, fluency, control and expression.</p>	<ol style="list-style-type: none"> Which word on page 120 is similar in meaning to 'a loud mixture of sounds'? Read pages 129 and 130. What do you notice about Spynosaur's explanation of how he figured out the location of Ergo's meeting with P.O.I.S.O.N? What might Amber be thinking and feeling in Chapter 17 when Spynosaur tells her, "I have to do this alone"? Use the information on pages 141 and 142 to draw and label a picture of the 'Lair-within-a-lair'. Read to the end of page 147. What do you think Ergo is planning to do with Spynosaur? What does the simile 'moved like lightning' suggest about Spynosaur? (page 149) How do you think Ergo is managing to control Spynosaur? (page 157) Why has the flashback been included on pages 164 and 165. What impact does it have? What have Amber and Spynosaur learnt by the end of the story? Has their relationship changed? Who was your favourite character in the story? Why? Can you create a fact file about them? <p>BONUS QUESTION!</p> <p>11. Complete this sentence: <i>Amber is an excellent side-kick because...</i></p>	<p>Design and create your own comic book page, detailing the next adventure and mission for Spynosaur and Amber. Include lots of jokes, puns, adventure, gadgets, villains, danger and silliness!</p> <p>Imagine you are Spynosaur's sidekick. Write your own theme song in the style of the one on page 125. Use instruments or body percussion to accompany it.</p> <p>Amber and Spynosaur are experts at a number of ninja moves, including the 'SCRAMBLED EGG WHIRLING WET-TOWEL DEVASTATING HUMMINGBIRD ATTACK'. Invent your own new ninja moves for Amber and Spynosaur.</p> <p>Write a newspaper article about Ergo Ego's evil plan and subsequent defeat.</p> <p>Create your own Classifile for a new, diabolical villain. Include a description of them, their code name, their specialties and their motto.</p>

