



## SCHEME OF WORK

### PERFECT FOR:

Students aged 9+; a spooky, eerie adventure; poetry, world-building and magical settings; persuasive adverts and language; drama and role-play; exploring river formation; researching how storms form; joining a brave girl on a magical, thrilling adventure as she tries to save her home and family from a mysterious secret.

### 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

Mathematics

Physical Education

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# WEEK 1 (CHAPTERS 1–3): WELCOME TO LIGHTNING FALLS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse an author’s style of writing and identify different techniques and vocabulary used.</li> <li>- Describe relationships between characters.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments with control and expression to create a spooky, strange soundscape.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand a character by completing a Role on the Wall activity.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Create a colourful leaflet, persuading people to visit Lightning Falls.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the information on page 1 to draw and label a picture of Lightning Falls. Discuss the setting and your impression of it with a partner.</li> <li>2. Read to the end of page 14. Who do you think the boy is and what role do you predict he will play in the story?</li> <li>3. Read page 21. What does ‘with a bellow’ suggest about Lord Rory? What are your first impressions of him?</li> <li>4. What might ‘...it sounds silvery on her tongue’ mean? What might Meg be hinting at? (page 27)</li> <li>5. Read to the end of Chapter 2. What can you infer about the relationship between Valerie and Meg?</li> <li>6. What does ‘moves like a tornado’ suggest about Ted? Is this an effective description? (page 31)</li> <li>7. Which words and phrases are particularly effective in these chapters at creating a sense of mystery? Why?</li> <li>8. How are Meg and Valerie similar? How are they different? Perhaps you could use a Venn Diagram to compare and contrast them?</li> <li>9. Would you like to visit Lightning Falls? What might you see, hear, taste, touch and smell if you did?</li> <li>10. What are your first impressions of Valerie? Do you like her? Does she remind you of any other characters? Do you have any questions about her?</li> </ol>	<p>The story begins with lots of spooky sounds! In small groups, create a ghostly soundscape to accompany the description of Lightning Falls. Work together and use musical instruments, your voices, and body percussion to create a creepy atmosphere. You could even create your own simple graphic composition, using symbols to represent your sounds!</p> <p>Complete a Role on the Wall activity. Draw an outline of Valerie. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her. In a different colour, you could imagine you are Valerie and write her answers.</p> <p>Create a colourful, engaging advert or poster to encourage people to visit Lightning Falls. How could you persuade ghost hunters to spend the weekend in the house – what sort of things might they wish to see and hear? Remember to use puns, alliteration and appealing adjectives!</p>

# WEEK 2 (CHAPTERS 4–7): A HALLOWED GHOST?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES															
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Create a timetable.</li> <li>- Read and interpret data from a range of graphs and tables.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore gothic architecture and visualise a setting.</li> <li>- Create a piece of artwork depicting the magical, dazzling sky around Lightning Falls.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use a dictionary to write a definition for the following words from Chapter 4: <i>mottled</i>, <i>cacophony</i>, <i>linger</i>.</li> <li>2. The boy says the house 'reeks' of magic. What does this mean? How is 'reeks' similar to 'smells'? How is it different?</li> <li>3. Read up to page 43. What might an 'Anchor' be? Why has it been written with a capital letter?</li> <li>4. Ada says that Roger's sadness 'comes out as spikes'. What might this mean? (page 52)</li> <li>5. Read to the end of page 53. Did you find anything interesting or intriguing about the diary extract? What questions and theories do you have about it?</li> <li>6. Read to the end of Chapter 5. Do you believe Cecil's story about how Valerie was found? Why? Why not?</li> <li>7. Why does Mrs Peters glare at Meg on page 61? What might she be thinking and feeling?</li> <li>8. Use the information on page 65 to draw and label a picture of Lord Rory.</li> <li>9. What does the verb 'snaps' suggest about how Lord Rory is feeling? Do you trust him? (page 66)</li> <li>10. What can you infer about the relationship between Valerie and Joe? How is their relationship developing and changing as the story progresses?</li> </ol>	<p>Spend some time conducting research into gothic architecture. Use your sketches, research and the information from the story to draw a picture of Lightning Falls.</p> <p>We find out that all the ghosts have a timetable. Create your own spooky timetable, thinking about what activities each ghost might do and when!</p> <table border="1" data-bbox="1391 783 2047 1155"> <thead> <tr> <th></th> <th>Name</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Dawn/Morning</td> <td>Valerie</td> <td>Wail sadly</td> </tr> <tr> <td>Afternoon</td> <td></td> <td></td> </tr> <tr> <td>Dusk/Evening</td> <td></td> <td></td> </tr> <tr> <td>Overnight</td> <td></td> <td></td> </tr> </tbody> </table> <p>The author describes how the sky 'bursts into diamonds'. Spend some time exploring paintings of the night sky – Van Gogh's 'Starry Night' is beautiful. Then, use paints to create a spooky, dazzling painting of the sky around Lightning Falls.</p>		Name	Activity	Dawn/Morning	Valerie	Wail sadly	Afternoon			Dusk/Evening			Overnight		
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# WEEK 3 (CHAPTERS 8–10): THE MISSING CHILD

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li> <li>- Use an Emotions Graph to explore a character's thoughts.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with characters by writing an inner monologue.</li> <li>- Explore the difference between what a character says and does.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</li> <li>- Write a spooky poem in the style of Berlie Doherty.</li> </ul>	<ol style="list-style-type: none"> <li>1. On page 86, Valerie goes 'back to the beginning'. Can you summarise what has happened in the story so far?</li> <li>2. Valerie describes Joe as 'nice and heroic'. Do you agree with her? Use evidence from the story to support your opinion. (page 93)</li> <li>3. Read up to page 102. What do you predict might be in the box?</li> <li>4. Read to page 107. Who do you think the mysterious woman is?</li> <li>5. Explain why Ada is filled with both 'such sadness, and such fear' on page 110, referring to <u>both</u> words in your answer.</li> <li>6. Why do you think Valerie keeps dreaming of 'golden streets'? (page 112)</li> <li>7. How does the author create a sense of fear and tension on page 115? Which words and phrases are particularly effective?</li> <li>8. The answer is 'Willa and Fed'. What might the question be? (page 119)</li> <li>9. Why do you think Joe says that Lord Rory is 'very nearly a murderer'? How does Joe feel about him? (page 117)</li> <li>10. Read to the end of Chapter 10. Where do you think Valerie is going? Why does she run away?</li> </ol>	<p>Create an Emotions Graph to plot Valerie's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>the midnight adventure to the cemetery with Meg, finding out about the lost child of Orbis, breaking into Lord Rory's room, learning about her parents.</i></p> <p>What might Valerie and Joe be thinking on page 120? 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?</p> <p>Look at the poem <i>Ghost in the Garden</i> by Berlie Doherty. 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 spooky poem based on the book, in a similar style?</p>

# WEEK 4 (CHAPTERS 11–14): THE ANCHORS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retrieve information.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues to make predictions.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write an explanation text about star storms, using formal language and diagrams.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Write a poem in the style of Jackie Kay, emulating her structure and voice.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</li> </ul>	<ol style="list-style-type: none"> <li>1. What mistake did Ada make? (page 122)</li> <li>2. Mrs Peters' eyes are 'sombre'. What does this word mean? What might she be thinking and feeling? (page 135)</li> <li>3. Read to the end of page 138. Do you feel sorry for Ada? Why? Why not?</li> <li>4. Mrs Peters has 'shadows flickering in her eyes'. What might this mean? What might she be thinking and feeling? (page 139)</li> <li>5. What do you think the most important piece of information on page 142 is and why?</li> <li>6. Read to the bottom of page 151. Do you think Valerie will retrieve her pendant from Lord Rory?</li> <li>7. Read to the end of page 157. What do you imagine Orbis will look like? Perhaps you can draw a picture of your prediction.</li> <li>8. How is Joe feeling on page 161? How do you know?</li> <li>9. Use the information on page 162 to draw and label a picture of the magical setting.</li> <li>10. Read to the end of Chapter 14. Make a prediction about what might happen in the next chapter. Perhaps you can write the first paragraph for it?</li> </ol>	<p>In small groups, conduct research into how storms and other extreme weather events such as hurricanes form. Use this knowledge to write an explanation text, detailing how the magical star storms around Lighting Falls are created. Remember to use diagrams and formal language.</p> <p>Valerie says on page 126 that 'this house has always been my friend.' Spend some time exploring the poem 'No. 115 Dreams' by Jackie Kay. What sort of things might Lightning Falls remember and dream of? Use the structure to bring Valerie's home to life. For example: <i>The living room remembers...</i>  <i>The kitchen can still hear...</i>  <i>The hall is worried about...</i></p> <p>As a class, create a Conscience Alley. One side of the class should be voices persuading Valerie to visit Orbis. The other side of the class should persuade Valerie to stay. Take it in turns to play Valerie walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p>

# WEEK 5 (CHAPTERS 15–18): THE TOWER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p><b>Design Technology &amp; Art</b> - Create a magical piece of artwork, using the descriptions of the setting to inspire your painting.</p> <p><b>Geography</b> - Research and understand the key features of a river and how a river is formed.</p> <p><b>Drama, Speaking and Listening</b> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</p>	<ol style="list-style-type: none"> <li>1. Role-play the conversation between Joe and Valerie on pages 165 and 166. How can you use your voices and expression to capture their feelings?</li> <li>2. What do you think 'hopes and wishes' taste like? (page 168)</li> <li>3. Do you have any theories or ideas yet about who the woman with Lord Rory might be? (page 10)</li> <li>4. What is 'malevolence'? Can you use the word in a sentence of your own? (page 179)</li> <li>5. Using the information on pages 182 and 183, can you work out why Miriam might have been the woman?</li> <li>6. What are the risks and dangers of using magic? (page 187)</li> <li>7. Lord Rory says that Valerie is a 'fantasist'. What does this mean? Do you agree with him? (page 196)</li> <li>8. Miriam says she was 'dazzled' by Lord Rory. What might this mean? What can you infer about her relationship with him? (page 197)</li> <li>9. Read page 202. What can you infer about the relationship between Hatch and Ursula? Which words and phrases help you understand their relationship?</li> <li>10. Read to the end of page 206. How does Ursula change once she is given her comb? What do you think her life has been like in the tower up until now?</li> </ol>	<p>Use the beautiful descriptions in these chapters to paint a picture of Orbis. You might wish to carry out some research into 'magic realism' or use some of Salvador Dali's strange, surrealist paintings for inspiration.</p> <p>The river plays an important role in the story. Find out about the parts of a river and draw a labelled diagram to show your understanding. Now, conduct research into how rivers are formed. Find out about a local river and its use and create a poster to show your findings.</p> <p>In a group of five, re-create the events from pages 176–184. One of you should play Valerie, one should play Joe, one Miriam, one Callie and one of you should play Frida. Perform the scene four 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 playscript to help your performance!</p>

# WEEK 6 (CHAPTERS 19–22): FAMILIES ARE COMPLICATED

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create character profiles.</li> <li>- Summarise information.</li> <li>- Make comparisons within and across books.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Explore how authors create a sense of excitement and danger and use this to model a piece of writing in the same style.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with a character by writing in role.</li> <li>- Emulate a character's voice and personality.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create a class display about magical worlds, using a range of mixed media, poetry and writing.</li> </ul>	<ol style="list-style-type: none"> <li>1. What does the verb 'clamp' suggest about Valerie and what she is doing? (page 207)</li> <li>2. Mrs Peters has the 'same look that Joe's mother had'. What does this tell us about her feelings towards Valerie? Has your opinion of her changed? (page 210)</li> <li>3. Summarise the events in Chapter 19 in six sentences. Now, can you do it in three? What about one sentence?</li> <li>4. Read up to page 227. Do you think Lord Rory deserves his punishment? Do you feel sorry for him at all? Do you feel sorry for Miriam? Why? Why not?</li> <li>5. How important is the theme of 'home' in this story? Is there a difference between a house and a home?</li> <li>6. Valerie says, 'Family's always complicated, isn't it?' What does she mean? What complications might she face?</li> <li>7. To what extent is Lightning Falls a character in the story? Do you agree that the house can be a character?</li> <li>8. Which character do you think develops the most during the course of the story? Why?</li> <li>9. 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>magic, ghosts, family, secrecy, greed, power.</i></li> <li>10. Describe the following characters in one word and explain your word choice: <i>Valerie, Meg, Joe, Lord Rory, Mrs Peters, Ursula.</i></li> </ol>	<p>Write a flashback for the story, describing how Lord Rory tricks Miriam and Valerie's parents. How might you show Lord Rory's emotions and actions? How can you create a sense of menace with details about the sights and sounds Miriam is experiencing? What sort of sentence structures might add to the excitement?</p> <p>Write a diary entry in role as Valerie at the end of the story. How would she reflect on what has happened? What are the most important things she has learned about the strange worlds around her, including her new family and home?</p> <p>At the end of the story, we learn that Orbis has many portals to many different worlds. Create a class display with the title 'Magical Worlds'. Using mixed media, design your own magical worlds and describe what they look like. You could also develop your display with poems about your magical world, persuasive leaflets to encourage people to visit and maps of your imagined realm!</p>



Beyond  
the rainbow,  
A city lies  
waiting

# Lightnings Falls

AMY WILSON