

Picklewitch and Jack



SCHEME OF WORK

PERFECT FOR: Students aged 7-8; a hilarious, action-packed story about two very unlikely friends; studying non-standard English; eccentric characters; creating potions and spells; exploring themes of friendship and family; discovering the beauty of the natural world; writing opportunities including newspaper reports and poems.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

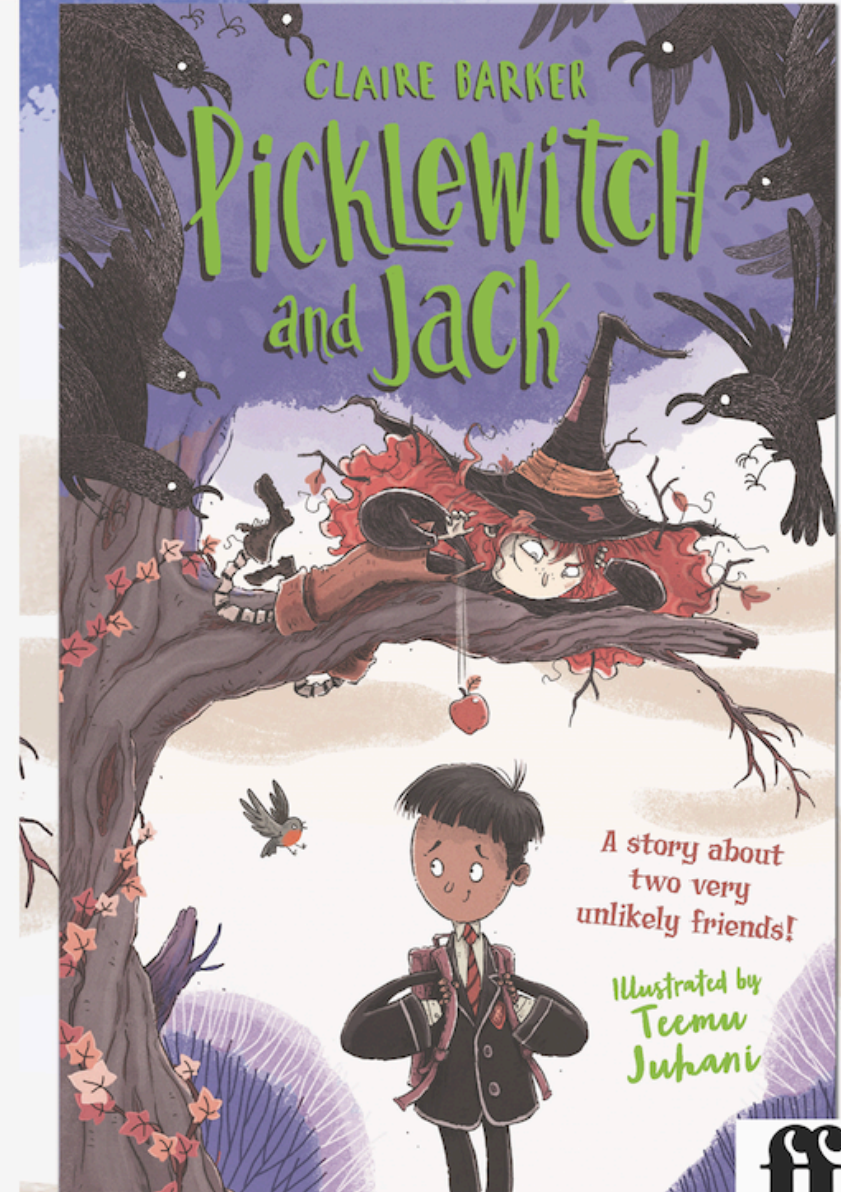
English: Poetry; Reading Comprehension;
Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening

Science

Maths

Music

History



AUTHORFY

- where creativity comes to life -

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WEEK 1 (PROLOGUE - CHAPTER 6): WORSER THAN MAGGOT JAM

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Predict what might happen from details stated and implied.- Draw inferences, such as inferring characters' feelings, thoughts and motives.- Identify how language and structure contribute to meaning. <p>Maths</p> <ul style="list-style-type: none">- Use a Venn Diagram to compare and contrast the two main characters, thinking about how they're similar and different. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Interpret and perform a song, using expression, actions and musical instruments to convey meaning. <p>Writing to Entertain</p> <ul style="list-style-type: none">- Write in the style and tone of a character, conveying their emotions and focusing on the use of non-standard English.	<ol style="list-style-type: none">1. Which words and phrases in the prologue and Chapter 1 help create a vivid image of the setting and weather? Use them to draw and label a picture of the setting.2. Jack and his mum's motto is 'Facts not fiction'. What does this mean? What does this tell us about the family? What would your motto be if you had one? (page 14)3. Read page 15. Predict why Jack's mum says that things haven't been easy lately. What do you think has happened?4. Read Chapter 2. What are your first impressions of Jack? Do you like him? Which words and phrases help us understand his character and personality?5. What might Jack be thinking and feeling when Picklewitch enters the classroom? How do you know? (page 28)6. Why are some words on page 37 in capital letters? How should they be read? What clues do they give us about how Jack feels?7. Why does the style of font change on pages 38 and 39? What effect does this have?8. The answer is 'Rookery Heights'. What might the question be? (page 51)9. Jack's mum describes Picklewitch as a 'proper friend'. What makes a proper friend? Do you think Jack and Picklewitch will become friends?10. Picklewitch says that Victoria's cake tastes bossy and mean. Why might this be? How might a cake made by you taste? (page 66)	<p>Use a Venn diagram to compare and contrast Picklewitch and Jack. How are they similar? How are they different? Use evidence to support your ideas and add to your Venn diagram as you continue to read. On the outside of your Venn diagram, add any questions you have for them.</p> <p>Look at Picklewitch's song on pages 38 and 39. Discuss what you like and dislike about it, anything that puzzles you and what it reminds you of. Work in small groups to perform the song, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the song.</p> <p>On page 60, Jack writes a diary about meeting Picklewitch. Imagine you are Picklewitch and write a new diary about meeting Jack. How might this diary differ from Jack's? Remember to refer to her thoughts and feelings. Perhaps you can use the 'Dictionary of Wurd's' at the back of the book to imitate Picklewitch's language and humour!</p>



WEEK 2 (CHAPTERS 7-12): SCIENCE AND SPANGLECHUFF

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES						
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use dictionaries to check the meaning of words and understand words in context. - Retrieve and record information. <p>History: Ancient Egyptians</p> <ul style="list-style-type: none"> - Use research methods to extend historical learning into the excavation of Tutankhamun's tomb.. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a newspaper report and use imperative verbs to give instructions. - Use brackets to add extra detail and information. <p>Maths</p> <ul style="list-style-type: none"> - Use a range of measuring equipment to measure volume and capacity. - Convert between units of measurement. 	<ol style="list-style-type: none"> 1. Write a definition of these words from Chapter 7: <i>antique, fraud, excavated</i>. Try using them in a sentence. 2. The author compares Professor Bright to 'an irritable bat'. What does this mean? Can you think of any other similes to describe the professor? (page 72) 3. Use the information on page 76 to draw and label a picture of Picklewitch's exercise book. What do you think might be inside? 4. Create a spider diagram of words and ideas linked to the word 'guilt'. Have you ever felt guilty about anything before? Why might guilt and feeling guilty be an important theme in Chapter 8? 5. Explain why meeting Picklewitch is like finding a fossil and then throwing it away (page 96). 6. On page 98, the word 'TRAYTOR' is written on Jack's backpack. Is this spelt correctly? What is a traitor? Can you think of an antonym for the word? 7. What does it mean if you 'eat humble-pie'? Do you think Picklewitch will forgive Jack? (page 107) 8. Which word on page 112 means 'with concentration'? 9. What is a happy hotbox? How else might Picklewitch describe everyday items? (page 134) 10. Match the word on the left to its synonym on the right: <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">smouldering</td> <td style="width: 50%;">calmly</td> </tr> <tr> <td>evacuated</td> <td>burning</td> </tr> <tr> <td>patiently</td> <td>removed</td> </tr> </table> 	smouldering	calmly	evacuated	burning	patiently	removed	<p>On page 69, the children learn about the excavation of Tutankhamun's tomb. In small groups, carry out a research project into Tutankhamun. You may wish to find out about Howard Carter, The Valley of the Kings, the treasures found inside the tomb and the curse. Present your work as a newspaper report, including a headline, photographs and witness statements.</p> <p>On page 82, Jack finds instructions for making Bamboozle Soup. Write your own instructions for a spell, thinking about what you would like your spell to do. Will it summon a Storm Beast or stop a tree from balding? Remember to use imperative verbs and brackets to add extra details.</p> <p>Create your own 'potion' in a Maths measurement lesson. Carefully measure and record the volume of the ingredients in your 'potion' using a range of measuring equipment. Can you double your ingredients to make your 'potion' for Jack <u>and</u> Picklewitch? Now, convert the measurements from millilitres to litres.</p>
smouldering	calmly							
evacuated	burning							
patiently	removed							



WEEK 3 (CHAPTER 13-EPILOGUE): THE WINGS OF WAR

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify and discuss the main themes in the story.- Create character profiles, exploring how the characters have developed.- Retrieve and summarise information from a passage and use it to inform writing. <p>Science</p> <ul style="list-style-type: none">- Identify and name a variety of plants and animals in the local habitat. <p>Music</p> <ul style="list-style-type: none">- Use your voice and instruments with control and expression to create a magical spell. <p>Poetry</p> <ul style="list-style-type: none">- Create a rhyming poem to summarise the main themes in the story.	<ol style="list-style-type: none">1. What might Picklewitch mean when she says she has lived in the tree 'longer than a vole's nose, shorter than an elephant's trunk'? (page 143)2. How are Picklewitch and Jack like two sides of the same coin? How is their relationship developing? (page 151)3. Read up to page 161. Write a new diary entry for Monday, imagining you are Jack. What will Picklewitch do next?4. Aamir tells the children that the word <i>mascot</i> is Italian for <i>masco</i> and means <i>little witch</i>. Choose some other interesting words from the story and find out about their origin and history. (page 187)5. What are your first impressions of Rupert Pinspike? Can you describe him in three words? Use evidence to support your opinion.6. Read to the end of page 209. What do you think is happening to Rupert and why?7. The answer is 'a grimoire'. What could the question be? (page 217)8. Picklewitch is vain and arrogant. Do you agree with this statement? Why? Why not? Do you like her?9. What do you think is the most valuable lesson Jack learns in this story? Why?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, magic, nature, being an outsider, family, loneliness, adventure.</i>	<p>The children are set the task of cataloguing the animals and plants in their local area. Take a Nature Walk around your local area or school. What things can you see, smell and touch? Carefully observe and draw the plants, minibests and animals you see. Now, create a map of your local area, using Picklewitch's project on page 155 as inspiration.</p> <p>Work in small groups to create a soundscape for page 146, using your voice and body percussion to recreate the magical sound of Picklewitch's spell and the peacocks' transformation.</p> <p>Look at page 150, where Picklewitch tells Jack that squirrels have ticklish knees. Think about all the things Picklewitch has done throughout the story. Create a rhyming poem summarising her actions and character, for example...</p> <p><i>I once made a cat woof for a week. I once made a daffodil sneeze. I once rode a kestrel through the sky. I once hexed a boy who told a lie. I once stole a cake and ran away. I once made a friend – oh, what a day!</i></p>



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