



SCHEME OF WORK

PERFECT FOR:

Students aged 8+; an exciting adventure story set in the rainforest; persuasive letters; poetry; animal adaptations; categorising animals; exploring lots of environmental issues.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Music

Geography

Science

Maths

PSHE and Citizenship

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WEEK 1 (PAGES 8–80): EVERY CREATURE IS VALUABLE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Predict what might happen from details stated and implied.
- Draw inferences, such as inferring characters' feelings.
- Identify how language and structure contribute to meaning.

Maths

- Use a Venn Diagram to compare and contrast characters.

Writing to Inform

- Plan and write a persuasive letter, using a range of techniques to engage your reader.
- Create a notebook of observations and thoughts about the natural world.

Geography

- Use maps and atlases to find locations and plot routes.

COMPREHENSION QUESTIONS

1. Before beginning, create a spider diagram of words, associations, themes, pictures and ideas linked to 'deforestation'.
2. How does the author create a sense of tension on page 16? Which words and phrases are particularly effective?
3. Read up to page 24. What can you infer about the relationship between Agnes and Uncle Douglas?
4. Attie says that he is not here 'to make acquaintances'. What does this mean? What impressions do you have of him? (page 31)
5. How are the words 'rare' and 'endangered' similar? How are they different? (page 34)
6. Imagine you are Agnes on pages 44 and 45. Make a list of everything you can see, hear, taste, touch and smell.
7. Why do you think Attie's tail begins to twitch on page 47? What might this suggest?
8. Agnes knows that the animal world is 'full of deception and hidden secrets'. What does this mean? (page 52)
9. Read Chapter 4 and make a list of all the special skills Agnes will need to be a successful SPEARS agent.
10. What are your first impressions of Agnes? Do you like her? Does she remind you of any other story characters? Do you think she will make a good SPEARS agent? Why? Why not?

EXTRA ACTIVITIES

Use a Venn diagram to compare and contrast Agnes and Attie, considering how they are similar and different. You could add to your ideas as you continue reading. How does this activity help you understand these characters?

Imagining you are Agnes, write a persuasive letter to Uncle Doug explaining why you should be allowed to have a pet. You could talk about the type of pet you might like, why you'd be a good owner and what you might learn from looking after an animal. Use paragraphs and conjunctions to structure your letter.

Take a notepad or piece of paper and a clipboard outside to create your own 'Field Notes Journal' in the style of Agnes. Spend time listening and watching the natural world around you and write down your thoughts and observations.

Use a map to find out where the Atlantic Forest is. How long might it take Agnes to get there? Perhaps you can plot her journey, too!



WEEK 2 (PAGES 81–140): DEEP IN THE RAINFOREST

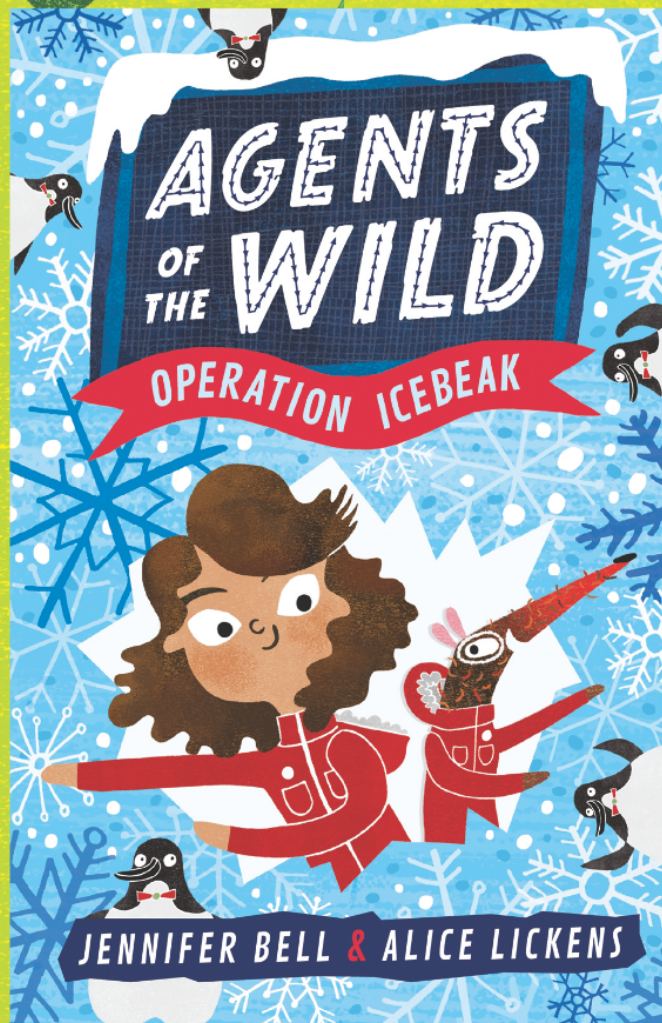
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use dictionaries to check the meaning of words and understand words in context. - Retrieve and record information. Geography - Understand the different layers of the rainforest and the animals that live there. Music - Use your voice and instruments with control and expression to create a magical rainforest soundscape. Science - Sort a variety of animals into groups according to their common features. - Write a non-chronological report about a reptile, including information about its diet, appearance and adaptations.	1. How does the author make the setting of the 'lush green rainforest' seem inviting and welcoming? (page 82) 2. The author says that the aircraft 'plunged' towards the ground. What impact does this word have? How is it different to 'fell'? (page 85) 3. Read to the end of page 91. Can you predict what the mystery creatures might be? 4. The author describes the bee's body as sparkling 'with little flecks of gold'. What image does this create in your mind? Can you think of any other way to describe a bee's appearance? (page 96) 5. Look at Agnes's field report on pages 103–105. What layout and language features can you spot? How does this language sound different to the rest of the story? 6. Agnes notes that when Attie thinks she isn't watching he glances at her and smiles. Why? What might he be thinking and feeling? (page 104) 7. Read Chapter 6. What are your first impressions of Axel Jabhart? Can you describe him in three words? 8. Spend some time exploring the illustration on pages 116–117. Where is your eye drawn to first? How do you think it will help the reader's understanding? 9. Use a dictionary to write a definition of these words: <i>marooned</i>, <i>foiled</i>, <i>sparring</i>, <i>slender</i>. 10. How is the relationship between Agnes and Attie developing and changing as the story progresses?	Research the different layers of the rainforest and the animals you might find in each part. Perhaps you could label a diagram to show your understanding or you could even use a shoebox to create a 3D model of the rainforest! Agnes hears all different types of sounds in the rainforest. In small groups, work together to create a rainforest soundscape. How will you capture the insects humming, the high-pitched whistles of monkeys, and the croak of frogs? Use body percussion, your voices, and a range of instruments. Using pictures of different rainforest animals, sort these animals into categories such as mammals, reptiles, birds, amphibians and so on. What other ways can you categorise them? The evil arctic foxes say, 'We're not adapted for these temperatures.' What can you find out about them and how they have adapted to their environment?



WEEK 3 (PAGES 141–END): AGENT AGNES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Retrieve and summarise information from a passage and use it to inform writing. Design Technology & Art - Design a new gadget, thinking about its special features, appearance and the materials you could use. Drama, Speaking and Listening - Interpret and perform a poem, using expression, actions and instruments to convey meaning. Creative Writing - Write a sequel based on the story, using the style and language features employed by the author.	1. Read to the end of page 146. What do you predict Commander Phil's decision will be? 2. Summarise all the ways in which Agnes has displayed 'agility, strength and quick-thinking' on her mission. (page 150) 3. Summarise in one word how Elton is feeling on page 154 and explain your word choice. 4. Read page 157. Which animal agent would you choose to take on the mission and why? Which agent do you think Agnes will choose? 5. Spend some time exploring the top-secret field notes from Commander Phil at the end of the story. Can you write a persuasive letter applying for the job of a SPEARS agent? 6. Can you describe what a 'eusocial' bee is and why they are important? 7. Make an eye-catching poster to summarise what's happening in the Atlantic Forest, what deforestation is and how it affects animals. 8. Do you think the character of Agnes will appeal to readers? Why? Why not? Use examples from the story to support your ideas. 9. The main theme in this story is greed. Do you agree? Why? Why not? What other themes are important? 10. What do you think Agnes learns about herself, her friends and her family over the course of the story? How has she changed and grown?	Agnes is introduced to a range of cool gadgets, which have been inspired by nature. What can you find out about the animals in the rainforest? Can you use any of their adaptations to design a new gadget for Agnes? Design and create a technical drawing of a blueprint of your gadget. Think of its special features, what it might look like and what it might be made of. You could even make it out of recycled material! Look at the poem <i>Lord of all Gardens</i> by Fred Sedgwick. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Where might Agnes and Attie go on their next mission? Work in a group to explore a range of habitats, thinking about the dangers they might face there and the animals they could save. Then, write the opening to your story!

OTHER BOOKS IN 'THE AGENTS OF THE WILD' SERIES...



YOU CAN FIND LOTS MORE ACTIVITIES AND IDEAS ON
HELPING THE ENVIRONMENT AT THE BACK OF EACH BOOK!