



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a Viking adventure full of thrills, humour and historical facts; Viking runes; riddles and poetry; drama and role-play; non-chronological reports about dragons; creating Viking longships; joining two mis-matched Viking warriors for mayhem, danger and excitement!.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Art & Design Technology

Music

Science

History

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WEEK 1 (CHAPTERS 1–3): THE CUP OF KRUD

SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.
- Describe relationships between characters.

History: Vikings

- Order and understand the main events that occurred during the Viking period.
- Use research methods to extend historical learning.
- Carry out research into the Viking gods and Viking mythology

Drama, Speaking and Listening

- Understand a character by completing a Role on the Wall activity.

COMPREHENSION QUESTIONS

1. Spend some time exploring the maps at the beginning of the story. Can you make any predictions about what might happen?
2. What does the name 'Whetstone' suggest about the boy? What impression do you get of him? (page 3)
3. What has motivated Whetstone to become a thief? (page 6)
4. What does the verb 'loomed' suggest about Light Finger? What are your first impressions of him? (page 7)
5. How does the author create a sense of tension and excitement on page 17? Which words or phrases are particularly effective?
6. Read Chapter 2 and use the information to compare and contrast Lotta and Whetstone. How are they similar and different? You could use a Venn diagram to help you.
7. In pairs, try acting out the conversations between Whetstone and the magic cup on page 36.
8. Read up to page 40. What role do you think Lotta will play in the story? How do you think she will meet Whetstone?
9. Read up to page 43. How do you think Vali feels about Whetstone? Use evidence from the story to support your opinion.
10. What are your first impressions of Whetstone? Does he remind you of any other characters in books or films? What do you think he might learn about himself as the story progresses?

EXTRA ACTIVITIES

Create a timeline showing the main events that occurred during the Viking era. You may wish to include:

- The invasion of Lindisfarne
- The creation of the Supreme Kingdom
- The arrival of Vikings from Denmark and Sweden
- Edward the Confessor becoming King

Complete a Role on the Wall activity. Draw an outline of Whetstone. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him. In a different colour, you could imagine you are Whetstone and write his answers.

In small groups, conduct research into the Viking gods and goddesses mentioned in the story. Find out about their appearance, characteristics and role in Viking mythology. You could present your findings as a colourful poster, illustrated profiles, a non-chronological report or even as a PowerPoint presentation.

WEEK 2 (CHAPTERS 4–6): A LOTTA MISTAKES

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Retrieve information.

Music

- Use your voice and instruments with control and expression to create a stormy soundscape.

Design Technology & Art

- Use a range of images and symbols to represent a Viking god or goddess.
- Design and map out an amusement park for the gods.

Writing to Entertain

- Create a persuasive, engaging advert for a Viking-themed amusement park.

COMPREHENSION QUESTIONS

1. Write a dictionary definition for these words in Chapter 4: *sturdy*, *leered*, *unison*. Try using them in a sentence of your own.
2. Did anything make you laugh on pages 53 and 54? Why? Have there been any other instances of humour being used in the story so far?
3. Read pages 55–60. Imagine you are Whetstone and make a list of everything you can see, hear, taste, touch and smell.
4. Read up to page 63. Why do you think there is a house for every god or goddess?
5. How is a 'sneer' similar to a 'smile'? How is it different? Can you show a partner what a sneer looks like? (page 65)
6. What do you think the 'strange shadows' on the wall might be? Have you got any theories or predictions about what's happening? (page 66)
7. Vali laughs 'mirthlessly' on page 69. What does this mean? What might he be thinking and feeling?
8. Lotta says that Whetstone is 'nothing like a hero'. Do you agree? What makes someone a hero? (page 76)
9. Why do you think so much of what Scold says is written in capital letters? Does it give you any clues about her personality?
10. What can you infer about the relationship between Whetstone and Lotta? How do you predict their relationship will develop as the story progresses?

EXTRA ACTIVITIES

On page 46, Lotta flies through a terrifying storm. In small groups, create a stormy soundscape. How can you use your voices, instruments and body percussion to create an atmospheric soundtrack to accompany this scene in the story? You could even create a graphic score to represent your composition.

On page 61, we learn that each house has a symbol on its doors. Using your research from week 1, create a coat of arms or shield for one of the gods and goddesses you have learnt about, thinking about which images and symbols you might use to represent them. You may wish to then make your piece of artwork into a clay sculpture.

On page 63, Whetstone thinks he is in an amusement park for the Gods. What might this look like? In small groups, design and map out a fun Viking-themed amusement park for all the family. Think about what rides you might include. You could use squared paper and link this activity to area and perimeter and write persuasive adverts to encourage people to visit!



WEEK 3 (CHAPTERS 7–9): TROUBLE IN THE TREE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Use clues from the text to infer information about a character and what they might be thinking and feeling.
- Use an Emotions Graph to explore a character's thoughts.

Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does.

Poetry

- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.
- Write a poem in the style of Rachel Piercey.

COMPREHENSION QUESTIONS

1. What does the verb 'purred' suggest about the shadow? How do you imagine it is moving? (page 84)
2. What's the most important piece of information on page 88? Were you surprised by the revelation?
3. What is Niflheim? How might Whetstone be feeling when he hears about it? (page 90)
4. What does the verb 'quavered' suggest about what Lotta might be thinking and feeling? (page 94)
5. Why are Lotta's hands 'curled into fists'? How you ever felt like this before? Why? (page 99)
6. Use the information on page 101 to draw and label a picture of Yggdrasil.
7. What do you think the 'sparkly gold stuff' might be? (page 105)
8. Why do you think Lotta and Whetstone start laughing? How are they feeling? (page 112)
9. Describe Nidhogg in three words and explain your word choices.
10. How does the author make you want to read on at the end of Chapter 9? Is it effective? What do you predict will happen next?

EXTRA ACTIVITIES

Create an Emotions Graph to plot Whetstone's changing thoughts and feelings throughout these chapters. You may wish to refer to: *listening to the conversation in the stables, meeting Loki, climbing Yggdrasil, finding the harp.*

What might Whetstone and Lotta be thinking on pages 98 and 99? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?

Look at the poem *To Asgard!* by Rachel Piercey. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Perhaps you can write your own Viking poem based on the book, in a similar style!

WEEK 4 (CHAPTERS 10–12): TELLING TALES

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information.
- Identify evidence from the text to support theories and opinions.
- Use clues to make predictions.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.

Science

- Write a non-chronological report about an imaginary creature's appearance, habitat and adaptations.

History: Vikings

- Research and discover how Vikings communicated using runes.

COMPREHENSION QUESTIONS

1. Why does Lotta look like 'a scarecrow in a hurricane'? What image does this description create in your mind? (page 116)
2. What is an 'accomplice'? Can you use the word in a sentence of your own? (page 120)
3. Read to the end of Chapter 10. What does Lotta turn into in order to escape?
4. What do you notice about the layout of the pages on 130 and 131? What effect does it have?
5. How does Vali convince the twins to speak to Scold? Why does he do this? (page 133)
6. What does the verb 'prowled' suggest about Flee? What might she be thinking and feeling? (page 134)
7. What is unusual and funny about Ivor the Nose Grinder? (page 138)
8. Read to the end of page 138. What do you predict Whetstone is going to do? What might happen next?
9. How does the author create a sense of tension and excitement on page 140? Are any words or phrases particularly effective?
10. Can you write some of your own nonsense dragon-themed poems in the style of the ones on page 143?

EXTRA ACTIVITIES

In a group of three, re-create the events from Chapter 11. One of you should play Flee, one should play Flay, and one of you should play Vali. Perform the scene three times; each time considering another character's perspective and how you will change your body language and voice. You could even turn this part of the story into a play script to help your performance!

On page 123, Whetstone asks if there's a guidebook to dragons. Plan and write a non-chronological report about Nidhogg, thinking about his appearance, diet, habitat and how he has adapted to his environment. You could even include a food chain in your report to show what he eats.

The edge of Ivor the Nose Grinder's farm is marked with rocks that have warnings written in runes. Can you try and write your name in Viking runes? Now, in pairs imagine you are Lotta and Whetstone and send some secret messages to each other written in Viking runes!

WEEK 5 (CHAPTERS 13–15): THE GREATEST THIEF

SUGGESTED OBJECTIVES

Reading: Comprehension

- Explore vocabulary and carry out role-play to understand the relationship between characters.

Writing to Inform

- Research and create a page for a non-fiction book, thinking about its structure.

Drama, Speaking and Listening

- Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.

Art and Design Technology

- Build a Viking longship from a variety of materials, exploring how they can be made stronger, stiffer and more stable.

COMPREHENSION QUESTIONS

1. What does 'dree your wyrd' mean? (page 147)
2. Role-play the conversation between Whetstone and Lotta on pages 148 and 148. How can you use your body language to show their feelings?
3. Read up to page 159. How might Whetstone prove he is a hero?
4. Read Chapter 14. What impression do you get of the different gods and goddesses and their personalities?
5. Who might the raven on page 164 be? Are there any clues?
6. What's the most important piece of information on page 167? How did you feel when you read it?
7. Loki says that 'jealousy is such an ugly emotion'. What does he mean by this? (page 168)
8. Why does Loki want the cup? (page 169)
9. Why do you think Lotta says that she came back for her sword? Do you think she is telling the truth? (page 171)
10. Predict what you think will happen at the beginning of Chapter 16. Perhaps you could work in small groups to act out your predictions and ideas.

EXTRA ACTIVITIES

Create a page for a non-fiction book about the Vikings – it could be about their tools, homes, fashion or food. You may wish to explore moving picture books and look at how levers, pivots and wheel mechanisms work.

As a class, create a Conscience Alley. One side of the class should be voices persuading Lotta to rescue Whetstone. The other side of the class should persuade Lotta to stay away. Take it in turns to play Lotta walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.

Can you find out the special name for a Viking boat? Use the internet and non-fiction books to find some pictures of Viking boats. Choose from a range of materials and then work in small groups to create your Viking longship. Explore how you can join your materials to make a sturdy boat – you could even see if it will float!



WEEK 6 (CHAPTERS 16–19): THE CUP SPEAKS

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles.
- Summarise information.
- Make comparisons within and across books.

Poetry

- Plan and write a list poem.

Writing in Role

- Empathise with a character by writing in role.
- Emulate a character's voice and personality.

Creative Writing

- Plan a historical adventure story with a beginning, middle and end.
- Write a sequel based on the story, using the style and language features used by the author.

COMPREHENSION QUESTIONS

1. Use the information on page 178 to summarise the relationship between Vali and Loki.
2. Summarise in one word how Whetstone might feel on page 186 when he sees his Dad.
3. Complete these sentences: *Loki saved Whetstone's life because... Loki saved Whetstone's life, but... Loki saved Whetstone's life, so...* (page 189)
4. Summarise Loki's memories in Chapter 16 in six sentences. Now, try to do it in three and then one.
5. Why does Whetstone have to 'do it alone'? (page 200)
6. Can you summarise the story and Whetstone's adventure in a rhyming poem, like the Cup's one on page 221?
7. Which character do you think develops the most during the course of the story? Lotta or Whetstone? Why?
8. 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? *fame, fortune, family, friendship, bravery.*
9. Describe the following characters in one word and explain your word choice: *Whetstone, Lotta, Odin, Vali, the Cup, Nidhogg.* Perhaps you could create a Character Profile about each one, including illustrations.
10. Spend some time exploring the activity pages at the end of the book, which include a 'Viking Name Generator' and a word search!

EXTRA ACTIVITIES

We learn that the harp strings were made of impossible things such as 'the roots of a mountain'. What other strange and magical things could they be made from? Plan and write your own list poem to describe the harp's creation. For example:

*The strings were said to come from impossible things like:
The crackle of lightning
The whisper of the melancholy wind...*

Write a diary entry in role as Lotta or Whetstone. How would they reflect on what has happened? What are the most important things they have learned about the Viking world around them?

Write a new fun Viking-themed sequel. Plan your story using a storyboard, and make sure you have a beginning, middle and end. Now, write your exciting story. As a challenge, you could try and include some speech – perhaps Whetstone and Lotta could be bickering again on their adventure!